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Longevity Stipends

The District shall fund a longevity stipend for employees at Step 16 (excluding retired/rehired employees) who are otherwise not eligible for column or increment movement. This stipend will recur each year. The amount of the stipend depends on the annual salary of the individual, the FTE of the individual, and the number of years of experience of the individual. Placement on the salary schedule is based on receipt of acceptable documentation verifying experience, degrees and clock hours per WAC 392.12.280.

This longevity stipend shall be paid in the November pay warrant.

The following percentages will be used for the calculation:

WAS:

- 17-20 years of experience will be 1% of base annual salary.
- 21-25 years of experience will be 1.5% of base annual salary.
- 26-30 years of experience will be 2.0% of base annual salary.
- 31 and greater years of experience will be 2.5% of base annual salary.

IS:

- 17-20 years of experience will be 1.5% of base annual salary.
- 21-25 years of experience will be 2% of base annual salary.
- 26+ years of experience will be 2.5% of base annual salary.

Inclement Weather/ Emergency Hardship Leave

The District will provide details about how to be alerted should there be an emergency closure of your school, or the District, but you can also sign up for alerts at www.flashalert.net or download the **FlashAlert** app on your smart phone.

NEVER put yourself at risk by driving to work if the conditions are unsafe where you live. You have up to six (6) emergency-hardship leave days that can be used each year. They are deducted from accumulated sick leave, but they are for situations that would not qualify as sick leave. One use is for when “Inclement weather prevents an employee from reporting to work.”

Evaluation: Timeline and Unscheduled Observation reminders

All initial professional conversations regarding student growth goals should have already taken place (by October 31).

1. **High school teachers** must have their initial professional conversation by October 31. Student Growth Goals (SGG) may be finalized *after the start of second trimester and no later than December 15.*
2. **At the high school level**, SGG may span a single trimester.

November 30 – This is the last day for a classroom teacher to choose to be on a Comprehensive evaluation or an administrator to move a certificated employee from Focused to Comprehensive evaluation or to Long Form. Additionally, this is the approximate date by which evaluators must complete a 90-day observation cycle on new teachers.

By **December 15**, or the last day before winter break, whichever comes first – The first observation cycle/observation should be completed for all certificated employees.

Unscheduled observations that will be used as part of the evaluation process shall be documented in writing and provided to the teacher no later than five (5) days after the observation. Within three (3) days of receipt of the written observation notes, the teacher or evaluator may request a meeting to review or discuss the observation.

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Duties beyond the Classroom:

Sometimes teachers are asked to supervise students in the hallway during passing time, to do lunch supervision, to do bus supervision, or supervise students at other times during the day. Certificated employees may **volunteer** to do such duties, but are **not required** to do so. Our Collective Bargaining Agreement explains:

Clause 6.9.2 Work Day and Work Year

Employees will **not** be assigned the following:

- a. Activity supervision for which stipends are offered including chaperoning of evening dances;
- b. Elementary bus loading, and bus and school patrol duties for which stipends are offered;
- c. Custodian and secretarial duties normally performed by classified employees; and
- d. Crowd control and admissions supervision where stipends are offered.

Choose to *volunteer* when your responsibilities allow, but the needs of the classroom are always your first priority.

Behavior Supports and Student Discipline Agreement

Values

The District and the Association acknowledge the need to provide a positive learning and teaching environment for all students and educators. We value clear and frequent two-way communication by the District to school teams and between administration and educators within schools.

- A Toolbox of resources will be made available to employees and schools by September 20, 2018. This toolbox will minimally include:
 - Guiding documents that help define Tier I, II and III behaviors and recommend common expectations for responses to those behaviors.
 - Common templates and protocols that can be used at the building level.
 - Professional Development opportunities for behavior support.
 - A listing of mental health resources available in each service area.
 - District support roles clearly defined with a process for how to access.
- A District team to communicate and provide timely, responsive, and equitable support for students with Tier III behaviors, as well as for staff working with them.
- A review of the roles and training provided to secondary ISS and Deans of Students with the intention of further aligning those positions with best practices for student behavior support.
- The class composition form will be made more accessible to members as a relief for behavior support.

Building-level behavior support plans:

- Each building will use its decision-making model, including staff input, to establish a school-wide discipline and intervention plan; define, review and update Tier I, II and III behaviors; and establish common expectations for responses to these behaviors.
 - This plan will include a clear protocol for timely communication and feedback to teachers about administrative response to behaviors.
 - This plan will delineate resources for intervention supports for students who consistently struggle to meet behavioral expectations.
 - This plan will also include processes for analyzing disproportionality concerns and equity issues.
 - This plan will be communicated at the beginning of the school year (Section 9.4.6) and revisited in the middle of the year.
- In addition, each building will:

- Develop a protocol to identify students who need additional interventions. Schools will form a team to which teachers can refer students who are struggling either behaviorally or academically. This team will work in conjunction with the referring educator to create a plan for the referred student.

