

**MASTER  
CONTRACT  
BETWEEN THE  
PROSSER  
EDUCATION  
ASSOCIATION  
AND THE  
PROSSER  
SCHOOL  
DISTRICT**

**September 1, 2021- August 31, 2024**

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1 **THIS AGREEMENT** is made and entered into by and between the Prosser School District Board  
2 of Directors, hereinafter called the "Board" or "District," and the Prosser Education Association,  
3 hereinafter called the "Association", and includes all of the following articles and provisions.  
4

5 **WHEREAS:** The Board and the Association recognize the mutual obligation to bargain in good  
6 faith to effectuate the provisions of applicable state law, the Board and Association do hereby  
7 agree as follows:  
8

## 9 **ARTICLE I – ADMINISTRATION**

### 10 **SECTION 1: EXCLUSIVE RECOGNITION**

11 **A.** The Board hereby recognizes the Association as the sole and exclusive bargaining  
12 representative for all certificated employees whose salary is determined by the salary schedule  
13 contained herein and/or who are under contract for services to the District. When new positions  
14 are created, the Association will be advised so that it may confer with the Board if it believes the  
15 position should be part of the bargaining unit. Such representation will automatically exclude the  
16 following positions:  
17

- 18 • Superintendent
- 19 • Assistant Superintendent of Business and Operations
- 20 • Assistant Superintendent of Curriculum & Instruction/State & Federal Programs
- 21 • Director of Special Education
- 22 • Principals
- 23 • Assistant Principals
- 24 • District Technology Coordinator
- 25 • Athletic Director
- 26 • Coordinator of State and Federal Programs
- 27 • CTE Director

28  
29 Such representation shall specifically include the following employees:

- 30 • Classroom Teachers and Special Education Teachers
- 31 • Librarians
- 32 • Teaching Specialists
- 33 • Speech Language Pathologists
- 34 • Nurses
- 35 • School Psychologists
- 36 • Counselors
- 37 • Pre-School Teachers
- 38 • Instructional Coaches
- 39 • Physical Therapist
- 40 • Occupational Therapist\*

41  
42 \*The Prosser School District and the Prosser Education Association mutually agree that the  
43 current employee holding the position of Occupational Therapist shall not be required to be a  
44 member of the bargaining unit and will not be covered by the terms and conditions of this  
45 collective bargaining agreement. After January 2014, new hires to the position physical therapist  
46 or occupational therapist will be members of the bargaining unit and will be covered by the terms  
47 and conditions of this collective bargaining agreement.

48  
49 **B. Substitutes**

- 50 1. Representation for substitutes will be on the 20<sup>th</sup> day of consecutive employment or  
51 30th day of accumulative employment in a given year.  
52  
53 2. Day-to-day substitutes will be compensated at a flat rate, which will be determined by  
54 the Superintendent in consultation with PEA leadership as circumstances dictate.  
55 Substitutes who do not fulfill the required hours of work of the teacher will have their  
56 pay pro-rated accordingly.  
57  
58 3. Day-to-day substitutes will not be covered by any provisions of the contract except  
59 those listed in Article I Section 1 B.  
60  
61 4. Leave Replacement contract will mean a contract for an employee who is employed  
62 for more than twenty (20) consecutive workdays in the same position or under leave  
63 replacement contract performing all regular teaching duties. As of the 21<sup>st</sup> day, said  
64 employee will be eligible for salary placement, proration of sick leave, and full rights  
65 of representation. Pay will be retroactive to the point where the replacement teacher  
66 began performing all regular teaching duties (e.g. writing lesson plans, attending  
67 meetings, etc.). (See Article III, Section 12. F – page 36).  
68  
69 5. A substitute that is hired to work the entire year for the district, either assigned to a  
70 specific building or a roving substitute, will have a salary of \$175.00 per day.  
71

72 **C.** The term "certificated employee or teacher" when used hereinafter in the Agreement will  
73 refer to all contracted employees represented by the Association in the bargaining unit as defined  
74 in Section 1.  
75

76 **D.** Words used in this Agreement denoting gender will apply equally to all employees covered  
77 by this contract unless a specific context requires otherwise.  
78

79 **SECTION 2: STATUS OF THE AGREEMENT**

80 **A.** This Agreement will supersede any rules, regulations, policies, resolutions, or practices of  
81 the District which are contrary to or inconsistent with its terms.  
82

83 **B.** Existing policies, rules, regulations, procedures, or practices not in conflict with this  
84 Agreement may remain in full force and effect at the discretion of the Board unless such matters  
85 affect bargaining unit wages, hours, or terms and conditions of employment expressly covered by  
86 the terms of this Agreement.  
87

88 **C.** Unless otherwise provided in this Agreement, no provision in this Agreement will be  
89 interpreted and/or applied to eliminate, reduce or otherwise detract from current individual salaries  
90 and fringe benefits in effect prior to the effective date of this Agreement.  
91

92 **SECTION 3: MANAGEMENT RIGHTS**

93 It is expressly agreed that all rights which are ordinarily vested in and have previously been  
94 exercised by the District, except those which are clearly and expressly relinquished herein by the

95 employer, shall continue to be vested exclusively in and exercised exclusively by the employer  
96 without prior negotiation with the Association.

97  
98 **SECTION 4: CONFORMITY TO LAW**

99 This Agreement will be governed and construed according to the Constitution and Laws of the  
100 State of Washington and the United States of America. If any provision of this Agreement, or any  
101 application of this Agreement to any teacher or groups of teachers covered hereby shall be found  
102 contrary to law by a court of law, such provision or application shall have effect only to the extent  
103 permitted by law, and all other provisions or applications of the Agreement shall continue in full  
104 force and effect.

105  
106 If any provision of this Agreement is held to be contrary to law, the parties shall commence  
107 negotiations on said provision as soon thereafter as is reasonably possible.

108  
109 **SECTION 5: DISTRIBUTION OF AGREEMENT**

110 Within a reasonable period of time and in no case more than twenty-five (25) contract days  
111 following ratification of this Agreement, the District will provide to all employees copies in  
112 electronic format of this Agreement and will ensure continued access to the agreement through the  
113 District's website. District resources may be used to produce a reasonable quantity of hard copies  
114 as may be needed by the parties. Each of the parties will have one original signed copy of the  
115 agreement.

116  
117 **ARTICLE II – BUSINESS**

118  
119 **SECTION 1: DUES DEDUCTIONS**

120 **A. Payroll Deduction**

121 No member of the bargaining unit will be required to join the Association; however, it will be the  
122 right of certificated employees who choose to be members of the Association and who are covered  
123 by this Agreement, to, sign and deliver to the Association a membership form authorizing payroll  
124 deduction of membership dues or assessments of the Association and the state and national  
125 organizations with which it is affiliated. Association members may also authorize dues deduction  
126 for voluntary contributions to WEA-PAC and the NEA Fund for Children and Public Education.  
127 The District payroll office will process the authorization to make it effective at the next possible  
128 payroll period in the normal payroll cycle, after submission of the authorization to the District  
129 payroll office. This authorization will be on a continuing basis from year to year, unless withdrawn  
130 in writing to the Washington Education Association through the established process. The District  
131 shall not discontinue dues collection for any employee until receiving confirmation of completion  
132 of the aforementioned process through WEA.

133  
134 The District Office will include enrollment forms, provided by Prosser EA, in their paperwork  
135 packets once new teacher orientation has passed.

136 A table of pro-rated dues and/or assessments will be supplied by the Association and/or WEA  
137 Southeast UniServ to the District payroll office prior to the start of each school year specifying the  
138 dues and assessment amounts to be deducted for Association members.

139  
140 The Association agrees to defend and hold the District harmless in the event any employee should  
141 bring legal action against the District for compliance with the dues deduction provision contained

in this agreement. The Association, at its expense, will provide such defense. The District shall cover any expense incurred should it choose to employ additional legal counsel.

## **SECTION 2: OTHER PAYROLL DEDUCTIONS**

A. The District will, upon receipt of authorization from a certificated employee, deduct from the certificated employee's salary and make appropriate remittance for District-approved medical plans, tax-sheltered annuities, United Good Neighbors, credit unions, Prosser Education Association Scholarship Fund or savings bonds, guaranteed education tuition and other appropriate deductions as agreed upon by the Association and the District and authorized by the employee.

B. New tax-sheltered annuity program deductions will be made only if 10% of the staff is enrolled.

C. Employees may make a maximum of one (1) change in deductions for tax-sheltered annuities during any one contract year. These changes in deduction amount may be made during any month. Written notification of a change must be provided to the payroll office no later than the 10th of the month in order to be implemented.

D. The District will provide a full IRS 125 cafeteria plan to provide tax benefits for approved expenditures such as certain medical payments, childcare and elder care costs, etc. All unused monies up to five hundred dollars (\$500) paid into 125 plans will be carried over in the individual's account for the following school year.

E. The District, upon receipt of written authorization from a certificated employee, will make deductions and will make appropriate remittance for WEA-Retired dues.

## **SECTION 3: ASSOCIATION NEGOTIATED RIGHTS**

A. The Association's representatives may meet with the Superintendent at least once a month during the school year to review and attempt to solve problems and practices in the administration of this Agreement.

B. The District will make available to the Association upon request all financial and fiscal information provided by the Office of the Superintendent of Public Instruction. The District will further provide all financial and fiscal documents and items of public record prepared by the District. Other data must be mutually agreed upon by the District and Association.

C. A certificated employee, or representative of the Association, who is scheduled to participate during working hours in grievance proceedings will suffer no loss in pay.

D. The Association will have the right to use school facilities, office equipment, and audio-visual equipment at reasonable times when such equipment is not otherwise in use. The Association will pay for the actual cost of all materials and supplies incident to such use.

E. The Association and its affiliates may use intra-district mail service, email or other electronic information systems and employee mailboxes for communication to certificated employees.

F. The Association may use District buildings for meetings and to transact official business except priority will be given to instructional use. Prior arrangements will be made. The use of

buildings, except individual classrooms not in use, will require prior scheduling through the District Facility Coordinator with at least twenty-four (24) hours' notice.

**G.** The Association may post notice of its activities and matters of Association concern on a bulletin board in each facility/faculty lounge and will have full responsibility and liability for the contents thereof.

**H.** Association representatives, including local, state and consultants retained by the Association, will have access to Association members in the buildings as long as there is no interference with the instructional program. The principal will be notified via email when a visiting representative enters District buildings during work time. Association representatives will follow visitor protocol upon arrival.

The District will provide the Association reasonable access to new employees of the bargaining unit for the purpose of presenting information about the union. The Association President or other representative will have not less than 30 minutes during regular contract hours to provide the new bargaining unit member with information about the Association. This time will be within the first 30 days of employment and will not occur during lunch or break periods. To ensure timely access to new employees, the District will provide the Association with the name(s) of newly hired employees, and contact information including the name, assignment, work site, FTE, home address, work and home phone numbers, and email address.

## **ARTICLE III – PERSONNEL**

### **SECTION 1: CERTIFICATED EMPLOYEE RIGHTS**

#### **A. Individual Rights**

1. Certificated employees shall be entitled to full rights of citizenship. There shall be no discipline or discrimination with respect to the employment of a certificated employee due to race, creed, color, marital status, sex, sexual orientation including gender expression or identity, age, national origin, domicile, honorably-discharged veteran or military status, political activity or lack thereof, or the presence of any sensory, mental, or physical handicap (including the use of a service animal or assistive devices) unless based upon a bona fide occupational qualification provided that the prohibition against discrimination because of such handicap shall not apply if the particular disability prevents the proper performance of the particular worker involved.
2. The rights granted a certificated employee hereunder will be deemed to be in addition to those provided elsewhere.

#### **B. Right to Join and Support the Association**

Employees will have the right to self-organization, to form, join or assist the Association, to bargain collectively. The parties will not discriminate against any certificated employee by reason of membership or non-membership in the Association, participation in any grievances, complaints or proceedings under this Agreement.



239 **C. Right to Due Process**

240 No employee will be reprimanded, disciplined, suspended, or reduced in rank or compensation  
241 without just cause. A certificated employee will have the right to face their accuser(s) upon  
242 completion of the investigative stage and prior to a disciplinary notice being issued. The District  
243 will provide information to facilitate representation.

244  
245 An employee will have the right to have a representative of the Association present at any meeting  
246 they reasonably believe may lead to disciplinary action. The employee will be advised of this right  
247 at the time the meeting is requested and will be given information as to the purpose and subject of  
248 the meeting. When a request for representation is made, no action will be taken until such  
249 Association representative(s) can be present, but the meeting will not be delayed more than three  
250 (3) days except by mutual agreement of the parties.

251  
252 Provisional certificated staff will be subject to the provisions of RCW 28A.405.220. The District  
253 is not required to place provisional employees on probation.

254  
255 All information forming the basis for action adversely affecting employment status will be made  
256 available in writing to the employee three (3) days prior to such meeting. Any complaint not called  
257 to the attention of the employee within seven (7) working days of receipt will not be used as the  
258 basis for any disciplinary action against the employee. If notice to the employee of the complaint  
259 would impede or impair any criminal investigation, notice may be withheld until the investigation  
260 is completed, at which time, notice will be provided.

261  
262 **SECTION 2: ACADEMIC FREEDOM**

263 **A.** A certificated employee must be free to think and express ideas. Such freedom must be  
264 unrestricted except as it conflicts with the basic responsibility to utilize the current District-  
265 authorized courses of study.

266  
267 The principle of academic freedom for certificated employees will not supersede the basic  
268 responsibilities of the employee to the education profession. These responsibilities include:

- 269  
270 1. A commitment to support the Constitution of the United States.  
271 2. A concern for the welfare, growth and development of children.  
272 3. An insistence upon objective scholarship.

273  
274 **B.** The certificated employee recognizes that academic freedom will not infringe upon the:

- 275  
276 1. Right of students to a balanced and well-rounded education.  
277 2. Responsibility of the Board to prescribe the curriculum.  
278 3. Right of the community to have an educational program which meets its needs  
279 and expectations.  
280 4. Requirements of law and of the rules and regulations of the State Superintendent of  
281 Public Instruction.

282  
283 Free interchange of ideas leading to clearer understandings at the maturity level of pupils must be  
284 expected as a part of effective teaching. Any challenge to members of the professional staff  
285 relative to the use of educational materials on the basis of suitability, upon their presentation of

ideas involving morality or patriotism, or upon their literary merit will be resolved through utilizing District Policy #2020: Course Design, Selection and Adoption of Instructional Materials.

C. While conforming to District-adopted curriculum, goals, and the currently adopted standards by Washington State, the employee's discretion may be used to choose supplemental methods, strategies, and materials to support student learning.

### **SECTION 3: GRIEVANCE PROCEDURE**

#### **A. Purpose**

The purpose of this grievance procedure is to provide a means for the resolution of a grievance by a certificated employee of Prosser School District No. 116.

#### **B. Definition**

"Grievance" is defined as a claim based upon the interpretation, meaning, or application of the terms of this Agreement.

"Grievant" is defined as an employee, group of employees, or the Association.

"Days" will mean employee workdays except during breaks where "days" will mean District business days.

"Appropriate Administrator" is defined as the person who generated the decision being grieved.

#### **C. Procedure**

A grievance will be processed as rapidly as possible. The number of days indicated at each step is maximum days. Time limits under unusual circumstances may be extended by mutual consent.

Before a grievance is filed the grievant and the appropriate administrator will make every effort to resolve the situation informally within twenty (20) days of the occurrence of the event in dispute or within twenty (20) days of when the grievant could reasonably have known of the event in dispute.

A request for extension of the timeline must be filed within the twenty-day period. The request for extension of the timeline must be mutually agreed upon, stated in writing, and include the length of the extension.

A grievance must be filed within twenty (20) days of the time either party declares an end to the problem-solving attempt.

Any employee at any time may present their grievance to the Board and have such grievance adjusted without intervention of the Association, so long as the Association has been given an opportunity to be present at that adjustment and make its views known and as long as the adjustment is not inconsistent with the terms of the collective bargaining agreement then in effect (RCW 41.59.090).

STEP 1: The grievant fills out Appendix A and discusses it with the appropriate administrator. The administrator has five (5) days to respond in writing. See Appendix A – page 50.

STEP 2: In the event the grievant is not satisfied at Step 1 or no decision is reached by the administrator within five (5) days, the grievant has five (5) days to submit Appendix A and the administrator's response to the Superintendent. The Superintendent will meet with the grievant at the earliest mutually agreed time to hear the reason(s) and evidence supporting the grievance. The Superintendent has five (5) days to respond in writing following the grievance meeting.

STEP 3: In the event the grievant is not satisfied at Step 2 or no decision is reached by the Superintendent within five (5) days, the grievant has five (5) days to submit Appendix A, the administrator's response, and the Superintendent's response to the Superintendent and request to meet with the School Board. The School Board will meet with the grievant at the next regularly scheduled Board meeting or study session and attempt to reach satisfactory solution. The School Board has five (5) days after meeting with the grievant to render a written decision. The parties may mutually agree to waive Step 3 and proceed directly to arbitration.

STEP 4: In the event the grievant is not satisfied at Step 3, the Association has ten (10) days to notify the District that the matter will be submitted to a mutually acceptable arbitrator. The costs of arbitration will be equally shared by the Association and District. The authority of the arbitrator is specifically limited to the express provisions of this Agreement. The arbitrator will have no authority to add, delete, or alter any of its terms. Selection of the arbitrator and the arbitration proceedings will be in accordance with the EXPEDITED LABOR ARBITRATION RULES OF THE AMERICAN ARBITRATION ASSOCIATION unless either party to the arbitration elects to proceed under the VOLUNTARY LABOR ARBITRATION RULES. The arbitrator's decision will be binding.

#### **D. Miscellaneous Items**

1. At any step the grievant may request Association representation.
2. There will be no reprisals of any kind against the grievant or against the local Association representative for reason of participation in the grievance proceedings.
3. All documents, communications, and records dealing with the processing of a grievance will be filed separately from the personnel files of the participants. Two years after the settlement of a grievance all such documents, communications, and records relating to the grievance will be destroyed.
4. The meetings at Steps 1, 2, and 3 will be held at a time and place convenient to both parties.
5. When the grievant has a choice of remedy between arbitration and a statutory procedure, only one method may be chosen to resolve the dispute. If the grievant selects arbitration, such selection waives the right to any hearing under the statutory procedure. If the grievant selects the statutory procedure, binding arbitration under this agreement is waived.

#### **SECTION 4: CERTIFICATED EMPLOYEE EVALUATION PROCEDURE**

##### **CEL 5D+ Evaluation Process – (Forms begin on page 51)**

- A. The Prosser School District and the Prosser Education Association agree to use the eight (8) evaluation criteria and four-level rating system outlined by the State of Washington in RCW

28A.405.100(2) (b). The parties agree to use the CEL 5D+ Framework for Teaching to evaluate certificated classroom teachers unless otherwise mutually agreed in subsequent years.

