

2024-2027 COLLECTIVE BARGAINING AGREEMENT
BETWEEN THE
LAKE CHELAN SCHOOL DISTRICT 129
AND
LAKE CHELAN EDUCATION ASSOCIATION

Lake Chelan Education Association and Lake Chelan School District

TABLE OF CONTENTS	PAGE
INTRODUCTION	9
PURPOSE	9
ARTICLE I. ADMINISTRATION	9
Section A. Definition of Terms	9
1. District	9
2. Board	9
3. Association	9
4. Employee	9
5. Substitute teachers	9
6. Parties	10
7. Agreement	10
8. Day	10
9. Superintendent	10
10. President	10
11. Contract	10
12. Supplemental contract	10
13. WAC	10
14. RCW	10
Section B. Recognition	10
Section C. Contract Compliance	11
Section D. Status of Agreement	11
Section E. Conformity to Law	11
Section F. Distribution of Agreement	11
Section G. Joint Meetings	11
ARTICLE II. BUSINESS	11
Section A. Members' Dues/Deduction	11
1. Members	11
2. Indemnification	12
Section B. Other Deductions	12
Section C. Management Rights	12
Section D. Association Rights	12
1. Use of School Buildings and School Equipment	12
2. Use of District Bulletin Boards	12
3. Use of District Mail System	12
4. Mutually Scheduled Meeting by the Parties	12
5. School District Budget and Financial Reporting	12
6. Bargaining Unit Information	13
7. New Employee Access	13
ARTICLE III. EMPLOYEE RIGHTS	13
Section A. Non-Discrimination	13
Section B. Personnel Files	13
MASTER AGREEMENT BETWEEN LCSD AND LCEA (2024-2027)	

1. Confidentiality	13
2. Right to Review	13
3. Location	13
4. Placement of Materials	13
5. Principals' Working Files	14
6. Grievance Files	14
Section C. Due Process and Just Cause	14
1. Just Cause	14
2. Written Grounds	14
3. Hearings	14
4. Association Representation	14
5. Privacy and Confidentiality	14
6. Complaints Against Employees	14
7. Progressive Discipline	14
Section D. Assignment and Transfer	15
1. Assignments	15
a. Definition	15
b. Employees	15
2. Transfers	15
a. Definition	15
b. Vacancies	15
c. Application for Transfer	15
d. Notice to Applicants	15
e. Involuntary Transfers	15
3. Vacancy, Promotions and Posting of Jobs	16
a. Posting	16
b. Posting During Vacation Periods	16
4. Hiring of Administrators	16
Section E. Employee Protection	16
1. District Insurance	16
2. Threats	16
3. Absence Due to Attack or Injury	16
4. Damage to Personal Property	16
5. Professional Liability	17
6. Social Media	17
Section F. Harassment	17
Section G. Employee Conduct	18
1. Dress and Grooming	18
2. Drug Abuse	18
Section H. Changes in Locations and Assignments	18
ARTICLE IV. EVALUATION AND PROBATION	18
Section A. Evaluation Process and Documents	18
Section B. CEL 5D+ Teacher Evaluation Rubric	18
Section C. Comprehensive Evaluation	18
Section D. Focused Evaluation	19
Section E. Evaluation Option Form	19
Section F. Student Growth Goal Setting Template	19
Section G. Pre-Observation Communication	19

Section H. Observations	19
Section I. Post-Observation Communication	19
Section J. Artifacts & Evidence	20
Section K. Teachers at Risk of Being Rated Basic	20
Section L. Preliminary Summative Communication	20
Section M. Summative Communication	20
ARTICLE IVa. EVALUATION AND PROBATION	20
Section A. Authority	20
Section B. Definitions	20
1. Observation	20
2. Observation Report	21
3. Evaluation	21
4. Evaluation Report	21
5. Evaluation Process	21
6. Evaluation Criteria	21
7. Evaluator	21
8. Observer	21
9. Educational Support Staff	21
Section C. Purpose	21
1. Identify Satisfactory Performance	22
2. To Assist	22
3. Remediation	22
Section D. Qualifications of Evaluators	22
Section E. Initiating the Evaluation Process	22
Section F. Provisional Employees	22
1. Definition	22
2. Mentor	22
a. Non-experienced Provisional Employees	22
b. Experienced Provisional Employees	22
c. Mentor-Stipend	22
d. Funding Source	23
e. Assistance	23
3. Frequency of Evaluation	23
4. Observations	23
5. Provisional Employee Provisions	23
ARTICLE V. LAY-OFF AND RECALL (RIF)	23
Section A. Definition	23
Section B. Written Notice	23
Section C. Intent	23
Section D. Consideration for Retention	23
1. Seniority List	23
2. Retention	24
3. Qualifications for Retention	24
Section E. Method of Staff Reduction in Order of Priority	24
1. Provisional non-experienced employee	24
2. Provisional experienced employees	24
3. Resignation	24