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- Develop a plan to share the behavior supports/plans and triggers for students who have demonstrated consistent Tier III behaviors when they transition to a new school or level, to be shared with classroom teachers.
- Where indicated by building staffs, provide professional development on best-practices behavior management.

Section 9.4 STUDENT DISCIPLINE

Clause 9.4.1. In the process of maintaining a sound learning environment, the District has instituted, in compliance with WAC 180 40 225 and RCW 28A.600.010, a student conduct policy, prohibiting specific behaviors and stipulating that those behaviors may constitute cause for discipline, suspension or expulsion. It is the intent of the Board of Directors that all students, parents, and District employees who deal directly with students have access to and an understanding of Washington laws and regulations pertaining to procedural and substantive rights of students.

Each school will establish a school-wide discipline and intervention plan with staff input. This plan will be communicated at the beginning of the school year (clause 9.4.6) and revisited in the middle of the year. This plan will delineate resources for intervention supports for students who consistently struggle to meet behavioral expectations. This plan will also include processes for analyzing disproportionality concerns and equity issues.

Clause 9.4.2. Authority is given to Employees and their designated supervisors to administer discipline for non-compliance with rules of conduct and to administer emergency removal from a class, subject, or activity in accordance with WAC 180 40 290. Each school shall have a plan that is communicated to staff regarding who is responsible if/when no administrator is in the building. In addition, each Employee is empowered to recommend suspensions and expulsions for such misconduct. Discipline shall be enforced fairly and consistently regardless of race, creed, sex, or other status. In the exercise of disciplinary authority, Employees shall use reasonable and professional judgment.

Clause 9.4.3. The Board, Superintendent, and Employees' immediate supervisors shall support and uphold Employees in their efforts to maintain good order and discipline in their classrooms.

Clause 9.4.4. In instances where a student's behavior warrants discipline by a supervisor, emergency removal from a class, subject, or school activity, suspension, or expulsion, the Employee shall provide to his/her immediate supervisor in a timely manner a written description of the behavior, which shall include a review of the Employee's prior attempts to resolve the problem.

In all such instances, the immediate supervisor shall provide to the Employee in a timely fashion a written response which shall include a description of the action taken.

Clause 9.4.5. The Employee may, at any time, request in writing that an alternative class assignment or specific assistance be provided for a student whose conduct or misbehavior warrants a recommendation for change.

Such request shall include a documentation of the student's problem and a list of the types of corrective action already taken. When such a request is made and documentation is provided, the Employee will be informed in writing in a timely manner, of action taken.

Clause 9.4.6. The District shall hold building level meetings for Employees covering applicable federal, state, and local laws and District rules, regulations, and procedures related to student discipline. These meetings shall be held during the first 30 days of school at no cost to the Employees or the Association. Included in the meeting will be building rules of conduct and procedures for dealing with student discipline. Copies of relevant materials shall be made available to all Employees.

Continue to see Late Start Fridays →

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Understanding Late Start Fridays

Color	Appropriate Use of Time	Inappropriate Use of Time
Yellow {CAP}	<ul style="list-style-type: none"> Individual teacher determined, conference and planning time 	<ul style="list-style-type: none"> Staff meetings “I just need a few minutes” meetings “I know it’s your planning time, but…” meetings Student/community events
Green {Building}	<ul style="list-style-type: none"> Principal/School Leadership determine content School wide issues: <ul style="list-style-type: none"> School Improvement Plan Discipline Positive Behavior Supports Disaster Preparedness Professional Development Building discussion of protocols and rubrics 	<ul style="list-style-type: none"> Meeting about business items of logistics of school operations
Pink {Collaborative Team Time} MUST ALWAYS ADDRESS AT LEAST ONE OF THE FOUR ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> Grade level content discussion Assessment results Discussion of possible interventions Discussions of which intervention might be most appropriate for students based on assessment results Team planning focused on the above Team discussions of protocols and rubrics 	<ul style="list-style-type: none"> Staff meetings “I just need a few minutes” meetings “I know it’s you PLC time, but…” meetings Logistics, e.g. <ul style="list-style-type: none"> Field trips Performances Family Literature Night Meetings of a group assigned by the Principal PLC assigned by Principal to become part of one group for extended period of time
General	<ul style="list-style-type: none"> Up to one (1) PD/Green day for one (1) CAP/Yellow day may be traded approved by 80% secret ballot vote of REA members. Up to one (1) PD/Green day may be changed to one (1) PLC/Pink day approved by an 80% secret ballot vote of REA members. 	<ul style="list-style-type: none"> PLC/Pink days <u>MAY NOT</u> be traded.