**B.** According to state law, certificated staff members must have a total of three (3) years provisionary status. If a new employee to the District has completed three (3) years provisionary status in another Washington district then they will be considered provisional for one (1) year.

**C.** All assigned evaluators will be trained in observation, evaluation, and the use of the specific instructional framework and rubrics contained in this agreement and any relevant state requirements. When a new administrator is hired, the District will provide the Association with evidence of the content and successful completion of this training by each individual serving as an evaluator.

**D.** No teacher shall have any part of the evaluation process conducted by an evaluator who has not completed training on that portion of the evaluation. Training will be provided by a state approved trainer.

**E.** Certificated staff will use the CEL 5D+ evaluation system with the exception of:

- District Librarian
- ESA Nurses
- ESA Speech and Language Pathologists – SLP
- ESA Psychologists
- ESA Occupational Therapists – OT
- ESA Physical Therapists – PT
- ESA Counselors
- Birth to 3 Teacher
- Instructional Coaches

Staff members not on CEL 5D+ will follow the current Prosser EA language on evaluation in Article III, Section 4 and all appendices and forms associated with this section.

**F.** It shall be the responsibility of a principal or their designee to evaluate all classroom teachers in their school/site. Traveling staff will be assigned a primary evaluator. Evaluations may have input from their other administrators through observations. Any observations by a secondary evaluator must be documented in writing and provided to the teacher in order to qualify as evidence in the final evaluation.

1. Notification of evaluator and type of evaluation will be hand distributed on a colored, paper to each certificated employee by the end of the first Mandatory Day.
2. Only the forms agreed upon in bargaining and attached in Appendix B starting on page 51 will be used in the evaluation process. Forms will be discussed and agreed upon during the bargaining process.
3. Student growth goals, professional growth goals, and definitions of performance criteria will be collaboratively developed and approved between the evaluator and the evaluatee. If a lack of agreement exists, the matter will be referred to the Assistant Superintendent, Curriculum & Instruction for resolution.

- 428
- 429 4. Art, drama, music, physical education and other specialty teachers will be evaluated
- 430 with respect to student growth measures in their specific content area.
- 431
- 432 5. Situational factors beyond the teacher's control, including but not limited to class size;
- 433 high impact students; availability of necessary supplies, equipment and physical
- 434 facilities; preparation time; placement outside of endorsement/certificated area will be
- 435 considered by the evaluator.
- 436
- 437 6. "Observe" or "Observation" means the gathering of evidence made through classroom
- 438 or worksite visits, or other visits, work samples, or conversations that allow for the
- 439 gathering of evidence of the performance of assigned duties for the purpose of
- 440 examining evidence over time against the instructional framework. Information that
- 441 may be used as part of the evaluation, other than what is obtained from formal
- 442 observations, will be documented and provided to the employee.
- 443
- 444 7. During each school year all classroom teachers will be observed at least twice for a
- 445 total minimum of sixty (60) minutes in the performance of their duties for the purpose
- 446 of evaluation of their assigned duties. A minimum of one observation must be
- 447 completed by winter break and all observations will be completed by May 20th. All
- 448 final evaluation reports will be completed prior to the last 10 days of the school year.
- 449
- 450 8. New teachers will be observed at least once for a total observation time of thirty (30)
- 451 minutes during the first ninety (90) calendar days of their employment period.
- 452
- 453 9. A teacher in the third year of provisional status, as defined in RCW 28A.405.220, will
- 454 be observed at least three (3) times in the performance of his or her duties and the total
- 455 observation time for the school year will be no less than ninety (90) minutes.
- 456
- 457 10. Each observation will be a minimum of ten (10) minutes in length. Information from
- 458 any observation of less than 10 minutes will only be used with the evaluatee's approval.
- 459 The following holidays/activities will be excluded from observations as per the list
- 460 below unless by teacher request:
- 461 • Homecoming/Spirit Week – only the week of – no days following
  - 462 • Halloween and the day after
  - 463 • ½ Day at Thanksgiving and the Monday after
  - 464 • ½ day at Christmas and the return day in January
  - 465 • Valentine's Day and the day after
  - 466 • The Monday after Spring Break
- 467
- 468 11. Observational notes or scripts will be shared with the teacher within five (5) working
- 469 days following each observation. Following the receipt of the notes or scripts, the staff
- 470 member or administrator may request a follow-up conversation. If an evaluator is not
- 471 using the adopted electronic evaluation system, they will provide a document with the
- 472 script/notes in a confidential manner.
- 473
- 474 12. Following each observation or series of observations, the evaluator will document the
- 475 results of the observation in writing, on the Prosser School District CEL 5D+ End of

- 476 Cycle form and provide the teacher with a copy thereof, within 3 days after such report  
477 is prepared.  
478
- 479 13. Each classroom teacher will have the opportunity for confidential conferences with  
480 their evaluator on no less than two (2) occasions in each school year.  
481
- 482 **G.** Certificated classroom teachers will receive a Comprehensive Evaluation at least every six  
483 (6) years.  
484
- 485 1. Certificated teachers who receive a comprehensive summative evaluation rating of  
486 “Unsatisfactory” or “Basic” in the previous year will receive a comprehensive  
487 evaluation.  
488
- 489 2. Certificated teachers who receive a comprehensive summative evaluation rating of  
490 “Proficient” or “Distinguished” in the previous year will be placed on a focused  
491 evaluation.  
492
- 493 3. The most recent comprehensive evaluation score becomes the focused summative  
494 evaluation score for any of the subsequent years following the comprehensive  
495 summative evaluation in which the certificated classroom teacher is placed on a  
496 focused evaluation. Should a teacher with a score of proficient demonstrate evidence  
497 of exemplary practice on the chosen focused criterion, a score of “Distinguished” will  
498 be earned.  
499
- 500 4. Should an evaluator determine that a teacher on a focused evaluation should be moved  
501 to a comprehensive evaluation for that school year, the teacher must be informed of  
502 this decision in writing any time on or before December 15<sup>th</sup> provided evidence of  
503 performance concerns have previously been given to the employee.  
504
- 505 5. A single artifact/evidence item may be used for multiple criterion/components. No  
506 administrator, principal or other supervisory personnel may evaluate a teacher without  
507 having received training in the evaluation procedures on the District’s selected  
508 framework.  
509
- 510 6. At or before the first end-of-cycle conference, teachers will receive feedback, based on  
511 the rubric, including strengths, next steps for growth, areas of significant concern,  
512 and/or notification regarding indicators for which there has been no evidence. Any  
513 provisional certified staff member who appears to be performing below basic in any  
514 area will have a post-observation conference within three (3) days of the observation.  
515 Any continuing certified staff member who appears to be performing at a basic level in  
516 any area will have a post-observation conference within (5) days of the observation.  
517
- 518 7. All observations shall be conducted openly. Mechanical or electronic devices will not  
519 be used to audio or video record the procedures of any class without the prior  
520 knowledge and consent of the teacher.  
521
- 522 8. Evidence will be gathered primarily through the evaluators’ observations. Teachers  
523 may submit additional evidence or artifacts, including coursework or other professional

activities directly related to their positions or duties that will be considered. No score shall be based on evidence or artifacts requiring the employee to work outside of the contracted day. The minimum quantity of evidence will be gathered to support the evaluators' conclusions for each rubric indicator.

## **Non CEL 5 D+ Evaluation Process**

(Forms being on page 57)

The following applies to the exempt positions listed in E above.

### **A. Purpose**

The evaluation of employee performance in the District is an important process in the continuing improvement of the education program. The evaluation record of an employee shall recognize high levels of performance and with a positive and open attitude on the part of the employee and evaluator, encourage improvement in specifically identified performance areas through a systematic process of assessment. This evaluation procedure is also designed to serve as a basis for planning future professional growth and development.

### **B. The following employees will be evaluated in the Non CEL 5D+ Process:**

- District Librarian
- ESA Nurses
- ESA Speech and Language Pathologists – SLP
- ESA Psychologists
- ESA Occupational Therapists – OT
- ESA Physical Therapists – PT
- ESA Counselors
- Birth to 3 Teacher
- Instructional Coaches

### **C. Situational Factors**

The following situational factors should be considered by the evaluator:

1. Student needs
2. Adequacy of supplies and equipment
3. Physical facilities of environment
4. Preparation time for employee
5. Professional preparation/certification if employee is assigned duties outside the employee's certification.

### **D. Evaluative Criteria**

1. The evaluative criteria as contained in Appendix C (forms begin on page 57) will be employed by each evaluator(s) to evaluate the job performance of certificated personnel in the District.
2. The evaluative criteria are expressed as standards for evaluation of all certificated employees of the District.
3. Certificated staff members shall be expected to demonstrate satisfactory attainment levels on each component of evaluative criteria that applies to their job assignment.

## **E. Evaluation Procedures**

### **GENERAL PROCEDURES**

The building principal or their designee shall be the evaluator for all certificated staff assigned to the building. All other certificated staff will be evaluated by the Superintendent or their designee. Evaluative statements shall be based on observable behavior of the employee during the performance of the employee's job role. For staff members with more than one evaluator/supervisor, secondary evaluators will provide information to primary evaluators. Information provided is to be based on classroom observations and job performance. Any provisional certified staff member who appears to be performing below basic in any area will have a post-observation conference within three (3) days of the observation. Any continuing certified staff member who appears to be performing at a basic level in any area will have a post-observation conference within (5) days of the observation.

1. Notification of evaluator and type of evaluation will be hand distributed on a colored paper to each certificated employee by the end of the first Mandatory Day.
2. The evaluative criteria and procedures shall be distributed and explained in general meetings to all certificated personnel at the building level by September 15<sup>th</sup> of each year or when assigned to a building. The format of the evaluation instrument shall be the same throughout the District.
3. One pre-observation form will be used across the District.
4. The following holidays/activities will be excluded from observations as per the list below unless by teacher request:
  - Homecoming/Spirit Week – only the week of – no days following
  - Halloween and the day after
  - ½ Day at Thanksgiving and the Monday after
  - ½ day at Christmas and the return day in January
  - Valentine's Day and the day after
  - The Monday after Spring Break

### **LONG FORM PROCEDURES**

(Forms begin on page 70)

New employees and employees with less than four (4) consecutive years of satisfactory ratings shall be evaluated under long form procedures. All employees must be evaluated once every six years under long form procedures.

1. A minimum of one observation of certificated personnel new to the District shall be completed by the first ninety (90) calendar days of employment. (Use Evaluation Report - Long Form)
2. The observation summary form will be provided to the employee after every observation.



3. A minimum of one planned observation of continuing personnel shall be completed by winter break. A minimum of one drop-in observation of all certificated personnel shall be completed by May 1st. All drop-ins used for evaluation of certificated personnel shall be completed by May 20th. (Planned observation: Use Evaluation Report - Long Form. Drop-ins for the purposes of evaluation: Use Observation Summary Form)
4. A post-observation conference between the evaluator and employee shall be held within five (5) school days after the planned observation and after the last drop-in observation that is to be used for evaluation. Observation Summary Form must be signed and verbal conferences are encouraged after drop-ins.
5. During each post-observation conference, the appropriate form will be reviewed and signed by both parties. If a problem is identified by the evaluator in regards to employee performance, the narrative or rating will include a statement outlining the specific deficiency as related to the evaluative criteria, and a program of improvement to correct that deficiency.
6. The certificated employee's signature on the appropriate form indicates that the employee has read and received the evaluation and does not necessarily signify agreement with the content. The employee has the right to attach a statement. Copies of the annual evaluation report shall be distributed as follows: one to the employee, one to the evaluator, and one to the Superintendent. A copy of the annual Evaluation Report (Long Form) shall be made a permanent part of the employee's record.
7. The planned observations required herein shall be made in a formal setting (i.e. classroom, resource room) in the area of the employee's major job responsibility and/or area of preparation. At least one of the observations required shall be pre-determined by the evaluator and the certificated employee. Each planned observation shall be for a minimum of thirty (30) minutes. The required drop-in observation time shall be for a minimum of thirty (30) minutes. The evaluator may add additional drop in visits which are in no less than fifteen (15) minute increments. The Association agrees the evaluator is not limited to only planned or drop-in observations in completing the evaluation, other job performance may be observed and included in the evaluation. Total observation time shall be for a minimum of sixty (60) minutes.

#### **SHORT FORM PROCEDURES (Form on page 72)**

Continuing employees with a minimum of four consecutive years of satisfactory rating in the Prosser School District may be evaluated on short form evaluation procedures with supervisor approval. All employees under these procedures with satisfactory ratings may remain on short form procedures for five years. Every sixth year, the employee must return to long form procedures for one year. (Short Form evaluation uses only the Evaluation Report - Short Form, the Observation Summary Form is not required.)

1. A minimum of one drop-in observation, 30 minutes in length, of all certificated personnel shall be completed by winter break. (Use Evaluation Report - Short Form)

2. A post-observation conference between the evaluator and employee shall be held within five (5) school days after the drop-in used for evaluation. Verbal conferences are encouraged after the drop-in.
3. During each post-observation conference, the Evaluation Report - Short Form will be reviewed and signed by both parties. If a problem is identified by the evaluator in regards to employee performance, the narrative or rating will include a statement outlining the specific deficiency as related to the evaluative criteria, and a program of improvement to correct that deficiency.
4. An employee receiving an unsatisfactory rating in any one criteria results in immediate notification of employee's return to long form procedures.
5. The certificated employee's signature on the Evaluation Report - Short Form indicates that the employee has read and received the evaluation and does not necessarily signify agreement with the content. The employee has the right to attach a statement. Copies of the annual evaluation report (Short Form) shall be distributed as follows: one to the employee, one to the evaluator, and one to the Superintendent. A copy of the annual Evaluation Report - Short Form shall be made a permanent part of the employee's record.
6. The drop-in observation required herein shall be made in a formal setting (i.e. classroom, resource room) in the area of the employee's major job responsibility and/or area of preparation. The drop-in observation shall be for a minimum of thirty (30) minutes.

#### **SUPPORT FOR BASIC AND UNSATISFACTORY EMPLOYEES IN CEL AND NON-CEL**

The Association will be notified within ten (10) school days when any non-provisional teacher is judged Basic or Unsatisfactory on the summative evaluation.

When an employee with three or more years of experience is judged as Basic or Unsatisfactory, additional professional development, training and support may be provided by the District prior to recommending probation.

When a provisional employee is judged as Basic or Unsatisfactory, additional professional development, training and support may be provided by the District prior to recommending non-renewal.

#### **SECTION 5: PROBATIONARY PROCEDURE**

Teachers may only be placed on probation from the Comprehensive/Long Form evaluation process.

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 181-82-110.

The probationary procedure as set forth herein will give the employee the opportunity to demonstrate improvement in the specific areas of deficiency and provide an employee with assistance through consulting, counseling, professional development, and providing other resources as may be utilized in the improvement of performance relating to the instructional program. If it becomes necessary to place an employee on probation, such action will be in accordance with the Evaluation Procedures. Such probationary period will be for a period of not less than sixty school days and may be established any time after October 15<sup>th</sup>. The evaluator may add days to the probation period to allow for completion of the program of improvement, as long as the probation is completed prior to May 15<sup>th</sup>. This provision applies to provisional employees only if placed on probation at the discretion of the District. In carrying out the probation procedure, the following steps will be followed:

1. The evaluator will meet with the employee in an attempt to resolve the matters relating to performance before probation is recommended. This meeting will be held no later than December 15<sup>th</sup>. The employee will have an opportunity to have an Association representative in attendance at the conference.
2. When a probationary period is established, the employee will be given written notice of probation which will contain the following information:
  - Specific areas of performance deficiencies, including a clear definition of the deficiency, as related to the evaluation criteria based on the framework. Once established, the areas of deficiency and the evaluation criteria for improvement will not be changed.
  - A reasonable program for improvement.; and
  - A statement indicating the duration of the probationary period and that the purpose of the probationary period is to give the employee the opportunity to demonstrate improvement in their area or areas of deficiency.
3. Evaluation During the Probationary Period
  - a. When the probationary period is established, the evaluator will hold a personal conference with the probationary employee to discuss performance deficiencies and the remedial measure(s) to be taken. The program for improvement will define deficiencies, outcomes, and levels of performance that will constitute acceptable improvement.
  - b. The Superintendent or their designee may authorize one additional certificated employee to evaluate the probationary employee and/or aid the employee in improving their area(s) of deficiency. The request for an additional evaluator may also come from the employee and this request must be granted. Secondary evaluators will be selected in accordance with the law or by mutual agreement of the parties.
  - c. During the probationary period, the evaluator will meet with the probationary employee at least twice monthly to supervise and make a written evaluation of the progress made, if any, by the employee, as measured against the framework and defined outcomes in the probation plan.

- 760
- 761 d. Evaluations conducted during the probationary period to fulfill the requirements of
- 762 probationary evaluation will be based solely on the performance deficiencies as
- 763 outlined in the probationary letter. Any other area(s) of concern which may be
- 764 identified during evaluation observations will be listed on a document separate from
- 765 the probation evaluation document. (Use Observation Summary Form: one copy
- 766 for areas of deficiency and one copy for any other area. Both Observation Summary
- 767 Forms will be signed.)
- 768
- 769 e. The final evaluation of the probationary employee will be a summary of all
- 770 probationary observations completed during the contract year and will be recorded
- 771 on the appropriately negotiated evaluation report.
- 772
- 773 4. The employee must be removed from probationary status if they have demonstrated the
- 774 specified level of improvement in the defined areas of deficiency.
- 775
- 776 5. Evaluator's Post-Probation Report
- 777 The evaluator will submit a written report to the Superintendent at the end of the
- 778 probationary period. Minor procedural defects do not nullify the probation evaluation.
- 779
- 780 The report will identify whether the performance of the probationary employee has improved to
- 781 the specified level in the defined areas of deficiency and will set forth one of the following
- 782 recommendations for further action:
- 783
- 784 a. That the employee has demonstrated improvement in the stated area(s) of
- 785 deficiency to justify the removal of probationary status.
- 786
- 787 b. That the employee has demonstrated improvement in the stated area(s) of
- 788 deficiency to justify the removal of the probationary status if accompanied by a
- 789 letter identifying area(s) where further improvement is required.
- 790
- 791 c. That the probationary status be extended into the following school year.
- 792
- 793 d. That the employee has not demonstrated sufficient improvement in the stated
- 794 area(s) of deficiency and a finding of probable cause under RCW 28A.405.300 or
- 795 28A.405.210 should be made.
- 796
- 797 e. That the employee has not demonstrated sufficient improvement in the stated
- 798 areas(s) of deficiency and the employee should be removed from their assignment
- 799 and either placed into an alternative assignment or placed on paid leave for the
- 800 remainder of the school year.
- 801
- 802 6. Action by the Superintendent
- 803 Following a review of any report submitted pursuant to paragraph 5 above, the
- 804 Superintendent will determine which of the alternative courses of action is proper and
- 805 will take appropriate action to implement such determination.
- 806
- 807 7. Maintenance of Probationary Records

Following the completion of the probationary period, only the following items will be placed in the employee's personnel file:

- a. Letter moving employee from Focused or Short Form to Comprehensive or Long Form Evaluation (if applicable).
- b. Letter from Superintendent placing employee on probation and outlining specific area(s) in need of improvement.
- c. Final evaluation (Evaluation Report – Comprehensive/Long Form)
- d. Final letter from Superintendent indicating disposition of the probation.