4. Leave of absence	24
5. Elementary Program	24
6. Classroom Teaching Positions	24
7. Prioritized Classroom Programs	24
Section F. Criteria for Staff Reduction	24
1. Salary Schedule Placement	24
2. Tie Breaker	24
Section G. Status of Laid-off Employees	24
1. Insurance Coverage	24
2. Recall Procedures	24
ARTICLE VI. INSTRUCTION	25
Section A. Academic Freedom	25
Section B. Preparation Time	25
1. Secondary	25
2. Elementary	25
3. Use	25
4. Loss of Plan Time	25
5. Part Time Employees	25
Section C. Class Size	25
1. Limits	25
2. Class Size Adjustments	26
3. K-12 Counselor to Student Ratios	27
4. Special Education	27
Section D. Special Programs	27
1. Co-Teach Model	27
2. Accommodations & Goals	27
3. Classes	27
4. ESA National Certification Stipend	27
5. Special Education Staff Provisions	27
Section E. Grading	28
Section F. Student Discipline	28
1. Policies	28
2. Distribution of Disciplinary Plan	28
3. Employee and Principal/Administrator Responsibility	28
a. Employee	28
b. Principal/Administrator	28
4. Referrals	28
5. Notification	28
6. Access to Information	29
Section G. Non-Teaching Duties	29
Section H. Long-Term Substitute Teacher Rights	29
Section I. Supplies, Equipment and Materials	29
1. Priorities and Expenditures	29
2. Reimbursement for Incidentals	29
Section J. WA Kids	30
ARTICLE VII. PERSONNEL LEAVES	30
Section A. Illness, Injury, and Disability (Sick) Leave	30

1.	Accumulation	30
2.	Use	30
	a. Personal Illness, Injury or Disability	30
	b. Maternity	30
	c. Family Illness	30
	d. Paternity Leave	30
3.	Emergency	30
4.	Sick Leave Exhaustion	30
5.	Annual Sick Leave Buy-Back Option	31
6.	Death or Retirement Sick Leave Buy-Back Option	31
7.	VEBA	31
8.	Sick Leave Sharing	31
Section B. Leaves of Absence		32
Section C. Association Leave		32
Section D. Personal Leave		32
1.	Request	32
2.	Approval	32
3.	Leave Limits	33
4.	Accumulating	33
5.	Buy Back	33
6.	Leave without Pay	33
7.	FTE Adjustments	33
8.	Leave without Pay Restrictions	33
Section E. Jury Duty and Subpoena Leave		33
1.	Jury Duty	33
2.	Subpoenas	33
Section F. Bereavement Leave		33
Section G. Child Rearing Leave		33
Section H. Military Leave		33
Section I. Professional Leave		33
Section J. Family Leave (Family and Medical Leave Act of 1993)		33
1.	Eligibility	33
2.	Usage	34
3.	Notification	34
4.	Job Benefits and Protection	34
Section K. Unpaid Holidays of Faith or Conscience		34
Section L. Washington Paid Family Leave		34
ARTICLE VIII. SALARIES AND BENEFITS		34
Section A. Salary Schedule		34
Section B. Salary Payments		34
Section C. Salary Schedule Placement		35
1.	Experience	35
2.	Education	35
3.	Clock Hour/Inservice Credits	35
4.	Date of Confirming Credits for Salary Advancement	35
5.	Increments	35
Section D. Salary for Approved Projects		35
Section E. Reimbursement of Employee Expense		35

Section F. Work Year	35
1. Work Year	35
2. Related Work	36
Section G. Calendar	36
1. Two (2) year calendar	36
2. Late Starts	36
Section H. Issuing of Contracts Before Agreement	37
Section I. Workday	37
Section J. Medical and Dental Benefits	37
1. School Employee Benefits Board (SEBB) - Availability, Benefits, Premiums	37
2. Termination of SEBB Benefits	37
ARTICLE IX. GRIEVANCE PROCEDURE	38
Section A. Definitions	38
1. Grievant	38
2. Grievance	38
3. Days	38
Section B. Grievance Principles and Rights	38
1. Employee Rights	38
2. Association Grievances	38
3. Grievance Form	38
4. Grievance Timelines	38
5. Right to Representation	38
Section C. Procedures	38
1. First Step (Informal)	38
2. Second Step (Immediate Supervisor)	38
3. Third Step (Superintendent)	39
4. Fourth Step (Board)	39
5. Fifth Step (Binding Arbitration)	39
Section D. Miscellaneous	39
1. Cooperation of the Parties	39
2. Release Time	39
3. Recording the Grievance	40
ARTICLE X. DURATION	40
APPENDIX A. Salary Schedule	41
APPENDIX B. Certificated Co-Curricular Salary Schedule/Supplemental Responsibilities	43
APPENDIX C. Evaluation Process and Documents	45
APPENDIX D. Overview of the 5D+ Teacher Evaluation Indicators	47
APPENDIX E. Comprehensive Evaluation	49
APPENDIX F. Focused Evaluation	54
APPENDIX G. Evaluation Option Form	57
APPENDIX H. Student Growth Template: Comprehensive Evaluation	58
Student Growth Template: Focused Evaluation	61
APPENDIX I. Pre-Conference Form	64
APPENDIX J. Observation Report: Comprehensive and Focused	65
APPENDIX K. Educational Support Staff Evaluation Report	70
APPENDIX L. Educational Support Staff Observation Form	71