Nothing contained herein will preclude the use of observation reports in any discharge, non-renewal, or disciplinary proceeding which occurs in conjunction with the period of probation.

#### **SECTION 6: PERSONNEL FILES**

**A.** Employees will have the right to inspect all contents of their complete personnel files/records kept within the District. A District official will be present at this inspection. At the employee's request, any additional individual may be present at the inspection of the personnel file. The employee may designate in writing to the Superintendent, any individual to inspect their personnel file on their behalf. Any derogatory material placed in the personnel file will be reported to the employee with three (3) days prior notification. A certificated employee will have the right to attach their own written comments relating to material in the file.

**B.** The personnel file for each certificated employee maintained by the District will include the following information:

1. Copy of the employee's certification
2. Copies of annual contracts
3. Copies of other information relating to salary and benefits
4. Transcripts of academic college/university work as supplied by the employee
5. Correspondence with notification to the employee
6. Annual evaluation form
7. Letters of thanks or commendation with notification to the employee
8. Letters of Discipline

**C.** Derogatory statements from professional or non-professional sources outside of the District will be removed at the written request of the employee from the personnel file after two (2) years of service from the incident provoking such statement, provided such statements are not part of discipline. Disciplinary notices and related information will be removed at the written request of the employee from the personnel file after two (2) years of service from the incident provoking such notice, provided there has been no repetitive conduct. This section shall not apply to materials that must be retained under RCW 28A.400.301.

**D.** No secret, alternate, or other official personnel file will be kept anywhere in the District except supervisors may keep working files containing observation and evaluation information and employee discipline. An employee may review their working file and attach a response to any document in their working file, under the same conditions that apply to their personnel file. The

working file will be kept for the current school year. All physical and electronic documents in the working file at the end of the school year will be destroyed or transferred to the personnel file.

E. Personnel files are the property of the District. Records of teacher evaluation are not considered public information and will only be released to appropriate authorities (OSPI, law enforcement, etc.) except as required by law. All requests for information from personnel files will be in writing and specify exactly which items are being sought. The District will respond to said requests within five (5) working days of formal written request being received by the Superintendent. The District will notify said employee within twenty-four (24) hours of such request and by whom the request was made, so that he/she may seek legal advice/action in how to best respond to the request. The District may release directory information at its discretion.

## **SECTION 7: ASSIGNMENT AND TRANSFER**

To assure that pupils are taught by employees working within their areas of competence, employees will be assigned in accordance with the regulations of the Office of Superintendent of Public Instruction and will not, except for good cause and in accordance with applicable laws, be assigned to subjects or grade levels outside their areas of certification, major or minor fields of study, or previous experience.

Returning employees will be notified of their teaching assignment for the following year by the last student day each year. A copy of the master schedule will serve as official notice of assignment at the secondary level, a principal's written notification will be used at the elementary level, and the primary evaluator will provide written notification of assignment to itinerant staff. Such notice will include any changes in assignment, program or schedule due to fluctuation of student population. Assignment and/or schedule changes will not occur following this notification except in circumstances beyond the control of the District. This will not preclude the employee from seeking other positions that may become available. The administration will inform the affected employee as soon as possible and provide the reason for any such change. Assignment changes will not be the normal practice of the District and will not be made in a capricious or arbitrary manner. In determination of assignment and transfers, the preference of employees will be considered to the greatest extent possible.

### **A. Definitions**

1. Assignment: An individual's current grade level, subject area(s)/section(s) or specialty.
2. Vacancy: A position (or section at secondary) that has been vacated or one which has been newly created.
3. Transfer: A change to another building, which may or may not involve a Reassignment (Form page 78)
  - a. A voluntary transfer is one initiated by the employee.
  - b. An involuntary transfer is one initiated by administration.
4. Reassignment: A change in assignment (Form page 78)
  - a. Voluntary reassignment is initiated at the request of the employee.
  - b. Involuntary reassignment is initiated by the administration.

- 902 c. At the secondary level, assignments for staff are part of constructing the master  
903 schedule, not reassignment. If an individual is changed more than two (2) sections  
904 out of their current subject area(s), this constitutes a reassignment.
- 905 5. Seniority: The seniority of employees within the bargaining unit, for the purpose of this  
906 section, will be established as of the date of employment in the Prosser School District.
- 907 6. Individuals who are retire/rehire, 1-year contracts, emergency or conditional certificates  
908 are considered external candidates when applying for jobs within the Prosser School  
909 District.

910  
911  
912 **B. Procedures**

- 913 1. Upon a vacancy the Human Resource Specialist will create a position posting that will  
914 be advertised in the following manner:
- 915 a. In building first posted for two (2) business days  
916 b. If no qualified applicant, then post in district for two (2) business days;  
917 c. If no qualified applicant, then outside the school district.  
918 d. This procedure will be in effect until June 30<sup>th</sup>. Simultaneous postings can  
919 occur after this date.
- 920
- 921 2. The Human Resource Specialist will notify certificated personnel via email of the  
922 vacancy. If the email is not submitted by 9:00 a.m., the posting period will commence  
923 the following day. Applicants in-building and/or in district will have (2) business days  
924 to notify the Human Resource Specialist by 4:00pm on the closing date of the posting.  
925
- 926 3. Internal building applicants will only be interviewed if there are two (2) or more  
927 qualified building applicants for the position.  
928
- 929 4. Extra periods at the secondary level will be posted annually via email in the school  
930 where the position is available for a period of two (2) days. The extra period will be  
931 treated as a vacancy.  
932
- 933 5. Job descriptions for external and internal postings will match.  
934
- 935 6. A resigning/retiring teacher will not sit on the interview team for their replacement,  
936 except as necessary when agreed upon by the Superintendent and Association.  
937
- 938 7. If two or more employees request and/or are being considered for reassignment, the  
939 criteria listed in Article III, Section 7.D. shall be utilized as set forth herein. Upon  
940 request, the criteria rating scale with accompanying rationale shall be provided to the  
941 affected parties. (RCW 28A.405.100 - If an employee is on probation, the employee  
942 may not be transferred from the supervision of the original evaluator. Improvement of  
943 performance or probable cause for nonrenewal must occur and be documented by the  
944 original evaluator before any consideration of a request for transfer or reassignment is  
945 contemplated by either the individual or the school district.)  
946
- 947 8. If a qualified individual is found within the building to fill the vacancy, that employee's  
948 existing position becomes the new vacancy. The new vacancy follows procedures  
949 above.

- 950  
951 9. All certificated staff will be notified of vacancies by District email. In addition,  
952 certificated staff who prefer to be notified via alternate email address, will notify the  
953 Human Resource Specialist prior to the last week of school.

954 **C. Involuntary Transfer/Reassignment**

955 In the event involuntary transfer/reassignment is necessary, the following will apply:

- 956  
957 1. The Superintendent and/or principal will notify the affected employee of such  
958 transfer/reassignment at least five (5) days before the change is to become effective.  
959 Exceptions under unusual circumstances may be made with the agreement of the  
960 employee, District and Association.  
961  
962 2. Two (2) per diem compensation will be given to any involuntarily reassigned employee  
963 per reassignment for preparation and orientation, if a classroom move is not required.  
964 Three (3) per diem compensation will be given to an employee who has to move  
965 classrooms within a building, due to involuntary reassignment.  
966  
967 3. Three (3) per diem compensation will be given to an employee that has to move due to  
968 an involuntary transfer. The District will also provide assistance in moving the  
969 employee's classroom and teaching materials when the employee declares the materials  
970 ready for movement.  
971  
972 4. An employee will not be involuntarily reassigned or transferred more than once in a  
973 two (2) year period. Exceptions would be special services employees as noted in #5  
974 below; or if an employee was involuntarily reassigned or transferred in the year prior  
975 to a RIF situation.  
976  
977 5. For any special services employee involuntarily transferred or reassigned more than  
978 once in a two (2) year period, the employee shall receive one (1) per diem day's wage.  
979

980 **D. Moving Classrooms (Not a Transfer or Reassignment)**

981 One day per diem pay for moving your classroom, at the direction of administration, which is not  
982 a transfer or reassignment. This does not apply to staff moves to new school facilities. Custodial  
983 help will be available.  
984

985 **E. Criteria for Considering Reassignment/Transfer of Multiple Employees for the Same**  
986 **Position**

987 The following criteria will be utilized in filling vacancies by reassignment or transfer when two  
988 (2) or more District employees are to be considered:

- 989 a. Credentials (certificate/endorsements)/special qualifications/OSPI regulations  
990 b. In-Building seniority  
991 c. In-District seniority  
992 d. Previous experience in a similar position  
993

994 This process does not apply to building reconfiguration, the RIF procedure, or an alternative  
995 calendar schedule (e.g. year round school).  
996

997 **F. Retire/Rehire**



A current employee or outside applicant who has retired and is separated from service may be rehired in accordance with the applicable RCW/WAC guidelines and the following:

1. Positions currently held by retire/rehire employees will be posted as vacancies on or after March 1 of the current school year for the ensuing school year.
2. Retire/Rehire employees will not be considered for a posted vacancy unless there are no qualified applicants for the position on or after May 31st.
3. Positions filled with Retire/Rehire employees must be posted annually and a retiree may be re-employed if no qualified applicants apply for the vacancy.
4. Retire/Rehire employees will be given a non-continuing contract.
5. Retire/Rehire employees will receive such benefits allowed under applicable RCW/WAC.
6. Other Assignment, Vacancies and Transfer provisions of this agreement are not applicable for Retire/Rehire employees.

#### **SECTION 8: STAFF PROTECTION**

**A.** The District will protect certificated employees, by purchasing general liability insurance which will include certificated employees as insureds' under the liability insurance policy of the District, who are acting within the scope of their duties, and the terms, conditions, and exclusions of the policy. Such insurance will provide at least the following:

General Liability	\$1,000,000 each occurrence and \$2,000,000 annual aggregate
District-Owned Auto Liability	\$1,000,000 each accident
Wrongful Acts Liability	\$1,000,000 each wrongful accident

Each year the District will provide the Association with a copy of its current maximum liability limits.

**B.** A certificated employee who is threatened by any person or group while carrying out assigned duties will immediately notify the immediate supervisor. The supervisor will notify the building security guard, and if necessary, the police. The District will take appropriate action in support of employees including, in compliance with the requirements of state law, the immediate suspension of any student who threatens, intimidates, assaults, or abuses a certificated employee when such action is reported to the immediate supervisor. Student's with IEPs or 504s will not be exempt from this provision unless, and only to the extent, the law may prohibit full enforcement. Administration will schedule meetings so all traveling staff can be in attendance via in person or TEAMS and/or will record or provide minutes.

**C.** If an employee's personal property is damaged or destroyed through improper maintenance or security of the facilities or through theft or vandalism, the District will pay the deductible that is not covered by the employee's homeowner's insurance, or the full amount if not covered by homeowner's insurance. To qualify for this provision, the employee must:

1. Provide the principal with an inventory of the personal property and its approximate value.
2. Furnish evidence of the homeowner's insurance policy covering items valued in excess of five hundred dollars (\$500.00) at the time of loss.

**D.** Appropriate school personnel will share information regarding students, including those with special needs, behavior concerns/challenges and extenuating circumstances that could impact the classroom environment, with all employees who have a legitimate educational interest. Current student information will be provided within the first week of school. In the case of a new student's enrollment, information will be provided within 10 days of the District's receipt of the information. Notification is expected and can happen without breaking privacy IE: Just be patient – a lot going on in the house or if getting over emotional send to the counselor and/or office.

**E.** The District will advise all staff inclusive of principals, directors and employees of the information request protocol (see Expectations Handbook) for student information requests not covered above in D.

**F.** Teachers class schedules/lists will be made available to teachers prior to providing the schedules/lists to students. The parties mutually agree that class schedules/lists are subject to change.

## **SECTION 9: REDUCTION IN FORCE FOR ECONOMIC REASONS**

### **Introduction**

The Reduction in Force policy is intended to provide an orderly procedure to be used in the event of an economic emergency. The procedures contained in this policy outline a fair and equitable method to be used by the District to reduce the number of certificated employees.

The Reduction in Force will be based on:

1. Program considerations
2. Seniority
3. Employee qualifications as defined in paragraph D.

### **A. Conditions of Reduction in Force**

1. The term "layoff," as used in this policy, refers to action by the Prosser School District Board of Directors to reduce through non-renewal the number of certificated employees by four or more certificated employees when the Board determines that conditions warrant a reduction of certificated personnel in the District due to economic reasons such as:
  - a. failure of the special levy or other events resulting in significant reduction of revenue;
  - b. termination or reduction of funding of categorically funded projects;
  - c. reduction in enrollment
2. The Board will attempt to minimize the number of employees to be laid off by (a) reducing cash reserves to replace lost revenue; (b) reducing expenditures in areas of capital outlay, travel, books, supplies, and other non-instructional areas.

1094 3. The term "layoff," does not refer to decisions to discharge or non-renew an individual  
1095 teacher for cause.

1096  
1097 4. All retained employees will hold certification required by the Office of the Superintendent  
1098 of Public Instruction (OSPI), and/or state/federal program requirements where applicable.  
1099

1100 **B.** Seniority is defined as the length of continuing contract service, which includes provisional  
1101 status, an employee has with the Prosser School District and the continuing contract service  
1102 transferred from other public-school districts.  
1103

1104 1. Service from another public school district will be calculated on the same basis that is  
1105 used to calculate service for those who have served only in the Prosser schools.

1106 2. A year of service is earned by fulfilling the number of days specified in the continuing  
1107 employment contract as identified in the master agreement.  
1108

1109 3. Fractional year seniority for any employee who is contracted following the beginning of  
1110 the school year will be computed by dividing the number of contracted days by the  
1111 number of days of the continuing employee contract as specified by the master  
1112 agreement.  
1113

1114 4. Teaching in a foreign country will be considered public school experience provided (a)  
1115 the teacher was on leave from a U.S. public school district, or (b) the teacher was  
1116 employed by a school for U.S. overseas personnel dependents.  
1117

1118 5. Employees teaching less than a full day will be granted seniority equivalent to the  
1119 employee's contract assignment (e.g. .5 FTE contract equals one-half year seniority.)  
1120

1121 6. The employee shall be granted total seniority for each area of qualification as defined in  
1122 paragraph D.  
1123

1124 7. In the event that more than one individual listed has the same seniority ranking, they will  
1125 be ranked in order of the earliest date of signing contract, or in-lieu-of-contract letter, with  
1126 the District. In the event both contracts are dated the same date, then the date of the  
1127 employee's application with the District will determine the rank order.  
1128

1129 **C. Appendix F**

1130 Prior to any indication of a RIF, employees will complete Appendix F. In the event of an  
1131 anticipated RIF, the District and Prosser EA will meet to create a RIF form.  
1132

1133 **D. Employee Qualifications**

1134 In order to qualify for an assignment, the employee shall:  
1135

1136 1. Hold certification required by the State Office of Public Instruction and/or state/federal  
1137 program requirements where applicable.  
1138

1139 2. a. Have a major or minor in the curriculum area, or  
1140 b. Have taught in the grade level or curriculum area for a period of one year or more,  
1141 or

- c. Hold special certification or endorsement in the curriculum area, or
- d. Have met standards on the appropriate state-approved test or
- e. For employees with a pre-1987 certificate and a single qualification area, the PEA Leadership, (not to exceed five [5]), the District, (not to exceed five [5]), and the individual will meet to list all indicators that would qualify them for other assignment possibilities prior to any assignment being made.

**E. Staff Adjustment Guidelines**

Guidelines for layoff will be as follows:

1. By the first day of February, the Superintendent will publish and distribute a seniority list to all certificated employees. The seniority list will include major, minor, seniority record, endorsements, subject and grade level, certificate expiration date, and the date of contract with the District.
2. Each employee will notify the Superintendent's office within ten (10) days after the publication of the seniority list of any errors or omissions.
3. A finalized list will be provided to the Association by March 1 of each year that includes all possible corrections, deletions, and additions of personnel for the school year.
4. Failure to return the RIF form within the timeline designated will preclude the employee from consideration for any assignment other than their current position.
5. The Superintendent will make a list of all available positions by category.
6. In making determination of which employees will be retained in the event of layoff, the following procedures will be followed: The Superintendent will consider each employee in order of seniority, looking for their current assignment first, then the other areas in which they are qualified, as referenced in paragraph D. If a position exists for which the employee is qualified, the employee under consideration will be assigned to that position. When no openings exist in any of the employee's qualifications areas, then the employee is left off the hiring list. The Superintendent will then proceed to consider the next person by seniority in the same manner and a tentative list of employees matching the positions will thus be developed.
7. Employees not on the hiring list developed by the above procedure will be laid off. Employees to be laid off will be notified in writing by the Superintendent no later than May 15.

**F. Procedures for Re-Employment**

1. All certificated employees laid off as a result of Reduction in Force will be placed in the employment pool and will have priority for re-employment. Each laid-off employee will notify the Superintendent in writing by January 31 of each year after layoff if he/she wishes to remain in the employment pool.
2. Recall will be determined by seniority according to the employee's qualifications as outlined in paragraph D with the most senior employee being considered first.

- 1189 a. The District will give written notice of recall by a registered letter, return receipt  
1190 requested, to the employee at their last known address. It will be the responsibility  
1191 of the employee to notify the District of any change of address. Any certificated  
1192 employee so notified will accept or reject the position within ten (10) working days  
1193 from receipt of said notice.  
1194
- 1195 b. An employee will have the right to refuse the offer of employment resulting in the  
1196 employee's name being passed over for that round only.  
1197
- 1198 c. Laid-off employees will be given the first right of refusal for any temporary  
1199 contracts provided they meet minimum qualifications.  
1200
- 1201 d. Any employee accepting a temporary contract will not forego their seniority recall  
1202 option in the event a permanent position becomes available.  
1203
- 1204 e. No laid-off employee will be required to accept recall during the school year if such  
1205 laid-off employee is enrolled in school or is under contract to teach in another  
1206 district. The District may also accept other legitimate reasons for not returning.  
1207
- 1208 3. All available substitute teaching positions will be offered to employees on recall in  
1209 rotating, alphabetical order before any other substitute teacher is offered such a position  
1210 in the District.  
1211
- 1212 4. All benefits to which an employee was entitled at the time of their layoff, including  
1213 accumulated sick leave, will be restored to the employee upon their return to active  
1214 employment. The employee will be placed on the proper step of the salary schedule  
1215 for the employee's current position, according to experience and education.  
1216
- 1217 Certificated personnel within the employment pool may pay their total medical, dental, and vision  
1218 insurance premiums to the District and in turn, the District will forward the money to the  
1219 appropriate medical, dental and vision plan so that the member of the employment pool and/or  
1220 their dependents will be included within the group medical, dental, and vision insurance. (Subject  
1221 to restrictions of the insurance policy or law.)  
1222
- 1223 5. No new employees will be hired to fill existing or new teaching assignments until the  
1224 employment pool has been exhausted unless no teachers in the employment pool are  
1225 eligible because the position is outside of their qualifications. Employees in the  
1226 employment pool will lose their right to recall:  
1227
- 1228 a. Upon failure to notify the District they intend to remain in the employment pool  
1229 as provided in paragraph F-1 or  
1230
- 1231 b. Upon failure to respond to an offer of recall or  
1232
- 1233 c. At the end of five years  
1234
- 1235 Employees reassigned during RIF may, solely at their discretion, waive the prohibition on  
1236 reassignment (administrative transfer) listed in Article III, Section 7 C.4.

1237  
1238  
1239 **SECTION 10: SALARIES AND ADDITIONAL RESPONSIBILITIES**

1240 **A. Written Provisions for Certificated Staff Salary Schedule**

- 1241 1. Certificated employees will be allowed full credit for each year of previous educational  
1242 experience. For teachers new to the District, the completed *Verification of Professional*  
1243 *Employment* form is due in the Superintendent's office no later than September 15. If  
1244 hired after the start of school, the form(s) are due within three (3) weeks of hiring.  
1245
- 1246 2. a. Certificated employees will be granted experience on the salary schedule by the  
1247 following criteria. Experience for full or part-time employment will be accumulated in  
1248 tenths (1/10s) of school years. If an employee works 90 days full-time or 180 days  
1249 half-time, this will be counted as 0.5 years of experience. Two years at 0.5 years will  
1250 be reported as 1.0 year of experience. The traditional 9-month academic year will be  
1251 considered as a 1.0 school year. However, no more than 1.0 school year of experience  
1252 may be counted for any 12-month period. Professional education experience may  
1253 include:
- 1254 I) Employment in public or private preschools, elementary and secondary schools in  
1255 positions that normally require certification.  
1256  
1257 II) Employment in public or private vocational-technical schools, community/junior  
1258 colleges, colleges, and universities in positions comparable to those that  
1259 normally require certification in the common schools.  
1260  
1261 III) Employment in educational institutions in any professional position; i.e.,  
1262 positions normally requiring at least baccalaureate level training (e.g., C.P.A.,  
1263 architect, business manager, physician, if employment is in an educational  
1264 agency or institution).  
1265  
1266
- 1267 b. The number of years' experience for the following may also be reported as  
1268 professional experience:  
1269
- 1270 I) Military, Peace Corp, or Vista service that interrupted professional education  
1271 employment.  
1272 II) Sabbatical leave  
1273
- 1274 c. Provisions of this section will be implemented on September 1, 1987 and will not  
1275 be retroactive.  
1276
- 1277 3. Clock Hours, Credits, Advanced Degree/Certification
- 1278 a. Completed in-service forms and/or transcripts must be submitted to the office of the  
1279 Assistant Superintendent of Curriculum and Instruction for verification and  
1280 processing.  
1281
- 1282 b. In order to be eligible for salary advancement, all course work must be completed  
1283 by October 1st. Verification of such completion will be due to the office of the  
1284 Assistant Superintendent of Curriculum and Instruction no later than November 1st.

- Acceptable forms of verification include a signed letter or other documentation from the registrar's office of the granting institution. The official transcript or clock hour verification form must then be provided no later than December 31st. Salary adjustments for credits/clock hours earned will begin with the October paycheck.
4. Credits or clock hours earned after the date the B.A. is granted will count toward salary advancement.
  4. Extended contracts will be paid at the per diem rate for each additional day of service.
  6. All employees contracted by the District will be placed on the salary schedule in Appendix D (page 74) in accordance with the placement criteria above.

**B. Co-Curricular/ Extra Duty Schedules**

1. See Schedule in Appendix E (pages 75-76)
  - a. Verified out-of-district experience will be transferable to the Prosser School District Co-Curricular/Extra Duty Salary Schedules.
  - b. Index numbers on the Co-Curricular/Extra Duty Salary Schedules are multiplied by the teachers' base salary.
2. Supplementary contracts will not exceed one year. Positions listed in Line K of the Extra Duty Salary Schedule will be posted annually. However, if an employee is not reappointed to a position, the employee will be given the reasons for such action by September 30<sup>th</sup> and such action will not be subject to the grievance procedure. Salary payments of one thousand five hundred dollars (\$1,500) or less will be paid in one lump sum. Salary payments from one thousand five hundred one (\$1,501) to three thousand (\$3,000) will be paid in 2 equal payments and paid in September and January. All other salary payments will be equally divided and paid over the remainder of the school year.
2. Vacancies in extra duty positions will be posted first within the District. Interested and qualified bargaining unit members will have first priority for filling vacancies. Positions filled by a non-bargaining unit member will be posted annually.
4. All personnel to fill extra duty positions will be placed on the extra duty salary schedule based on years of experience in the District and verified transferable experience.
5. Employees may be reimbursed for mileage expenses for attendance at one (1) clinic or workshop per extra duty contract in the area (within 250 miles) subject to supervisor's approval.
6. The District and the Association will meet to determine the placement of any new extra duty/co-curricular positions for placement inside or outside of the bargaining unit and to establish a stipend.

**C. Technology Pay**

- 1) The pay will be as defined in Appendix E, Co-Curricular Salary Schedule.
- 2) TRTs – (Levels I and II)

- 1332 a. There may be two (2) TRTs in buildings with a ratio of 215+ computers/electronic  
1333 devices per one (1) TRT.  
1334 b. The parties agree to meet and confer regarding the matter prior to increasing to two  
1335 (2) TRTs in a building.  
1336 **D.** Longevity pay is incorporated into the final two years of the teacher base salary schedule.  
1337  
1338 **F.** A grade level member or department member will be paid hourly per diem to write lesson  
1339 plans (Article IV Section 7) during the employee's absence or extenuating circumstances,  
1340 per administrative approval.  
1341

1342 **SECTION 11: CONTRACTS, WORKDAY AND PAYMENT**

1343 **A.** Association members will be included as members of hiring teams for all certificated  
1344 positions, both Assistant Superintendents, Technology Director, Special Services Director, and  
1345 classified positions with responsibility for direct student contact. Exceptions under unusual  
1346 circumstances will be made with Association notification.  
1347

1348 **B. Certified Employee's Contract:** The District will provide each certificated employee  
1349 a contract, for the ensuing year, in conformity with Washington State Law, State Board of  
1350 Education Regulations and this Agreement. Certificated contracts are defined as follows:  
1351

- 1352 1. Regular Contract will mean full-time assignment or a portion of a full-time assignment.  
1353 A full-time regular employee will receive full rights and benefits under this Agreement.  
1354 A regular employee working a portion of a full-time assignment will have a pro-ration  
1355 of benefits and full rights under this Agreement.  
1356 3. Copies of Contract: Contracts for the ensuing year must be signed by the employee and  
1357 returned to the District Office by June 10. A certificated employee will receive one  
1358 copy of their individual contract upon signing.  
1359

1360 **C. Payment**

- 1361 1. All certificated employees will be paid in twelve (12) monthly installments, except those  
1362 employees who are leaving the District will, upon request, receive all compensation  
1363 owed at the end of the next pay period.  
1364  
1365 2. Payroll warrants will be issued to certificated employees on the last business day of  
1366 each month.  
1367  
1368 3. In the event of a mistake in payment resulting in an underpayment, corrections will be  
1369 made no later than the next payday. When an overpayment is made, the correction will  
1370 be made on the certificated employee's next monthly check. Cumulative errors in  
1371 overpayment will be corrected at the rate they accumulate.  
1372  
1373 4. Current Prosser School District employees who are less than 1.0 FTE will receive per  
1374 diem pay to substitute.  
1375  
1376 5. Payments for reimbursements or extra duties will be paid in the month the duties are  
1377 performed or the expenditure made provided the appropriate paperwork is received in  
1378 the District Office by the 10<sup>th</sup> of the month. If the paperwork is received in the District  
1379 Office after the 10<sup>th</sup> of the month, payment may not be made until the following month.



During the summer, if an administrator is unavailable to sign time sheets, reimbursements, etc., they will be submitted to the Curriculum Office for signature.

6. Summer School employees will be paid at per diem rate.

7. Hiring Committees done after school hours or in the summer will be paid at per diem rate.

**D. Release From Contract:** A certificated employee under contract may, at the discretion of the Board, be released from the obligations of the contract upon request under the following conditions:

1. A letter of resignation/retirement must be submitted to the Superintendent's Office. A certificated employee who provides such notification on or before March 1 will receive an early notification stipend of \$1500.00 in their paycheck the month following school Board action.

2. A letter of resignation/retirement must be submitted to the Superintendent's Office. A certificated employee who provides such notification on or before April 1 will receive an early notification stipend of \$900.00 in their paycheck the month following school Board action.

3. A release from contract, will be granted, provided a letter of resignation is submitted no later than June 20th.

4. A release from contract may be considered after June 20th, provided a satisfactory replacement can be obtained.

5. A release from contract may be granted in cases of illness or other personal matters that makes it impossible for the certificated employee to continue in the District.

**E. Length of Contract:** The length of the work year for all regular certificated employees will be 180 days.

**F. Enrichment:** The success of the Prosser School District is dependent upon hiring, training and retaining high quality educators. The District recognizes the professional commitment of staff and therefore will provide enrichment opportunities. Sign-in or enrichment documentation forms will be required for payment of enrichment hours. (Appendix J, pages 81)

#### **1. Personal Enrichment**

The District will provide seventy hours (70) personal enrichment hours that may be worked in hourly increments on a Saturday, Sunday, after contracted hours on or after August 1, prior to the start of school or during vacation times with documentation forms submitted to the District Office. These hours are for professional responsibilities which may include, but not limited to the following duties:

- Meetings beyond contracted hours
- Preparing and closing of school
- Preparation of instructional materials

- Managing and reporting student progress

If all or part of the seventy hours (70) personal enrichment hours are worked in August, payment will be on the September paycheck.

## **2. District/Site Enrichment**

A total of twenty-eight and 30 minutes (28.5) hours will be designated for District/Site Enrichment. Fourteen (14) hours will be worked the Wednesday and Thursday prior to school opening as designated on the calendar. The building staff meeting of up to 150 minutes for operational start-up procedures will be in the morning. The remainder of the time will be site-directed (sign-in sheet)

Seven and a half (7.5) additional hours will cover the following District/site activities: (enrichment documentation form)

- Four (4) hours of SafeSchools training
- One and a half (1.5) hours of Open House/Back-to-School Night
- Two (2) hours - TBD
- Seven (7) hours Racial Literacy – every other year
- Seven (7) hours Trauma Informed Practices – every other year

## **3. Professional Enrichment**

Each certificated staff member will receive twenty-eight (28) professional enrichment hours. The principal, teacher, grade level/department or PLC will mutually agree to use the hours to address student or employee academic improvement. If the plan is not approved, the staff member, principal and assistant superintendent will meet to discuss other options. The twenty-eight (28) hours may be worked in time increments approved by the principal to support the submitted plan. Staff members unable to attend the approved plan will work with the principal to develop an alternate plan work the time. If the plan is not approved, the staff member, principal and assistant superintendent will meet to discuss other options. The twenty-eight (28) professional enrichment hours will be at a per diem rate of pay. The District will continue to support Staff Development opportunities in endorsed areas of teaching to support the standards of their specific content. I.e: ARTs, PE, History, SPED Sciences, etc. Employees may use 2 hours of professional enrichment for attending the graduation ceremony and sitting in the staff section. District will support gowns and stoles if a teacher does not have them.

Any extension of contracted days by the District will be compensated at per diem.

All enrichment days and staff development funds must be used and reimbursement requests/timesheets received in the District Office by August 10th.

**G. Length of Workday:** The required certificated workday is seven (7) hours. At least a thirty (30) minute, duty-free lunch exclusive of passing time will be provided. The building principal may release employees early.

**H.** The District will pay an hour's per diem prorated in fifteen (15) minute increments for teachers to cover classes for other instructors in lieu of a substitute during their prep/planning time or when doubling a regular class load. Partial increments will be rounded up to the next full fifteen (15) minute increment.

## **I. Wednesday Early Release**

Wednesdays have been designed to facilitate work on aligning curriculum with the standards, preparing for state assessments, monitoring student learning of state standards, staff collaboration, curriculum and program implementation, and to participate in staff development opportunities. To enable staff to work on these goals, the District and Association have designed days that facilitate:

- 12 Teacher Implementation Days
- 12 PLC meetings
- 6 grading days
- 6 Site Days

With teacher input, the building principal and site team will develop the Wednesday calendar. The calendar will be generated prior to the start of each trimester. Six (6) PLC days will be set on the 2<sup>nd</sup> Wednesday (October – April, skipping March), to allow for curricular committees to meet. For trimester 1, the calendar will be developed no later than the end of the second week of school. Calendars for trimesters 2 and 3 will be developed no later than two weeks prior to the end of the previous trimester. The pertinent site group may alter and change the activity for a Wednesday to address circumstances outside the building's control. The Wednesday early releases are designed to develop and enhance the curriculum and promote staff development to improve student learning. To accomplish that end, the following provisions apply:

Administrators will be allotted six 6 days a year as follows:

- one day per tri-semester to be determined three (3) total
- one on the first Wednesday of the year
- one for state assessment/ ELPA preparation
- one day for site-based goals/SIP planning/Schoolwide initiatives.

Each site's governing body will plan and implement the use of six (6) site days. A schedule of Wednesday activities will be published each trimester for each site's staff information; a copy will be forwarded to the District office. The agenda will be published to the staff on the Monday prior to the meeting. Site time is to be used to improve teaching and learning. Typical activities for site work include, but are not limited to:

- Teacher trainings designed to improve teaching and learning
- Building-based technology training

The District and the Association will meet annually to negotiate the calendar grid and the number of designated days. Every effort will be made to hold the meeting on or before August 15th.

Professional Learning Communities:

1. For the twelve (12) PLC Days, Departments, Grade Levels, and District Specialists will choose a focus from, but not limited to the following list and will co-construct with the building administrator/director.
  - Group Norms
  - Development of Common Syllabi
  - Common Assessments
  - Common Lesson Plans
  - Implementation of Curriculum

- Curriculum Pacing/Mapping
- Learning Progressions
- Data Disaggregation and Analysis
- Common/Standards Based Grading,
- Implementation of State Assessment
- Interventions.

1. No longer than one-half (1/2) hour during the early release Wednesdays may be used for staff meeting essential information that cannot happen through email.
2. Non-teacher directed meetings or activities will not be scheduled on teacher-directed Wednesdays, except in cases of emergency.
3. Certificated staff members who have extra duty or extracurricular assignments will not begin those duties before the end of the building contracted day on early release Wednesdays, with the exception of teacher-directed implementation days, in which the duties may begin at three o'clock. Exceptions may be made on a case-by-case basis through the Meet and Confer process between the District and the Association.

#### **J. Parent/Teacher Conferences**

All certificated staff in each building will vote in the fall and in the spring for the extended day parent/teacher conference schedule. During conference week teachers may trade and work an afternoon/evening(s) for early dismissal on the designated conference day.

#### **K. Part-Time Employees**

Part-time FTE's will be paid above their FTE contract for time worked as requested by the principal. Enrichment hours will be pro-rated according to their FTE contracted time. A part-time FTE will receive full staff development funds as stated in Article IV, Section 1.

#### **L. New Teacher Induction**

A two-day induction prior to the first student day will be provided for all teachers new to the District, paid at per diem rates on the first step of the salary schedule.

### **SECTION 12: LEAVES**

When an employee is absent or becomes sick, the District will make an effort to provide a substitute to cover for the employee. The employee will provide lesson plans for use by the substitute employee.

#### **A. Sick Leave:**

1. Each contracted full-time certificated employee will be granted twelve (12) days sick leave per year. A contracted employee working a portion of a full-time assignment will have a pro-ration of sick benefits. Certification of illness/injury may be required by the District. Unused sick leave will be limited to one hundred eighty (180) days of accumulation.

If an outside substitute is needed, sick leave may be used in half or full day increments. If internal coverage is prearranged or no coverage is necessary, deductions in sick leave may be made in fifteen-minute pro-rated increments. The principal's approval is final.

The District will allow teachers to leave up to (twenty) 20 minutes early during WAC time if no coverage is needed. The building administrator must be notified prior to the absence of the intended use. The use of this provision is intended to be limited.

Documentation will be kept by the building secretary in charge of subs using the Internal Coverage form.

2. Deduction from accumulated sick leave will be made for the following:

- a. Employee illness, disability, or doctor's appointment
- b. Employee injury
- c. Family illness or injury of the employee's spouse, children, parents, grandparents, or siblings
- d. Emergency Leave: An emergency is defined as a sudden, generally unexpected, occurrence or set of circumstances demanding immediate action which is beyond the control of the employee. The employee must give HR and the immediate supervisor as much advance notice as is reasonable under the circumstances.
- e. Maternity/Paternity/Adoption Leave: Employees will inform HR, the immediate supervisor and Superintendent, in writing, of intention to take such leave and the approximate expected time of return to work. Within thirty (30) days after birth or adoption of a child, the employee will notify HR, the immediate supervisor and Superintendent in writing, of the specific date of return to work. The District will grant leave upon the same terms to eligible male employees as is available to eligible female employees upon the birth or adoption of the employee's child pursuant to the Federal Family and Medical Leave Act or the Washington Family Leave Act, whichever is more generous.
- f. The District will provide all bargaining unit members with notification regarding the particulars of current communicable disease outbreaks and/or health advisories that may pose a health risk to staff. Deductions from sick leave will be allowed during the time required to provide proof of immunization or to obtain recommended immunizations for communicable diseases.