APPENDIX M. Counselor Evaluation Report	73
APPENDIX N. Counselor Evaluation Form	74
APPENDIX O. Transfer Request Form	79
APPENDIX P. Grievance Form	80
APPENDIX Q. Credit/Clock Hour Tuition Reimbursement Form	81
APPENDIX R. District Salary Placement Approval Form	82
APPENDIX S. Mentor Teacher Responsibilities-Supplemental Contract	83
APPENDIX T. Personal Leave Compensation Form-Supplemental Contract	84
APPENDIX U. Leave Without Pay Request Form	85
APPENDIX V. Stipend for College in the Classroom	86
APPENDIX W. Elementary Specialist Overload Reimbursement	87
APPENDIX X. Optional Time Verification Form-Technology Related	88
APPENDIX Y. Optional Time Verification Form-August Day	89
APPENDIX Z. Loss of Plan Time Form	90
APPENDIX AA. Class Size Adjustment MOU	91

INTRODUCTION

This agreement is entered into by and between the Lake Chelan School District 129, Chelan County, Washington, and Lake Chelan Education Association, pursuant to the laws of the State of Washington.

PURPOSE

It is the purpose and intent of the parties hereto to provide this agreement for orderly collective bargaining relations between the District and the Association, and to set forth the hours, salaries and terms and conditions of employment of the employees represented by the Association, and to achieve the highest level of performance of the employees represented by the Association, pursuant to RCW 49.59.

ARTICLE I. ADMINISTRATION

Section A. Definition of Terms

As used in this Agreement, the following terms will have the following meaning unless the context in which they are used shall clearly indicate another meaning:

1. The term "District" shall mean Lake Chelan School District No. 129, Chelan, Chelan County, Washington.
2. The term "Board" shall mean the Board of Directors of Lake Chelan School District No. 129 as the governing body of the District.
3. The term "Association" shall mean Lake Chelan Education Association, which is affiliated with in North Central Washington UniServ Council, the Washington Education Association and the National Education Association.
4. The term "employee" shall mean those employees who hold certificates as authorized by rule or regulations of the State Board of Education or the Superintendent of Public Instruction and for whom the Association is recognized as the duty authorized bargaining agent and is an employee of the District.
5. The term 'substitute teacher' shall mean those persons hired to temporarily perform the duties normally performed by regular employees as the result of absence of such employees. There shall be three (3) kinds of substitute teachers:
 - a. Casual Certificated Substitute: Substitutes who have worked less than twenty-one (21) consecutive days, or who have worked fewer than thirty (30) or more cumulative days within a school year. Casual substitutes are not covered by any provision of this Agreement.
 - b. Long-Term Substitute: Substitutes who are employed for twenty (20) consecutive days in one (1) position. Long-term substitutes shall be paid a daily per diem rate based on the employee's placement on the salary schedule, as determined by Article VIII, beginning on the twenty-first (21st) consecutive day of employment, retroactive to the first day of the assignment. After qualifying as a long-term substitute, the employee shall earn one (1) day sick leave for each fifteen (15) days worked.

No long-term substitute replacing a regular employee on leave shall be removed before the return of the regular employee solely for the purpose of preventing the long-term substitute from being placed on the salary schedule.

Long-term substitutes are covered by the following provisions:

Article I. Administration

Article II. Business

Article III. Employee Rights, excluding Section D.

Article VII. Leaves, excluding all sections except Section A. 2-5 and Section F

Article VIII. Salaries and Benefits, excluding Section E. and Section H. Section F will be applied as appropriate, based on the portion of the work year that the long-term substitute employee works.

Appendix A, Appendix B, Appendix R, Appendix W, Appendix X, Appendix Y, Appendix Z

- c. Thirty-Day Cumulative Substitute: Substitutes who are employed for thirty (30) or more cumulative days during the previous twelve (12) months and who remain available for work on the same basis. Thirty-day cumulative substitutes shall be paid the same rate as casual substitutes. No other section of this Agreement applies to thirty-day cumulative substitutes, and they shall be entitled to no other rights under this Agreement.