3. Sick leave cash-out: The Board and the Association agree to maintain an attendance incentive program for all employees. State rules and regulations regarding retirement cash-out and annual cash-out will apply. Sick leave cash-out provisions will be implemented in January for those teachers cashing out annual sick leave.

4. When an employee's accumulated sick leave has been used, further absences will be deducted and pro-rated at the employee's per diem rate for each day's absence. If an employee provides notice of need for a known duration absence of five (5) or more deduct days in a school year, deductions will be equally divided for the remainder of the contract year.

**B. Personal Leave:**

1. Two (2) days of leave will be granted each year to conduct business or handle personal affairs. For such leave, no deduction will be made from regular pay. Part time teachers' leave will be pro-rated according to their FTE.
2. One (1) additional day of personal leave each year will be granted any teacher who has been employed by the District for more than 14 years. Such leave is non-accumulative. This day will be available only to those with 14 or more years of Prosser School District service prior to June 30, 1992.
3. Personal leave will not be used during the last ten (10) days of school. Personal leave will not be used on the day prior to or the day following Thanksgiving vacation, Christmas vacation, spring vacation, or any planned school calendar four-day weekend. Exceptions may be made by the Superintendent for unusual circumstances that are unavoidable or that could not have been avoided by advanced planning.
4. A maximum of three (3) days of personal leave may be carried over annually. Unused personal leave days may be cashed out annually at \$350.00 per day up to five (5) days).
5. If more than two (2) consecutive personal days are taken, the principal must be notified prior to the leave being taken.

**C. Family Leave:**

As used in this section, employee's "relative" means the employee's spouse, domestic partner, child, stepchild, grandchild, grandparent, parent, sibling, in-law and those considered dependents who reside in the same house or foster children and legal wards, even if they do not live in the same household.

A. A minimum of twelve (12) weeks Additional leave is available under state and federal leave laws, unless an employee qualifies for additional time under those laws. The employee may choose to utilize a combination accumulated sick leave, accumulated and personal, and leave without pay for the leave period.

B. The District will implement the provisions of Washington Paid Family Medical Leave Act in accordance with the law and applicable regulations and the terms included in this agreement. Up to twelve (12) weeks of PFML may be used to care for the employee's self or family experiencing an illness or medical event, including pregnancy disability or to bond with a child within twelve (12) months after birth or adoption.

1. The weeks/days of the benefit periods for PFMLA shall be counted only for workdays exclusive of weekends, holidays and school breaks.
2. Leave periods under the PFMLA will run concurrently as allowed by law with any contractual, federal or state leaves at the employee's election.
3. Benefits may be extended as follows: 1) Up to 14 weeks for a serious condition during pregnancy that results in incapacity: 2) Up to 16 weeks for combined medical and family leave: 3) Up to 18 weeks for event involving both of the above conditions.

- 1666 4. An employee may choose to, but shall not be required to, exhaust all or part of their sick  
1667 leave or other negotiated paid leave benefits before using leaves provided by  
1668 Washington Paid Family Medical Leave Act.
- 1669 5. When accessing PFMLA insurance, an employee may use accumulated sick leave to  
1670 make up the difference between the PFMLA benefit and the employee's regular  
1671 compensation.
- 1672 6. Continuation of the District's contribution to an employee's insurance benefits for up to  
1673 twelve (12) weeks is guaranteed in any situation that falls under the use of family  
1674 PFMLA.
- 1675 7. The Employee shall be returned to their same position upon return to work.

1676  
1677 **D. Leave Sharing**

1678 In accordance with RCW 41.04.665, sick leave sharing will be made available to an  
1679 employee who is suffering from or has a relative or household member suffering from an  
1680 extraordinary or severe illness, injury, impairment, or physical or mental condition which  
1681 prevents the individual from working and causes great economic and emotional distress to  
1682 the employee and his or her family; is a victim of domestic violence, sexual assault or  
1683 stalking; is sick or temporarily disabled because of pregnancy disability; or for the purpose  
1684 of parental leave to bond with a newborn, adoptive, or foster child; which has caused or is  
1685 likely to cause the employee to take leave without pay or terminate his or her employment.

1686  
1687 Shared leave shall also be available as allowed by law to employees who are current  
1688 members or veterans of uniformed services as defined under RCW 41.04.005 or the spouse  
1689 of such person providing necessary support for service-related care.

1690  
1691 An employee volunteering needed skills that are accepted by either a governmental agency  
1692 or nonprofit organization engaged in humanitarian relief when state of emergency has been  
1693 declared by the federal or any state government to assist in responding to the emergency  
1694 shall be eligible shared leave.

1695  
1696 If the employee qualifies for shared leave due to being temporarily disabled because of  
1697 pregnancy disability; or for the purpose of parental leave to bond with a newborn, adoptive,  
1698 or foster child, they shall not be required to deplete all of their sick leave and can maintain  
1699 up to forty (40) hours of sick leave in reserve, and shall have the right to access up to sixteen  
1700 (16) weeks of shared leave for bonding with a child at any time within the first twelve (12)  
1701 months after the birth of placement of a child. The sixteen-week period shall be exclusive  
1702 of holidays and school breaks.

1703  
1704 Employees will contact HR to initiate the process.

1705  
1706 **D. Bereavement Leave:**

1707 Five (5) days leave with pay, non-accumulative, will be granted for death of each spouse, parent,  
1708 grandparent, child or sibling of the employee or spouse. One to three (1-3) days of leave with pay,  
1709 will be granted in the event of death of another relative or friend of the employee with days two  
1710 and three deducted from sick leave.

**E. Jury Duty or Court Appearances Leave:**

Leaves of absence, with pay, will be granted for jury duty or court appearances for school business. The certificated employee will notify the District when notification of a court appearance is received.

**F. Extended Leave:**

An employee may request a leave of absence without pay for a period not to exceed one year. Such requests will be reviewed by the Superintendent and may be approved if they so recommend and a suitable replacement is available. Return to service will only be at a term break.

**G. Military Leave:**

Employees will be granted military leaves of absence when required by law. Upon return from leave, the individual will be re-employed by the District.

**H. Professional Leave:**

Absence for attendance at professional meetings, when approved in advance by the principal is allowed without a deduction in pay. Such absences do not count against accumulated leave days. Professional meetings herein are not those of the Association.

**I. Association Leave:**

For the purposes of carrying out its rights and obligations as the exclusive bargaining representative under RCW 41-59, the Association will be entitled to forty (40) workdays per school year with a ten (10) day limitation per individual employee. Exceptions for additional days beyond the 10-day limit may be made by the Superintendent.

**J. Educational Leave:**

Employees may request an educational leave without pay for a period not to exceed one year. Requests for such leave must be submitted in writing by March 1st of the preceding year. The educational leave will be used to attend an institution of higher learning to pursue an advanced degree or credential program in education. Employees granted an educational leave will be guaranteed a position in the District upon completion of the leave. A maximum of two (2) leaves each year may be granted at the discretion of the Board.

**K. Sabbatical Leave:**

Employees may request a sabbatical leave for a period not to exceed one year. The sabbatical leave will be paid at a rate of one half (1/2) of the first step of the salary schedule. The sabbatical leave may be used to pursue a credential program in education or an advanced degree. A maximum of one employee per year may be eligible for a sabbatical leave dependent on the discretion of the Board and the financial capability of the District. Requests for such leave must be submitted to the Superintendent in writing no later than May 1. The employee granted a sabbatical leave must return to the District for one complete year or reimburse the District for all salary paid during the sabbatical.

**SECTION 13: INSURANCE BENEFITS**

**A.** The District will provide the available SEBB plans for each FTE certificated employee and their eligible dependents.



Employees have the full amount per month per FTE available for insurance. The District will pay the full amount of the mandatory contribution to SEBB. The District will contribute \$220.00 per month per individual into individual VEBA accounts.

**B.** Premium payments will cover a full twelve-month period commensurate with the SEBB year. If an employee terminates their employment prior to June, said employee will receive a pro-rata share of insurance benefits. Annual enrollment for employee group insurance programs will normally be during designated times set by SEBB. The enrollment of new employees will begin with their employment and will be completed within thirty (30) days thereof.

**C.** Employees working 630 hours or more will receive SEBB coverage per law.

#### **SECTION 14: EMPLOYEE WORK YEAR CALENDAR**

**A.** The school calendar will be negotiated on an annual basis one year in advance. Modifications will be negotiated prior to the start of the school year as necessary due to legislative action or either party's needs. The school year will begin the week prior to Labor Day.

**B.** The calendar will include two weeks for winter break. In addition, spring break will be the first full week of April.

**C.** Teachers will be dismissed from school at 12:00 p.m. on the day before Thanksgiving, on the last day before Christmas vacation and on the last student day.

**D.** The President of the PEA or their designee with input from their organization and the Superintendent will develop a proposal for making up school days lost because of inclement weather or other natural emergencies. This proposal will be submitted to the Board for their consideration.

**E.** See Appendix G for student calendars, see separate calendar attachment.

#### **SECTION 15: CERTIFICATED EMPLOYEE FACILITIES**

The District will provide the following in each school facility at which certificated employees are assigned:

**A.** Keys will be issued for the classroom, office, faculty lounge, designated work areas, outside door of building and gate(s).

**B.** A telephone will be installed in each faculty lounge, classroom, and office/work space.

**C.** A desk, chair, filing cabinet, functional computer, classroom printer radio and telephone, will be provided at each teacher workstation. A doc camera, projection device and screen will be provided if requested for instructional purposes. All clocks will be maintained by the District.

**D.** For the safety of students and staff, a working communication system between classrooms and the office will be functional in each building. All rooms, including portables will be equipped to hear alarms, intercom and bells. All PE teachers' classes will have a communication device and fanny pack with necessary supplies.

1807  
1808  
1809  
1810 **ARTICLE IV – INSTRUCTION**  
1811

1812 **SECTION 1. STAFF DEVELOPMENT**

1813 **A.** The District will provide in-service training for certificated employees who are to be  
1814 assigned or involved in new instructional programs of the District. Training will be planned and  
1815 made available to those certificated employees prior to implementation of such programs.  
1816 Attendance by affected employees shall be mandatory.  
1817

1818 **B.** When certificated employees are administratively reassigned to areas of instruction not  
1819 included in their area(s) of endorsement, the District will provide the rate of tuition at the nearest  
1820 approved institution of higher education, as specified by WAC 180-16-224.  
1821

1822 **C.** Staff development opportunities will be provided for all employees and may include  
1823 attendance at professional meetings, program observations, and participation in District-sponsored  
1824 activities. The District will provide Staff Development opportunities in endorsed areas of teaching  
1825 to support the standards of their specific content. Ie: ARTs, PE, History, SPED Sciences, etc.  
1826

1827 **D.** The District will develop and schedule appropriate staff development opportunities for all  
1828 certificated employees. Such opportunities will be developed with input from leaders, site teams  
1829 and staff. Every attempt will be made to publish professional development opportunities by the  
1830 end of the first 8 weeks of school knowing additional opportunities may arise as the school year  
1831 develops. If an employee is absent from a mandatory day or staff development, the employee will  
1832 schedule an appointment with their administrator to receive the outline, notes, handouts and  
1833 mandates.  
1834

1835 **E.** The District is committed to staff development and will establish a staff development fund.  
1836 Allocations will be made as follows:  
1837

- 1838 1. Five hundred dollars (\$500) per certificated teacher to pay self for attending or for use  
1839 in attending workshops, seminars, or classes and/or to provide professional  
1840 memberships, periodicals, or to purchase technology for staff development (i.e.  
1841 software, video, DVD, or other media). Requests for technology purchases for staff  
1842 development will go to the building principal, who will forward the request to the  
1843 District Tech Director to review for compliance with this section. Purchase approval  
1844 will be forwarded to the Assistant Superintendent, Curriculum and Instruction/State and  
1845 Federal Programs. Any reimbursement requests/timesheets for the current school year  
1846 must be received in the District Office by August 10.  
1847
- 1848 2. An employee may carry over any portion of their yearly Staff Development funds of  
1849 \$500 accumulating up to \$2000 to pay self for uses as stated in #1 above.  
1850
- 1851 3. Five thousand dollars (\$5,000) will be distributed to the buildings based on certificated  
1852 FTE for use by the certificated staff. Such use is with administrative approval.  
1853

4. The District will track all staff development funds (substitute payment, individual teacher use, building staff development use, District staff development use). A report will be provided to PEA.

5. Meal allotment will be paid in advance for travel of three (3) or more days at the request of the employee.

**F.** The District will routinely provide in-service for all staff as technology is updated or installed, (required online programs, copiers, phone systems, computers, software, etc.).

**G.** The District will provide clock hours for in-district sponsored staff development, in accordance with OSPI regulations.

## **SECTION 2: TEACHER WORKLOAD**

The District believes that educational quality is dependent in part on the development of appropriate student/teacher staffing ratios at all instructional levels. These ratios should recognize the need for individual attention at the elementary level and program complexity at the secondary level.

It is the intent and expectation that average class loads throughout the District will be no more than 25 students per teacher. In an effort to accomplish this, the school administration will attempt to transfer students between schools at the beginning of the year, assign new entering students to classrooms with the lowest enrollments during the year, and when it is obvious that class loads are going to be excessive, hire additional teachers.

**1.** The District will attempt to provide at least the following average pupil/teacher ratios according to state recommendations:

State's recommended ratios:

### **MAXIMUM**

Kindergarten:	18:1	Kindergarten:	21:1
Grade 1:	19:1	Grade 1:	22:1
Grade 2:	22:1	Grade 2:	25:1
Grade 3:	24:1	Grade 3:	27:1
Grades 4 - 5:	24:1	Grades 4 - 5:	27:1
Grades 6 - 12:	26:1	Grades 6-12 No individual class exceeding 30	
		Beginning Instrumental	30:1
		Continuing Instrumental/choral	40:1
		Secondary PE	35:1
Special Ed Elementary	15:1	Special Ed Elementary	16:1
Special Ed Secondary	22:1	Special Ed Secondary	23:1
Life Skills	10:1	K-8 Life Skills	11:1
		9-12 Life Skills	15:1

These ratios will be determined per teacher without including administrative or support staff. If pupil/teacher ratios exceed these general goals, the averages listed in the above table, the following will occur:

- Student transfers between buildings or classrooms
- Assigning students to lowest enrollment classroom

- Hiring new teachers
- Hiring instructional paraprofessionals will be given as financial conditions allow.

**2. Payment for Overload (Appendix I, page 79-80)**

Overload pay will be based on the first student day on the first week every month. Requests for payment submitted by the 10<sup>th</sup> of the month will be paid in that month. Requests submitted after the 10<sup>th</sup> of the month, will be paid in the following month. Each teacher submitting an overload form must attach a class roster for that month. On the first student day of the month, the office will provide a class roster(s) –which can be placed in red boxes and/or the teacher can copy for the overload pay.

1. In cases where the maximums are exceeded, the District shall provide additional student desks, supplies, textbooks, and instructional equipment.
2. For the 2021-22 school year: the employee shall receive five (\$5.00) per student per day in grades K-5, if a teacher's daily class load exceeds the maximum listed above. In addition, in grades 6-12 the employee shall receive (\$2.50) per student per class per day that exceeds the maximum listed above. If an elementary specialist (physical education, music, art, drama, teacher librarians) teaches a class which exceeds the maximum listed above, they will receive (\$2.50) per session for each student exceeding the limits above.
3. For the 2022-23 school year: the employee shall receive ten (\$10.00) per student per day in grades K-5, if a teacher's daily class load exceeds the maximum listed above. In addition, in grades 6-12 the employee shall receive five (\$5.00) per student per class per day that exceeds the maximum listed above. If an elementary specialist (physical education, music, art, drama, teacher librarians) teaches a class which exceeds the maximum listed above, they will receive five (\$5.00) per session for each student exceeding the limits above.
4. Employees eligible for classroom overload compensation shall complete the overload form provided by the District at the end of each month which will be signed by the employee and principal.

**C. Exceptions**

1. An increase in class size limit can be referred to a PEA/PSD meeting for resolution.
2. Student assistants shall not be included when calculating the students per day total.
3. Running Start and Tri-Tech.

The District will strive to equitably assign elementary and secondary students considering such factors as parent requests, student learning styles, teacher strengths, student behavior combinations, student special needs, ability levels, racial and gender balance, and workstation limitations of specialty classes.

Secondary classes may be exceptions to these standards in cases of students with credit deficiencies in limited required course or section offerings.

1950 **SECTION 3: STUDENT DISCIPLINE**

1951 It is the intent of the Board to support and aid certificated employees in carrying out their  
1952 responsibility to maintain order and discipline in Prosser Schools.

1953  
1954 In accordance with state law each certificated employee will have the authority to exclude a student  
1955 from the classroom for the balance of the school day or up to the following two days or until the  
1956 principal and teacher have conferred, whichever occurs first. Any student who engages in  
1957 malicious mischief or assaults a teacher will not be assigned to that teacher's classroom for the  
1958 duration of the student's attendance at that school.

1959  
1960 The principal/designee will communicate the disciplinary action taken to the school personnel who  
1961 referred the student for disciplinary action.

1962  
1963 School officials will request information at the time of enrollment regarding any history of violent  
1964 offenses and drug offenses. When the school is notified by the court of a student's conviction of  
1965 violent or drug crimes, the principal will provide this information to every teacher of such student.  
1966 and any other certificated personnel who, in the judgment of the principal, should be aware of the  
1967 student's record.

1968  
1969 **SECTION 4: CURRICULUM IMPROVEMENT**

1970 The District is committed to excellence in education. Toward this end, the District will identify,  
1971 on an equitable basis, teachers with the appropriate qualifications to work on approved curriculum  
1972 development projects or approved District in-service outside the workday under the supervision of  
1973 administrative personnel.

1974  
1975 All curriculum work outside the contracted day will be at the pro-rated per diem rate.

1976  
1977 Summer Pay: Each certificated employee may apply for summer staff development and training  
1978 opportunities provided by the District. If approved by the principal/building administrator, and  
1979 approved by the assistant superintendent, each employee attending such development and training  
1980 opportunities, will be paid at their per diem rate.

1981  
1982 **SECTION 5: TEACHER WORK AREA**

1983 The District will provide adequate work areas with appropriate equipment to produce instructional  
1984 materials to enhance the instructional program. The building will provide and maintain supplies  
1985 and equipment in the common work area.

1986  
1987 **SECTION 6: TEACHER PLANNING**

1988 **A.** All certificated employees will be provided preparation/conference time in accordance with  
1989 the following:

1990  
1991 The District will provide a minimum of three hundred (300) minutes per week during the  
1992 during the contracted day for preparation for each bargaining unit member. Every effort  
1993 will be made to provide/schedule the majority of minutes during the student day. Some  
1994 ideas could be para covering lunch supervision, i-Ready para coverage – it is the  
1995 Association's preference to not use WAC time.

Preparation/conference time will not be assigned or contracted to other duties, unless mutually agreed to by the employee and the employer.

- B.** Principals will solicit input from classroom teachers and specialists in building the instructional schedule. The final determination of this schedule is the responsibility of the principal.

### **Section 7: SPECIAL EDUCATION**

Specially designed instruction provided to students with individualized education plans (IEP's) may occur in a variety of settings within the District, both in and out of the general education classroom. Special education is a service, not a placement.

**A.** Special Education Referrals and the Student Study Team (SST)

The purpose of the SST is to provide everyone with legitimate educational interest\* an opportunity to share concerns and review interventions, both suggested and/or attempted, and to develop a plan for a student referred for a special education evaluation.

*\*Legitimate educational interest includes information on academics and/or behavior*

1. The Student Study Team will consist of the following:

- a. building administrator (or designee)
- b. Director of Special Education (if available)
- c. the student's general education teacher(s)
- d. the special education and specialist teachers for the area of concern.

Other members may include:

- e. the school counselor
- f. the school psychologist
- g. the school nurse, or
- h. any other appropriate staff member with legitimate educational and behavioral interest in the student.

2. If it is determined that an evaluation is warranted, the team will also determine what areas to be assessed (i.e., math, ELA, Speech, Language, Spanish Language, OT, PT, behavior)

**B.** Special Education Evaluations

Upon completion of the appropriate assessments, a meeting will be held with the IEP team prior to the parent/guardian meeting to discuss the evaluation results and review other pertinent data/evidence.

1. The IEP team will consist of the following

- a. the school psychologist
- b. the general education teacher(s)
- c. the special education teacher(s)
- d. Speech Language Pathologist (if appropriate)
- e. Occupational Therapist (if appropriate)
- f. Physical Therapist (if appropriate)
- g. any other staff member who has legitimate educational interest in the student and can provide further information about the student, either academically or behaviorally

Other members may include:

- a. the building administrator (or designee)
- b. intervention teacher(s)
- c. the school nurse

- d. the school counselor
- e. specialist teacher(s)
- f. professionals from outside agencies (WISE, ESD)

#### C. Case Management and Caseloads

1. Students who qualify for special education services will be assigned to a building case manager who will be responsible for writing IEP's, progress reports, and amendments.
2. Case managers are responsible for contacting, scheduling, and conducting parent/caregiver and team IEP meetings. The case manager will arrange for a translator to contact parents/caregivers who speak Spanish. Each service provider (special education teacher, speech language pathologist, physical therapist, etc.) will be responsible for writing present levels of performance, goals, objectives, and progress notes in a student's IEP.
3. Caseloads will be divided as equitably as possible for buildings with more than one case manager.
4. Case managers are permitted to collaborate with each other to redistribute students on their caseloads for reasons of equity and practicality – i.e., even out caseloads, assign students from the same family to the same case manager, conflict of interest (family friend), and/or rapport with student/family. All case managers involved must be in agreement with changes made to their respective caseloads.

#### D. Special Services Paraeducator Support

1. Each one point zero (1.0) FTE Life Skills Special Services classroom will have no less than one (1) paraeducator. Each 1.0 FTE Resource Room teacher will have no less than (1) paraeducator when six (or more) students are scheduled in the class. Exceptions will be made for special student circumstances.
2. Paraeducator support shall be based on student need as determined by the IEP and not solely on class size.
3. Special education teachers in a building will work collaboratively to redistribute paraeducator support in the resource rooms and life skills room in the event of student or paraeducator absence. This temporary redistribution will be communicated via email to the building administrator and the Director of Special Services.
4. Additional paraeducator support may be requested for special circumstances. Approval is based on the decision by the IEP Team.

#### E. Plan Time

1. Time spent administering assessments, conducting meetings (i.e., evaluation results; IEP) attending SST meetings, or writing assessment reports will not be counted as planning time.
2. In addition to receiving the same number of weekly plan time minutes that are provided to the general education teachers, special educators will submit a timesheet for any plan time used to attend to paperwork, assessments, scheduling meetings, contacting parents, and other duties required to ensure state and federal compliance with special education paperwork. The number of extra minutes will be dependent upon the schedule for each building.
3. Elementary special education teachers will be given the first partial week of school to develop schedules and review IEP's to identify student needs. This time will also be used for providing student information to the appropriate general education and specialist teachers.

- 2092 4. Special education teachers who are required to provide a student (or students) service  
2093 during their planning/prep time or outside of the normal student day will be paid for that  
2094 time at per diem.  
2095

2096 F. Supplemental Contract

- 2097 1. Each special education teacher (1.0 FTE) who fulfills the required number of days (180  
2098 days) will receive a supplemental contract for two thousand dollars (\$2,000.00). The  
2099 stipend will be paid in two (2) installments and received in the October and January  
2100 paychecks. This stipend will cover time needed for after-hour meetings, documentation  
2101 preparation, and other duties needed to ensure legal compliance.  
2102 2. The stipend will be pro-rated for part-time special education classroom teachers based on  
2103 the number of days of service.  
2104 3. If a teacher receives a stipend but does not fulfill the required number of service days, the  
2105 amount of the stipend will be deducted from the teacher's pay.  
2106

2107 G. Paperwork Days

- 2108 1. Special education teachers have the option to take up to five (5) substitute days, with the  
2109 approval of the Special Services Director to finish testing/paperwork. The special  
2110 education teacher will notify the building principal if a substitute day is planned and  
2111 approved.  
2112

2113 H. IEP Transition Meetings

2114 IEP Transition meetings will be held during the school day and the District will be responsible  
2115 for finding and assigning substitutes to cover teachers' classes. In the event the meetings  
2116 are outside of contract time the teachers involved will be paid at per diem rate.  
2117

2118 I. Case Management (Managing Additional Caseloads/IEP's)

2119 When a Special Education position is unable to be filled with a certified Special Education teacher,  
2120 employees who hold Special Education certification may be asked to cover part or all of the  
2121 caseload for that position. Special education teachers who choose to cover an IEP or caseload  
2122 will receive:

- 2123 1. four (4) hours of per-diem for each IEP they write for students not on their normal caseload.  
2124 2. one (1) hour of per-diem for each student progress report written.  
2125 3. Per-diem pay for time spent monitoring the non-certificated teacher during meetings and  
2126 collaborating to write IEP's/reports.

2127 Employees can decline to accept additional IEPs and caseloads outside their normal assignment.  
2128

2129 **ARTICLE V – DURATION**  
2130

2131 This Agreement will remain in full force and effect from the date of ratification by both parties to  
2132 and including, August 31, 2024. Either party may on written notice no later than sixty (60) days  
2133 before the date of expiration give notice of its intent to negotiate a successor Agreement. This  
2134 Agreement may be reopened for amendment, providing both parties concur or to address  
2135 legislative impact, at any time during the life of this Agreement as specified.  
2136

2137 The District agrees to distribute flow-through monies for salaries. Benefits will be subject to  
2138 bargaining, based on legislative impact. All salary flow-through funds received from the state will  
2139 be allocated to the salary schedule. No deductions will be made for extended contracts. In the



event that the District is determined to be out of compliance with state salary and benefit regulations more than \$20.00 per FTE, negotiations will be reopened to correct the errors.

Three (3) reopeners in addition to salary, benefits and calendar each year. For the 2022-23 bargain – an automatic reopener of the full-time substitutes.

In witness whereof, the parties hereunto set their hands and seal.

\_\_\_\_\_  
Chairperson, Board of Directors

\_\_\_\_\_  
President, Prosser Education Assn.

\_\_\_\_\_  
Negotiator, Board of Directors

\_\_\_\_\_  
Negotiator, Prosser Education Assn.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**APPENDIX - A**

**PROSSER GRIEVANCE PROCEDURE      FORM A**

**COMPLAINT BY THE AGGRIEVED**

Grievant \_\_\_\_\_ Date of Formal Presentation \_\_\_\_\_

Home Address of Grievant \_\_\_\_\_

Work Site \_\_\_\_\_ Subject Area or Grade \_\_\_\_\_

Administrator \_\_\_\_\_

STATEMENT OF GRIEVANCE/Description of Event/Situation:

Related contract language:

Step(s) taken to informally resolve the concern (include date (s)):

ACTION REQUESTED:

\_\_\_\_\_  
Signature of Grievant

\_\_\_\_\_  
Signature of Administrator

received on \_\_\_\_\_

**APPENDIX – B**  
**CEL 5D+ PROFESSIONAL GROWTH PLAN**

**NAME:**

☐ **COMPREHENSIVE EVALUATION**    ☐ **FOCUSED EVALUATION**

**Filled out by staff prior to the goal setting conference:**

*Considering your self-assessment, what do you think should be your primary focus for improvement?*

*If you are comprehensive, which indicator(s) are you selecting?  
 If you are focused, which criteria are you selecting?*

*What steps may you take toward this goal? (For example: Book studies, peer collaboration, training, professional development)*

*As we begin this first cycle of inquiry . . .*

- *When are the best times to observe/gather evidence?*
- *What student data or other forms of evidence could you gather?*
- *What types of feedback would be most helpful?*

**Filled out by evaluator and evaluatee together:**

*The evaluator and evaluatee have agreed to the following professional goal focus and each have a copy. Please list indicators for comprehensive, or criteria for focused evaluations.*

**Employee Signature:**

**Supervisor Signature:**

**Date:**

**Date:**

## APPENDIX – B

### CEL 5D+ STUDENT GROWTH FORM

**Name:** \_\_\_\_\_ ☐ **Focused**   ☐ **Comprehensive**   **Criteria #** \_\_\_\_\_

\*Take care to note specific rubric wording in state rubric

	<input type="checkbox"/> Student Growth Criterion 3	<input type="checkbox"/> Student Growth Criterion 6	<input type="checkbox"/> Student Growth Criterion 8
<b>Academic Area/Unit (3.1/6.1/8.1)</b>			
<b>Identified Group (3.1/6.1/8.1)</b> <i>Sub group/class/collaboration</i>			
<b>Establish Student Growth Goal (3.1/6.1/8.1)</b>			
<b>First High-Quality Source of Data to Measure Student Growth (3.1/6.1/8.1)</b>			
<b>Second High Quality Source of Data to Measure Student Growth (3.1/6.1/8.1)</b>			
<b>Steps to Monitor Progress Toward Student Growth Goal (3.2/6.2)</b>			<b>Collaboratively Develop/Implement and Monitor Growth/Achievement</b>
<b>What is your plan for Collaboration of Students, Parents, and Other School Staff? *</b>			<b>Your Role in Development/Implementation</b>
<b>Final Results (3.2/6.2)</b>			

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX – B**

**CEL 5D+ End of Cycle**

☐ 90 Day

☐ End of Cycle 1

☐ End of Cycle 2 (Optional - When final evaluation will be written at a later date)

**Name:**

**Observation Dates and Times:**

**Situational Factors**

**Evaluation Rubric Strengths:**

**Evaluation Rubric Next Steps:**

**Conference Notes/Comments:**

**I have read and received a copy of this form.**

**Employee Signature:**

**Supervisor Signature:**

**Date:**

**Date:**

## APPENDIX – B

### CEL 5D+ FINAL COMPREHENSIVE TEACHER EVALUATION

Certificated Staff Name:	Supervisor Name:	Date:
Teaching Assignment:	School:	Evaluation Type: Comprehensive
Observation Dates:	Times:	

☐ This also serves as the 'End of Cycle' form.

#### Situational Factors \_\_\_\_\_

Summary of Performance on Comprehensive Criterion	Score
<b>Criterion 1: Centering Instruction on high expectations for student achievement</b>	---
<b>Criterion 2: Demonstrating effective teaching practices</b>	---
<b>Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs</b>	---
Student Growth Goal 3.1: ---	
Student Growth Goal 3.2: ---	
<b>Criterion 4: Providing clear and intentional focus on subject matter content and curriculum</b>	---
<b>Criterion 5: Fostering and managing a safe, positive learning environment</b>	---
<b>Criterion 6: Using multiple student data elements to modify instruction and improve student learning</b>	---
Student Growth Goal 6.1: ---	
Student Growth Goal 6.2: ---	
<b>Criterion 7: Communicating and collaborating with parents and school community</b>	---
<b>Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning</b>	---
Student Growth Goal 8.1: ---	
<b>Raw Score for Student Growth=</b>	<b>v Score for Summary Rating=</b>

Summative Rating: The raw score methodology of adding each score from the eight criteria above, will be used to calculate the summative score for the final comprehensive rating.

Comprehensive: 8-14	Comprehensive: 15-21	Comprehensive: 22-28	Comprehensive: 29-32
<b>1: Unsatisfactory</b>	<b>2: Basic</b>	<b>3: Proficient</b>	<b>4: Distinguished</b>

**Final Summative Rating Score:** Choose an item

**Student Growth Impact Rating: Comprehensive**

The sum of all five student growth components from criteria 3, 6 and 8 will be used to determine the student growth impact score.

5-12	13-17	18-20
<b>Low*</b>	<b>Average</b>	<b>High</b>

\*A score of “1” in any of the student growth components results in a “Low” Student Growth Impact Rating. A rating of “1” on any student growth rubric triggers a student growth inquiry.

**Student Growth Inquiry:**...

COMMENTS:

My signature only indicates that I have read and received a copy of this evaluation and does not necessarily signify agreement with the content. I may attach comments.

---

Employee Signature:

Supervisor Signature:

Date:

Date:

Revised July 2021

## APPENDIX - B

### CEL 5D+ FINAL FOCUSED TEACHER EVALUATION

Certificated Staff Name:

Supervisor Name:

Date:

Teaching Assignment:

School:

Evaluation Type: Focused

Observation Dates:

Times:

☐ This form also serves as the “End of Cycle” form

#### Situational Factors

##### Summary of Performance

Score

Criterion \_\_\_\_

Student Growth Score: \_\_\_\_ = \_\_\_\_

Student Growth Score: \_\_\_\_ = \_\_\_\_

Comments:

My signature only indicates that I have read and received a copy of this evaluation and does not necessarily signify agreement with the content. I may attach comments.

Employee Signature:

Supervisor Signature:

Date:

Date:

**Revised July 2021**



## **APPENDIX – C**

### **NON-CEL 5D+ EVALUATIVE CRITERIA FOR CLASSROOM TEACHERS**

#### **1. INSTRUCTIONAL SKILLS**

- A.** Explanations, demonstrations, practice and feedback are presented so that the students can comprehend and retain what is being taught, which may take place over a number of days
  - 1. Establishing the purpose and objectives of the lesson
  - 2. Presentations of information to be learned
  - 3. Checking and clarifying for student understanding
  - 4. Opportunity for students to apply new skills or knowledge
  - 5. Closure
- B.** Varied groupings, methods and materials used are based on the needs of the students and objectives of the lesson
  - C.** Emphasis is placed on providing high percentages of academic engaged time
  - D.** Recognition is given to the importance of research-based teaching techniques
- E.** All non-direct teaching activities are monitored for their usefulness and appropriateness (i.e. assignments, homework, tests and quizzes, use of library time, individualized instruction activities)

#### **2. CLASSROOM MANAGEMENT**

- A.** Begins class promptly - with appropriate opening procedures
- B.** Teacher planning maximizes student on-task time
- C.** Limits of student behavior are clearly defined, communicated to students and consistently monitored
- D.** Teacher monitors rest of class while working with small groups and individuals
- E.** Teacher organizes and arranges classroom so as to facilitate learning and minimize student disruption
- F.** Transitions from one area of teaching to another are made smoothly and demonstrate pre-planning
- G.** All students are treated in a caring and consistent manner, taking individual needs into account
- H.** Provides adequate plans for a substitute teacher

#### **3. PROFESSIONAL PREPARATION AND SCHOLARSHIP**

- A.** Possesses and maintains appropriate academic background (i.e. degrees, classes, workshops)
- B.** The teacher demonstrates evidence of a commitment to education as a profession (i.e. professional organizations, committees, publications, conferences)
- C.** The teacher adheres to district goals by using adopted program materials (manuals, course descriptions, student tests, recommended supplementary materials, SLO's)

#### **4. EFFORT TOWARD IMPROVEMENT WHEN NEEDED**

- A.** Participates in in-service and career development activities
- B.** Participates in continuing education and training initiated by the teacher
- C.** Follows through with recommendations made in evaluations
- D.** Sets personal goals

#### **5. THE HANDLING OF STUDENT DISCIPLINE AND ATTENDANT PROBLEMS**

- A.** Establishes clear parameters for student conduct and makes known these expectations
- B.** Reinforces desired pupil behaviors and responds appropriately to disruptive pupil behaviors

- C. Resolves discipline problems in accordance with applicable laws, policies, and regulations
- D. Utilizes support services, administrators, and parents when such support can be helpful.
- E. Assists in maintaining control and enforcing rules throughout the school

## **6. INTEREST IN TEACHING PUPILS**

- A. The teacher enjoys working with students and reflects respect for them as individuals
- B. Develops rapport with the student as an individual in a professional manner
- C. Deals with personal information and communication in a professional manner
- D. Provides guidance assistance for students

## **7. KNOWLEDGE OF SUBJECT MATTER**

Demonstrates knowledge of subject matter by:

1. Selection of instructional objectives appropriate to the instructional assignment
2. Planning of learning activities appropriate to the instructional assignment
3. Considering the relationship between one's subject matter and other discipline subjects

## **8. JOB PERFORMANCE CRITERIA**

- A. Times arrival and departure to assure adequate supervision of students
- B. Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities
- C. Maintains records as required by law, District policy and administrative regulations
- D. Attend and participates in faculty, department and District meetings
- E. Cooperates with other members of the staff in planning instructional goals, objectives and methods when appropriate
- F. Assists in the selection of books, equipment and other instructional materials
- G. Works to establish and maintain open lines of communication with students, parents, and colleagues concerning both the academic and behavioral progress of all students
- H. Establish and maintains cooperative professional relations with others at school-related activities
- I. Maintains good general health
- J. Performs related duties as assigned by the administration in accordance with District policies, practices and negotiated agreements

## **APPENDIX – C**

### **NON-CEL 5D+ EVALUATIVE CRITERIA FOR LIBRARIANS**

#### **1. KNOWLEDGE AND SCHOLARSHIP IN THE SPECIAL FIELD**

##### **Education**

1. Teacher Training
  - a. Possesses and maintains appropriate academic background
2. Special Field
  - a. Selects appropriate instructional objectives
  - b. Plans appropriate learning activities

#### **2. PROFESSIONAL PREPARATION**

##### **Evaluation**

1. Limitations and Strengths
  - a. Follows through with recommendations made in evaluations
  - b. Sets personal goals
2. Professional growth
  - a. Participates in in-service and career development activities
  - b. Participates in continuing education and training

#### **3. SPECIALIZED SKILLS**

##### **Instruction**

1. Skills instructions
  - a. Utilizes scope and sequence guide
  - b. Correlates with classroom instruction
2. Prevention
3. Remediation
  - a. Uses varied groupings, methods, and materials based on students' needs
4. Evaluation
  - a. Provides periodic reports to teachers and/or parents

#### **4. MANAGEMENT OF SPECIAL AND TECHNICAL ENVIRONMENT**

##### **A. Management**

1. Planning
  - a. Establishes cooperation with school and community
  - b. Establishes goals, objectives, priorities, and strategies
  - c. Establishes policies and procedures
  - d. Develops and maintains budget
2. Organization
  - a. Provides access
  - b. Arranges facilities
  - c. Maintains user-oriented environment
  - d. Arranges and circulates resources
  - e. Manages personnel
3. Evaluation
  - a. Conducts program assessment

- b. Analyzes data and modifies program

**B. Collection Development**

- 1. Selection/Acquisition
  - a. Uses approved selection policies
  - b. Uses acceptable selection procedures
  - c. Solicits educator and student input
- 2. Maintenance
  - a. Provides for maintenance and repair
  - b. Weeds and inventories collection

**5. INVOLVEMENT IN ASSISTING PUPILS, PARENTS AND EDUCATIONAL PERSONNEL**

Services

- 1. Consultation/Information
  - a. Provides reference assistance
  - b. Provides motivation and guidance in reading/viewing/listening
  - c. Orients students and educators
  - d. Instructs and updates educators
  - e. Participates in curriculum development and planning
- 2. Production
  - a. Provides production resources and technical assistance
- 3. Public Relations
  - a. Promotes program

**6. STUDENT DISCIPLINE**

Management of human dynamics

- 1. In Learning Resource Center
  - a. Establishes clear parameters for student conduct and makes known these expectations
  - b. Reinforces desired pupil behaviors and responds appropriately to disruptive pupil behaviors
  - c. Resolves discipline problems in accordance with applicable laws, policies and regulation
- 2. In the School
  - a. Utilizes support services, administrators and parents when such support can be helpful
  - b. Assists in maintaining control and enforcing rules throughout the school

**7. JOB PERFORMANCE CRITERIA**

- 1. Times arrival and departure to assure adequate supervision of students
- 2. Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities
- 3. Maintains records as required by law, District policy and administrative regulations
- 4. Attends and participates in faculty, department and District meetings
- 5. Cooperates with other members of the staff in planning instructional goals, objectives and methods when appropriate
- 6. Establishes and maintains cooperative professional relations with others at school-related activities
- 7. Maintains good general health
- 8. Performs related duties as assigned by the administration in accordance with District policies, practices and negotiated agreement

## **APPENDIX – C**

### **NON-CEL 5D+ EVALUATIVE CRITERIA FOR SCHOOL COUNSELORS**

#### **1. KNOWLEDGE AND SCHOLARSHIP**

- a. Is knowledgeable of theory and content related to school counseling
- b. Demonstrates understanding of and knowledge about common school education and the K-12 educational miles
- c. Integrates counseling into the total school environments
- d. Shows a scholastic pursuit in terms of professional growth
- e. Gives recognition to importance of research-based counseling techniques

#### **2. SPECIALIZED SKILLS**

- a. Competency in designing counseling sessions
- b. Knowledge of effective skills used in the counseling setting
- c. Competency in presenting affective education materials
- d. Knowledge of counseling programs relating to prevention, instruction, remediation and evaluation
- e. Ability to assist in determining student placements in the school environment

#### **3. PROFESSIONAL PREPARATION**

- a. Possesses and maintains appropriate academic background and certification
- b. Demonstrates commitment to counseling as a profession
- c. Is aware of own strengths and limitations as a counselor
- d. Demonstrates support of district and building policies and procedures

#### **4. EFFORT TOWARD IMPROVEMENT WHEN NEEDED**

- a. Willingness to participate in in-service and staff development activities
- b. Willingness to participate in continuing education and initiate self-improvement
- c. Ability to follow through with recommendation made in evaluation
- d. Commitment to set personal goals for professional growth

#### **5. MANAGEMENT OF SPECIAL AND TECHNICAL ENVIRONMENTS**

- a. Works closely with other staff members in order to keep them apprised of activities/schedules
- b. Responds to deadlines and other commitments in a timely fashion
- c. Demonstrates organizational skills
- d. Keeps flow of paperwork moving in a reasonable manner

#### **6. INVOLVEMENT IN ASSISTING PUPILS, PARENTS AND EDUCATIONAL PERSONNEL**

Is skilled in:

- a. Providing direct counseling services, both group and individual
- b. Offering classroom guidance, communication skills and consultation on special issues
- c. Identifying students in need of services

- d. Consultation with teachers, parents, students and referring to remedial services as needed
- e. Scheduling courses and making appropriate placements
- f. Administering and interpreting test results

## **7. COMMUNICATION/COOPERATION**

- a. Works cooperatively with students, parents, staff and administration
- b. Collects, organizes and disseminates relevant information
- c. Communicates a knowledge and understanding of the counselor's role to school board, parents and community groups
- d. Provides regular and continuous communication to students and staff within the school building
- e. Provides regular and continuous communication to parents and staff outside of the school buildings
- f. Demonstrates flexibility and tolerance for ambiguity in given situation

## **8. JOB PERFORMANCE CRITERIA**

- a. Is prompt and meets time commitments
- b. Attends and participates in faculty, District, and job-alike meetings
- c. Maintains records required by law, District policy and administrative regulations
- d. Assists in the selection of appropriate educational and instructional materials
- e. Maintains good general health
- f. Performs duties as assigned by the administrations in accordance with District policies, practices, and negotiated agreements
- g. Demonstrates emotional stability in pressure and crisis situations
- h. Demonstrates openness to new experiences, a belief in purposeful change, and the willingness to make such changes

## **APPENDIX – C**

### **NON-CEL 5D+ EVALUATIVE CRITERIA FOR SCHOOL PSYCHOLOGISTS**

#### **1. KNOWLEDGE AND SCHOLARSHIP**

- a. Is knowledgeable about all evaluation instruments that are used
- b. Shows a scholastic pursuit in terms of professional growth
- c. Has a clear understanding of state and federal rules and regulations as they pertain to handicapped education

#### **2. SPECIALIZED SKILLS**

- a. Is able to write quality reports that meet the Washington Administrative Code requirements
- b. Is proficient with the instruments used
- c. Is effective with students, parents, teachers and administrators
- d. Takes a leadership role in building multi-disciplinary team meetings

#### **3. MANAGEMENT OF SPECIAL AND TECHNICAL ENVIRONMENTS**

- a. Manages the assessment procedure, complying with Washington Administrative Code timelines
- b. Responds to various directions in a timely manner
- c. Keeps appropriate offices apprised as to schedules and activities
- d. Keeps flow of paperwork moving in a reasonable manner

#### **4. PROFESSIONAL SUPPORT**

- a. Be supportive of District policy and procedures
- b. Be supportive of building procedures
- c. Be supportive of special education procedures
- d. Be considerate of personnel that are referring children by involving them during the assessment procedure and in follow-up conferences

#### **5. INVOLVEMENT IN ASSISTING PUPILS, PARENTS AND EDUCATIONAL PERSONNEL**

- a. Be an advocate for the student
- b. Work with parents, informing and helping them in referrals to other alternatives (agencies, etc.)
- c. Will be involved with the special educational classes and provide consultative services for special education staff
- d. Actively consult with regular classroom teachers
- e. Effectively take a leadership role at IEP meetings

#### **6. PROFESSIONALISM**

- a. Demonstrates commitment to the profession and its code of ethics
- b. Indicates a willingness to accept school responsibilities
- c. Follows established policies of building and District
- d. Demonstrates interest and support for the total school program
- e. Demonstrates promptness and dependability for school day and duties
- f. Continues professional growth through classes, workshop meetings, etc.
- g. Maintains a positive and enthusiastic attitude

## **7. COMMUNICATION AND COOPERATION**

- a. Communicates effectively with other staff members
- b. Communicates effectively with parents
- c. Communicates effectively through appropriate role modeling
- d. Exhibits flexibility
- e. Enlists and accepts the assistance of counselors, vice-principal, principal and other supportive personnel when appropriate
- f. Assists in maintaining control and enforcing rules throughout the school

## **8. JOB PERFORMANCE CRITERIA**

- a. Times arrival/departure to assure adequate supervision of students
- b. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities
- c. Maintains records as required by law, District policy and administrative regulations
- d. Attends and participates in faculty, department and District meetings
- e. Cooperates with other members of the staff in planning instructional goals, objectives and methods when appropriate
- f. Assists in the selection of books, equipment and other instructional materials
- g. Works to establish and maintain open lines of communication with students, parents and colleagues concerning both the academic and behavioral progress of all students
- h. Establishes and maintains cooperative professional relations with others at school-related activities
- i. Maintains good general health
- j. Performs related duties as assigned by the administration in accordance with District policies, practices and negotiated agreements



## **APPENDIX – C**

### **NON-CEL 5D+ EVALUATIVE CRITERIA FOR SPEECH LANGUAGE PATHOLOGISTS**

#### **1. KNOWLEDGE AND SCHOLARSHIP IN SPECIAL FIELD**

- a. Researches problems and obtains pertinent information
- b. Follows handicapped rules and regulations

#### **2. MANAGEMENT OF SPECIAL AND TECHNICAL ENVIRONMENT**

- a. Selects appropriate stimulus materials (age and ability)
- b. Sequences teaching tasks to implement designated program objectives
- c. Plans strategies for maintaining on-task behavior
- d. Gives clear, concise instructions in presenting materials and/or techniques in management and assessments
- e. Adaptability - makes modifications in the teaching strategy
- f. Administers diagnostic tests according to standardized criteria
- g. Prepares for administration of diagnostic tests
- h. Scores and interprets diagnostic tests accurately
- i. Writes reports that are meaningful
- j. Writes in a clear, concise, organized, and grammatically correct style
- k. Meets paperwork deadline

#### **3. SPECIALIZED SKILLS**

- a. Applies academic information to the clinical process
- b. Develops IEP/student objectives appropriate to the student's needs
- c. Determines teaching objectives based on assessment and measurement
- d. Modifies level of language according to student needs
- e. Uses appropriate reinforcement techniques
- f. Maintains on-task behavior of student
- g. Makes effective use of therapist's time
- h. Utilizes continuous measurement

#### **4. INVOLVEMENT IN ASSISTING PUPILS, PARENTS AND EDUCATIONAL PERSONNEL**

- a. Shows genuine concern for the student as a person, enables student to express his feelings and concerns
- b. Conveys to the student in a non-threatening manner what the standards of behavior and performance are
- c. Develops understanding of teaching goals and procedures with family members
- d. Communicates with other disciplines on a professional level
- e. Makes appropriate recommendations and/or referrals based on information obtained from the assessment or teaching process
- f. Selects pertinent information to convey to family members
- g. Selects pertinent information to convey to other professionals

## **5. PROFESSIONALISM**

- a. Demonstrates commitment to the profession and its code of ethics
- b. Indicates a willingness to accept school responsibilities
- c. Follows established policies of building and District
- d. Exhibits sound health and energy
- e. Demonstrates interest and support for the total school day and duties
- f. Demonstrates promptness and dependability for school day and duties
- g. Continues professional growth through classes, workshops, meetings, etc.
- h. Maintains a positive and enthusiastic attitude

## **6. COOPERATION/COMMUNICATION**

- a. Exhibits flexibility
- b. Enlists and accepts the assistance of counselors, vice-principal, principal and other supportive personnel when appropriate
- c. Assists in maintaining control and enforcing rule throughout the school
- d. Communicates effectively with other staff members
- e. Communicates effectively with parents
- f. Communicates effectively through appropriate role modeling

## **7. JOB PERFORMANCE CRITERIA**

- a. Times arrival and departure to assure adequate supervision of students
- b. Takes all necessary and reasonable precautions to protect students' equipment, materials and facilities
- c. Maintains records as required by law, District policy and administrative regulations
- d. Attends and participates in faculty, department and District meetings
- e. Cooperates with other members of the staff in planning instructional goals, objectives and methods when appropriate
- f. Assists in the selection of books, equipment and other instructional materials.
- g. Maintains good general health
- h. Performs related duties as assigned by the administration in accordance with District policies, practices and negotiated agreements

**APPENDIX – C**  
**NON-CEL 5D+ EVALUATIVE CRITERIA FOR SCHOOL NURSES**

**1. KNOWLEDGE AND SCHOLARSHIP IN SPECIAL FIELD**

- a. Is knowledgeable of theories and practices as they relate to school nursing
- b. Demonstrates an understanding of and knowledge about common school education in the K-12 educational milieu
- c. Integrates nursing into the total school environment
- d. Give recognition to importance of research based medical and nursing techniques in school
- e. Continuously seeks current information regarding school nursing

**2. MANAGEMENT OF SPECIAL AND TECHNICAL ENVIRONMENT**

- a. Works closely with other staff members in order to keep them apprised of activities/schedules
- b. Continually assesses the physical, mental and environmental health needs of students
- c. Responds to deadlines and other commitments in a timely fashion
- d. Demonstrates organizational abilities
- e. Maintains a good flow of paperwork in order to keep relevant records and other data as required by state law

**3. SPECIALIZED SKILLS**

- a. Serves as a liaison between education and health communities by providing health counseling and guidance to students, school personnel, and parents
- b. Is knowledgeable and skillful in using proven nursing practices in the school setting
- c. Appraises health needs as they relate to the educational environment and cultural background in accordance with state and local mandates
- d. Is knowledgeable of nursing programs relating to prevention, instruction, remediation and evaluation
- e. Analyzes and discusses effects of students' health on educational progress
- f. Is involved with planning for the control of communicable diseases, for first aid and acute illness or injury and for safety and sanitation in the building
- g. Participates with administrative and health service personnel in planning objectives, standards, implementation and evaluation of school health programs

**4. INVOLVEMENT IN ASSISTING PUPILS, PARENTS AND EDUCATIONAL PERSONNEL**

- a. Provides direct services to students, staff, and parents
- b. Utilizes student contacts to teach positive health concepts and attitudes
- c. Consults on a regular basis with teachers, parents, students and referral agencies to meet the health needs
- d. Identifies students in need of health services
- e. Takes a leadership position in terms of health curriculum in the total school environment
- f. Supervises health aides, volunteers, and students in selected health services activities

**5. PROFESSIONALISM**

- a. Possesses and maintains appropriate academic background and certification
- b. Demonstrates commitment to school nursing as a profession
- c. Is aware of own strengths and limitations as a school nurse
- d. Shows a scholastic pursuit in terms of professional growth

- e. Demonstrates support of district and building policies and procedures
- f. Participates in staff development activities on a regular basis

## **6. COMMUNICATION/COOPERATION**

- a. Works cooperatively with students, parents, staff and administration
- b. Collects, organizes and disseminates relevant information in a timely fashion
- c. Provides regular and continuous communication to students and staff within the school buildings
- d. Provides regular continuous communication to parents and outside agencies
- e. Initiates necessary follow-up visits with staff, parents or private or community resources

## **7. JOB PERFORMANCE**

- a. Is prompt and meets time commitments
- b. Attends and participates in faculty, District and job-alike meetings
- c. Maintains records required by law, District policy, administrative regulations
- d. Assists in the selection of appropriate educational and instructional materials
- e. Maintains good general health
- f. Performs duties as assigned by the administration in accordance with District policies, practices and negotiated agreements
- g. Demonstrates emotional stability in pressure and crisis situations
- h. Demonstrates openness to new experiences, a belief in purposeful change and a willingness to make such changes
- i. Serves as a child advocate and promotes positive health values

# **APPENDIX – C** **NON-CEL 5D+ PRE-OBSERVATION WORKSHEET**

TO: \_\_\_\_\_ FROM: \_\_\_\_\_ DATE: \_\_\_\_\_

Your planned observation should be between the dates of \_\_\_\_\_.

Please schedule the specific date and time for your classroom observation and pre-observation conference with your evaluator.

Observation Date: \_\_\_\_\_ Time: \_\_\_\_\_

EALR/Objective – Briefly identify what EALR(s) and/or Objective(s) you are teaching to in this lesson.	Teaching Strategies – What will guide students toward the EALR(s) and/or Objective(s)?	Assessment Strategies/Tools – How will you determine if students learn the EALR(s) and/or Objective(s)?

Is there anything specific that you would like the evaluator to observe (classroom management, specific instructional strategies, verbal interaction, etc.)? Be as specific as possible.

Pre-observation Conference

\_\_\_\_\_

Date                      Time

Post-observation Conference

\_\_\_\_\_

Tentative Date                      Tentative Time

APPENDIX – C

**NON-CEL 5D+ EVALUATION REPORT - LONG FORM**

*(Criteria Headings Should Be Adjusted For Each Category of Employee According To Evaluative Criteria In Appendix B)*

NAME \_\_\_\_\_ ANNUAL  
SCHOOL \_\_\_\_\_ TEACHING ASSIGNMENT \_\_\_\_\_ 90-DAY  
\_\_\_\_\_ PLANNED

**Situational Factors**

It is my judgment, based upon adopted criteria, that this teacher's overall performance has been \_\_\_\_\_ during the evaluation period covered in this report.

(Satisfactory or Unsatisfactory)

Rating: Satisfactory: Meets or exceeds expectations of Prosser School District

Unsatisfactory: Needs to improve (Evaluator must substantiate)

**PRINCIPAL/SUPERVISOR'S SIGNATURE** \_\_\_\_\_

This evaluation is based upon observations for the purpose of evaluation which occurred:

Planned: Date \_\_\_\_\_ Time \_\_\_\_\_

Drop-ins:      Date \_\_\_\_\_ Time \_\_\_\_\_  
                    Date \_\_\_\_\_ Time \_\_\_\_\_  
                    Date \_\_\_\_\_ Time \_\_\_\_\_

CRITERIA FOR IMPROVEMENT  
**(Refer to list of adopted  
criteria – Appendix B)**

STRENGTHS, WEAKNESSES, SUGGESTIONS  
**(Comments must be made in each category)**

**INSTRUCTIONAL SKILL**

**CLASSROOM MANAGEMENT**

**PROFESSIONAL PREPARATION AND SCHOLARSHIP**

**EFFORT TOWARD IMPROVEMENT WHEN NEEDED**

**HANDLING OF STUDENT DISCIPLINE AND ATTENDANT PROBLEMS**

**INTEREST IN TEACHING PUPILS**

**KNOWLEDGE OF SUBJECT MATTER**

**JOB PERFORMANCE CRITERIA**

**ADDITIONAL COMMENTS**

**PRINCIPAL/SUPERVISOR SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

My signature only indicates that I have read and received a copy of this evaluation and does not necessarily signify agreement with the content. I may attach comments.

**EMPLOYEE SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**Revised July 2021**

## APPENDIX – C

### NON-CEL 5D+ EVALUATION REPORT - SHORT FORM

(Criteria Headings should be adjusted for each category of employee according to Evaluative Criteria in Appendix B)

Name \_\_\_\_\_ Annual \_\_\_\_\_  
School \_\_\_\_\_ Teaching Assignment \_\_\_\_\_

#### Situational Factors

It is my judgment, based upon adopted criteria, that this teacher's overall performance has been \_\_\_\_\_ during the evaluation period covered in this report.  
(Satisfactory or Unsatisfactory)

**PRINCIPAL/SUPERVISOR'S SIGNATURE** \_\_\_\_\_

This evaluation is based upon one thirty (30) minute observation for the purpose of evaluation which occurred:

Date \_\_\_\_\_ Time \_\_\_\_\_

1. INSTRUCTIONAL SKILL
2. CLASSROOM MANAGEMENT
3. PROFESSIONAL PREPARATION and SCHOLARSHIP
4. EFFORT TOWARD IMPROVEMENT WHEN NEEDED
5. HANDLING OF STUDENT DISCIPLINE AND ATTENDANT PROBLEMS
6. INTEREST IN TEACHING PUPILS
7. KNOWLEDGE OF SUBJECT MATTER
8. JOB PERFORMANCE CRITERIA

Satisfactor y	Unsatisfacto ry

**EVALUATOR'S COMMENTS:**

**\*INDICATE REASON FOR UNSATISFACTORY MARK AND PLACE EMPLOYEE ON LONG FORM.**

**PRINCIPAL/SUPERVISOR SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

My signature only indicates that I have read and received a copy of this evaluation and does not necessarily signify agreement with the content. I may attach comments.

**EMPLOYEE SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**Revised July 2021**



**APPENDIX – C**  
**NON-CEL 5D+ OBSERVATION SUMMARY FORM**

**PROSSER SCHOOL DISTRICT**

Name \_\_\_\_\_ Assignment \_\_\_\_\_

Building \_\_\_\_\_ Date of Observation \_\_\_\_\_

Time of Observation: From \_\_\_\_\_ To \_\_\_\_\_

Date report is provided to employee \_\_\_\_\_

**Situational Factors**

Performance is: Satisfactory \_\_\_\_\_ Unsatisfactory \_\_\_\_\_ (Place employee on long form, if appropriate)

Evaluator's Comments:

PRINCIPAL/SUPERVISOR SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

EMPLOYEE SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

My signature only indicates that I have read and received a copy of this evaluation and does not necessarily signify agreement with the content. I may attach comments.

**Revised July 2021**

# APPENDIX – D

2021-2022 PEA Salary Schedule

43,722 0.100407	BA	BA+15	BA+30	BA+60	BA +90	MA	MA+45 *BA+135	MA+90 PhD
0 Enrichment Total	\$43,722	\$44,596	\$45,908	\$48,094	\$50,280	\$54,653	\$61,211	\$65,583
	1.000	1.020	1.050	1.100	1.150	1.250	1.400	1.500
	\$4,390	\$4,478	\$4,609	\$4,829	\$5,048	\$5,487	\$6,146	\$6,585
	\$48,112	\$49,074	\$50,518	\$52,923	\$55,329	\$60,140	\$67,357	\$72,168
1 Enrichment Total	\$44,596	\$45,471	\$46,783	\$48,969	\$51,155	\$55,527	\$62,085	\$66,457
	1.020	1.040	1.070	1.120	1.170	1.270	1.420	1.520
	\$4,478	\$4,566	\$4,697	\$4,917	\$5,136	\$5,575	\$6,234	\$6,673
	\$49,074	\$50,036	\$51,480	\$53,885	\$56,291	\$61,102	\$68,319	\$73,130
2 Enrichment Total	\$45,471	\$46,345	\$47,657	\$49,843	\$52,029	\$56,401	\$62,960	\$67,332
	1.040	1.060	1.090	1.140	1.190	1.290	1.440	1.540
	\$4,566	\$4,653	\$4,785	\$5,005	\$5,224	\$5,663	\$6,322	\$6,761
	\$50,036	\$50,999	\$52,442	\$54,848	\$57,253	\$62,064	\$69,281	\$74,092
3 Enrichment Total	\$46,345	\$47,220	\$48,531	\$50,718	\$52,904	\$57,276	\$63,834	\$68,206
	1.060	1.080	1.110	1.160	1.210	1.310	1.460	1.560
	\$4,653	\$4,741	\$4,873	\$5,092	\$5,312	\$5,751	\$6,409	\$6,848
	\$50,999	\$51,961	\$53,404	\$55,810	\$58,216	\$63,027	\$70,244	\$75,055
4 Enrichment Total	\$47,220	\$48,094	\$49,406	\$51,592	\$53,778	\$58,150	\$64,709	\$69,081
	1.080	1.100	1.130	1.180	1.230	1.330	1.480	1.580
	\$4,741	\$4,829	\$4,961	\$5,180	\$5,400	\$5,839	\$6,497	\$6,936
	\$51,961	\$52,923	\$54,367	\$56,772	\$59,178	\$63,989	\$71,206	\$76,017
5 Enrichment Total	\$48,094	\$48,969	\$50,280	\$52,466	\$54,653	\$59,025	\$65,583	\$69,955
	1.1000	1.120	1.150	1.200	1.250	1.350	1.500	1.600
	\$4,829	\$4,917	\$5,048	\$5,268	\$5,487	\$5,926	\$6,585	\$7,024
	\$52,923	\$53,885	\$55,329	\$57,734	\$60,140	\$64,951	\$72,168	\$76,979
6 Enrichment Total			\$51,155	\$53,341	\$55,527	\$59,899	\$66,457	\$70,830
			1.170	1.220	1.270	1.370	1.520	1.620
			\$5,136	\$5,356	\$5,575	\$6,014	\$6,673	\$7,112
			\$56,291	\$58,697	\$61,102	\$65,913	\$73,130	\$77,941
7 Enrichment Total			\$52,029	\$54,215	\$56,401	\$60,774	\$67,332	\$71,704
			1.190	1.240	1.290	1.390	1.540	1.640
			\$5,224	\$5,444	\$5,663	\$6,102	\$6,761	\$7,200
			\$57,253	\$59,659	\$62,064	\$66,876	\$74,092	\$78,904
8 Enrichment Total					\$57,276	\$61,648	\$68,206	\$72,579
					1.310	1.410	1.560	1.660
					\$5,751	\$6,190	\$6,848	\$7,287
					\$63,027	\$67,838	\$75,055	\$79,866
9 Enrichment Total					\$58,150	\$62,522	\$69,081	\$73,453
					1.3300	1.4300	1.5800	1.6800
					\$5,839	\$6,278	\$6,936	\$7,375
					\$63,989	\$68,800	\$76,017	\$80,828
10 Enrichment Total					\$59,025	\$63,397	\$69,955	\$74,327
					1.350	1.450	1.600	1.700
					\$5,926	\$6,365	\$7,024	\$7,463
					\$64,951	\$69,762	\$76,979	\$81,790
11 Enrichment Total					\$61,495	\$65,867	\$71,114	\$76,798
					1.4065	1.5065	1.6265	1.7565
					\$6,175	\$6,614	\$7,140	\$7,711
					\$67,670	\$72,481	\$78,254	\$84,509
12 Enrichment Total					\$72,360	\$76,732	\$82,197	\$90,526
					1.6550	1.7550	1.8800	2.0705
					\$7,265	\$7,704	\$8,253	\$9,089
					\$79,625	\$84,437	\$90,451	\$99,616

\*BA+135 credits must have been earned prior to Jan. 1, 1992 to qualify; transferable from all 50 states.

**Appendix E**  
**Co-Curricular Salary Schedule**  
**2021-22 School Year**

\$43,722

**Years of Experience**

		0	1	2	3	4	5	10	12
A	Secondary Music - Band, Choir, Games* (minimum 20)	\$5,675	\$6,025	\$6,418	\$6,809	\$7,274	\$7,740	\$8,230	\$8,793
	* = complete varsity contest	0.12979	0.13781	0.14679	0.15574	0.16637	0.17703	0.18823	0.20112
B	PHS Annual Advisor	\$2,716	\$2,892	\$3,081	\$3,281	\$3,493	\$3,720	\$3,962	\$4,221
		0.06211	0.06616	0.07047	0.07504	0.07988	0.08508	0.09061	0.09653
C	HMS Annual, Mustang Period Coordinator	\$1,150	\$1,251	\$1,381	\$1,469	\$1,586	\$1,708	\$1,839	\$1,973
		0.02630	0.02860	0.03160	0.03360	0.03627	0.03907	0.04206	0.04512
D	Elementary Music Performance (per performance)	\$283	\$301	\$321	\$341	\$364	\$387	\$412	\$440
	-	0.00648	0.00688	0.00734	0.00780	0.00833	0.00885	0.00941	0.01007
E	Parent Review Meetings for Health Programs	Per Diem per Hour							
F	Post Season - PHS Music per Playoff Game**	\$283							
	**beyond 20 required in A	0.00648							
G	Student Supervision - Per Hour	\$25/hr							
	(Chaperoning dances, performances, concessions, security)								
	355 hours maximum PHS 200, HMS 65, KRV 35, PHE 35, WE 20								
			Level I	Level II					
H	Technology Resource Trainer (Article 3 Section 10)	Levels==>	\$2,692	\$3,167					
			0.06158	0.07244					

**Appendix E**

## Extra Duty Salary Schedule 2021-22 School Year

\$43,722

### Years of Experience

		0	1	2	3	4	5	10	12
<b>A</b>	PHS ASB Advisor, PHS Drama Advisor (2 Productions)	<b>\$2,715</b>	<b>\$2,892</b>	<b>\$3,081</b>	<b>\$3,281</b>	<b>\$3,493</b>	<b>\$3,720</b>	<b>\$3,962</b>	<b>\$4,221</b>
		0.06211	0.06616	0.07047	0.07504	0.07988	0.08508	0.09061	0.09653
<b>B</b>	Assistant Drama Advisor (per production)	<b>\$848</b>	<b>\$902</b>	<b>\$961</b>	<b>\$1,023</b>	<b>\$1,089</b>	<b>\$1,161</b>	<b>\$1,236</b>	<b>\$1,318</b>
		0.01939	0.02064	0.02199	0.02340	0.02492	0.02656	0.02827	0.03015
<b>C</b>	HMS ASB Advisor, Pep Club (The Corral) Advisor	<b>\$1,695</b>	<b>\$1,805</b>	<b>\$1,921</b>	<b>\$2,046</b>	<b>\$2,180</b>	<b>\$2,321</b>	<b>\$2,472</b>	<b>\$2,633</b>
		0.03877	0.04127	0.04394	0.04680	0.04986	0.05309	0.05654	0.06023
<b>D</b>	Academic/School-Based Club Advisors **		<b>\$722</b>	<b>\$770</b>	<b>\$820</b>	<b>\$873</b>	<b>\$931</b>	<b>\$990</b>	<b>\$1,055</b>
	-	0.01554	0.01652	0.01761	0.01876	0.01998	0.02129	0.02264	0.02413
<b>E</b>	HMS Honor Society	<b>\$452</b>	<b>\$482</b>	<b>\$514</b>	<b>\$547</b>	<b>\$583</b>	<b>\$620</b>	<b>\$661</b>	<b>\$704</b>
		0.01033	0.01103	0.01175	0.01251	0.01333	0.01419	0.01511	0.01609
<b>F</b>	Elementary Arts, Missoula Co-ordinator, Academic Competitions (per staff w/Admin. Approval) ratio 1:25 *2nd advisor @ 26	<b>\$317</b>	<b>\$337</b>	<b>\$360</b>	<b>\$383</b>	<b>\$407</b>	<b>\$433</b>	<b>\$463</b>	<b>\$492</b>
		0.00724	0.00770	0.00823	0.00875	0.00931	0.00991	0.01060	0.01126
<b>G</b>	Jr. Class Prom Advisor, Winter Ball Advisor	<b>\$1,153</b> 0.02636	<p>"D" - ** Key Club Advisor, PHS/HMS Math Team, Sr. Class Head Advisor, PHS Honor Society, Knowledge Bowl, (Academic Team), MEChA Club, DC Mustangs, WOOSH, Anime Club, Thrive Next Generation, CHAMPS, Speech and Debate, VR Tech, College &amp; Career Club <b>HMS:</b> Science Club, WE Club, History Club (all HMS Clubs 1:30 ratio up to 2 advisors)</p>						
<b>H</b>	Certificated Leadership Stipend (per person - PHS, HMS, PHE, KRV - 8 positions;  Whit - 4 positions)	<b>\$450</b>							
		0.01029							
<b>I</b>	5th Grade Camp	<b>\$494</b>							
		0.01129							
<b>J</b>	New Teacher Orientation, HMS Recognizing Academic Achievement Committee - 3 positions (per diem first step)	<b>\$243</b> 0.00555							
<b>K</b>	High School Detention Supervisor, Lunch Academic Programs,  Before/After School Program w/Admin Approval	<b>\$35</b>							
		0.00079							
<b>L</b>	Math Team, Knowledge Bowl Finals, Family Night	<b>\$50</b>							
<b>M</b>	Summer School	per diem							

Appendix **F**

*Article III Section 9 – Reduction in Force page 23*

*PEA and District will meet to create a form in the event of a RIF.*

Appendix **H**  
Prosser School District  
Certificated  
Reassignment and Transfer Form

**NAME:** \_\_\_\_\_

A change in my assignment was initiated as a:

(Check one)

- ☐ Voluntary Reassignment (within a school)
- ☐ Involuntary Reassignment (within a school) **protected from another administrative transfer for two (2) years**
- ☐ Voluntary Transfer (between schools)
- ☐ Involuntary Transfer (between schools) **protected from another administrative transfer for two (2) years**

The above **Reassignment** action occurred on (date) \_\_\_\_\_  
at (school) \_\_\_\_\_ for the \_\_\_\_\_ school year.  
From \_\_\_\_\_ to \_\_\_\_\_

The above **Transfer** action occurred on (date) \_\_\_\_\_  
from \_\_\_\_\_ School to \_\_\_\_\_ School for the  
\_\_\_\_\_ school year.  
From \_\_\_\_\_ to \_\_\_\_\_  
Employee signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator signature \_\_\_\_\_ Date \_\_\_\_\_

Copy distribution: Employee, Principal, Superintendent, PEA President

*\*Form due to the District Office by the 10<sup>th</sup> of Each Month\**

Teacher \_\_\_\_\_ Grade \_\_\_\_\_ Month \_\_\_\_\_

### **ATTACH CLASS LIST**

Grades K-5 General or Special Education Classroom				Month: _____	
Students Enrolled on the 1 <sup>st</sup> School Day of the Month	Number of Students Enrolled Over Maximum	Number of school days in the month	\$5.00 per day (per student over)	Total Pay	
		X	X \$5.00	= \$	
Maximum Class Numbers for Grades K-5:					
K: 21	1 <sup>st</sup> : 22	2 <sup>nd</sup> : 25	3 <sup>rd</sup> -5 <sup>th</sup> : 27	SPED Resource Room: 16	Life Skills K-5: 11

Elementary Specialist \_\_\_\_\_ Grade(s) \_\_\_\_\_  
Month \_\_\_\_\_

### **ATTACH CLASS LISTS**

Overloaded Class Teacher's Name(s)  (List each class on a separate line)	Total Number of Students Over Maximum	Times seen in the month X		X \$2.50	Pay
			subtotal		
			=	X \$2.50	= \$
			=	X \$2.50	= \$
			=	X \$2.50	= \$
			=	X \$2.50	= \$
			=	X \$2.50	= \$
			=	X \$2.50	= \$
<b>GRAND TOTAL PAY for the month</b>					

Teacher Signature: _____	Date: _____
Principal Signature: _____	Date: _____
Asst Superintendent Signature: _____	Date: _____
Budget Code(s): _____	

Revised 8/21

## **SECONDARY Class Overload Pay Worksheet**

*Student Enrollment as of 1<sup>st</sup> School Day of Each Month*

*\*Form due to the District Office by the 10<sup>th</sup> of Each Month\**

Teacher \_\_\_\_\_ Subject(s) \_\_\_\_\_ Month \_\_\_\_\_

### **ATTACH CLASS LISTS**

Maximum class numbers for Grades 6-12:

6-12 general: <b>30</b>	Resource Room 6-12: <b>23</b>	Life Skills 6-8: <b>11</b>	Life Skills 9-12: <b>15</b>	Beginning Instrumental: <b>30</b>	Continuing Instrumental/Choir: <b>40</b>	PE 6-12: <b>35</b>
----------------------------	-------------------------------------	-------------------------------	--------------------------------	---	--	-----------------------

Grades 6-12 General or Special Education Classroom										
	Enrollment by Period						Total Number Students Over Maximum	School days in the month	<b>\$2.50</b> per period per day per student over maximum	Total Pay
	Per 1	Per 2	Per 3	Per 4	Per 5	Per 6				
Students over maximum								X	X \$2.50	= \$

Teacher Signature:	Date:
Principal Signature:	Date:
Asst Superintendent Signature:	Date:
Budget Code(s):	

Revised 8/21

### **Prosser School District Enrichment Documentation Form 2021-22**

Printed Name \_\_\_\_\_  
Building Assignment \_\_\_\_\_



District/Site Enrichment – Total 28.5 Hours			
Event	DATE Completed	Hours	
Safe Schools		4	Digitally tracked
Back to School Night/Open House		1.5	
To Be Determined		2	
Trauma Informed Practices	8/23 or 8/24	7	Sign In Sheet
Mandatory Day	8/25/20	7	Sign In Sheet
Mandatory Day	8/26/20	7	Sign In Sheet

Professional Enrichment – Total 28 Hours			
Event	DATE Completed	Hours	Date Submitted

PERSONAL Enrichment – Total 70 Hours			
Event	DATE Completed	Hours	Date Submitted

1. COMPLETE IN BLUE INK – DO NOT SIGN YET!
2. FILL IN DOCUMENTED HOURS, COPY WITHOUT SIGNATURE
3. SIGN ORIGINAL, SUBMIT ORIGINAL TO ADMINISTRATOR
4. YOUR COPY FROM STEP 2 BECOMES YOUR *NEW* ORIGINAL
5. REPEAT STEPS #1-4 AS NEEDED UNTIL HOURS ARE COMPLETED.

-----  
Staff Signature

-----  
Date

-----  
Administrator Signature

-----  
Date