6. The term "Parties" shall mean the District and the Association.
7. The term "Agreement" shall mean this collective bargaining agreement, which shall be signed by the parties.
8. The term "day" shall mean any day the district business office is open for business with the public.
9. The term "Superintendent" shall mean the chief administrative officer of the District or his/her designee.
10. The term "President" shall mean the President of the Association or his/her designee.
11. The term "contract" shall mean the individual standard personal service contract (regular individual contract, the half-time, and one-year contracts) issued to and signed by each employee pursuant to RCW 28A.405.210.
12. The term "supplemental contract" shall mean extracurricular and extended contracts issued and signed in accordance with RCW 28A.405.240.
13. The term "WAC" shall mean the Washington Administrative Code.
14. The term "RCW" shall mean the Revised Code of Washington.

Section B. Recognition

1. The District recognizes the Association as the exclusive bargaining agent for all non-supervisory certificated educational employees as defined herein who are under a standard personal service contract with the District. The District will release information as required under the Public Disclosure laws.
2. It is Mutually agreed that the Association is not the duly authorized bargaining agent for: 1) Chief Administrative officers of the District, 2) Principals and Assistant Principals, 3) confidential employees, 4) supervisors, 5) Educational employees who do not require a certificate for employment with the District, 6) Substitute teachers who work less than twenty (20) consecutive days or thirty (30) casual days in the District, 7) Certificated employees or otherwise who are on special contract, hourly or piece rate, or 8) PSE and classified non-PSE staff.

Section C. Contract Compliance

All employee contracts, supplemental contracts and extended contracts shall be on standard format and shall conform with state law and regulation and the terms of this agreement. In the event there are actual inconsistencies between contracts and this agreement, the terms of this agreement shall be controlling unless otherwise provided.

Section D. Status of Agreement:

This shall be the sole Agreement between the parties regarding wages, hours, and terms and conditions of employment. It shall supersede any rules, regulations, policies, resolutions or practices of the District, which shall be contrary to or inconsistent with its terms.

Changes in policies, not specifically mentioned in this contract, that directly affect the working conditions of certificated employees shall require input, as set forth in Article I, Section G, by the Association prior to adoption by the District.

Section E. Conformity to Law:

This Agreement shall be governed and construed according to the Constitution and Laws of the State of Washington. If any provision of this Agreement or any application of the Agreement to any employee or groups of employees shall be found contrary to law by a court or administrative agency of competent jurisdiction, such provision or application shall have effect only to the extent permitted by law. All other provisions or applications of the Agreement shall continue in full force and effect.

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

Section F. Distribution of Agreement

Following ratification of this Agreement the Association shall prepare a camera-ready copy of the Agreement for District review and mutual editing by the Parties. After editing, the District and the Association shall print the Agreement sharing the cost and the District shall distribute copies to all current and new employees. The District shall also make at least one copy available for review by any applicant for employment with the District who would be covered by this Agreement.

Section G. Joint Meetings

Representatives of the Parties shall meet outside of the regular school day but no less often than monthly during the regular school year and as needed during calendar breaks in order to monitor the administration of the Agreement and pursue mutual problem identification and mutual problem solving and to review changes in Board Policy. Such meetings shall not be grievance resolution conferences nor shall they be collective bargaining sessions regarding this or successor Agreements. The Parties shall alternate paying the substitute costs for meetings held during the employee workday, if necessary.

ARTICLE II. BUSINESS

Section A. Members' Dues Deduction

1. Members: Upon receipt of a written authorization the District shall deduct an amount equal to the fees and dues required for membership in the Association, including NEA, WEA and UniServ.

The dues deduction form and authorization shall remain in effect from year to year, unless withdrawn by-contacting the WEA as per the signed membership form.

2. Indemnification: The Association agrees to and will indemnify, defend and hold the District harmless against any claims made and against any suit instituted against the District on account of any payroll deductions for the Association. The Association agrees to refund to the District any amounts paid to it in error.

Section B. Other Deductions

Upon written authorization from each participating employee, the District agrees to deduct from the salary of its employees, premiums for insurance programs and other group plans approved by the Parties. The sums deducted for said programs will be forwarded in accordance with written authorization.

Section C. Management Rights

The management of the business of the District and the direction and assignment of all employees are the right and responsibility of the Board, except as otherwise provided in this Agreement. In the exercise of its rights of management the District through its Board of Directors and Superintendent, shall have the right to amend existing policies, rules and regulations and to adopt new policies, procedures, rules, and regulations necessary for the proper conduct of the business of the District, provided that the same are not in conflict with the express provisions of this Agreement related to wages, hours, terms and conditions of employment and employee benefits. The District email system is the exclusive right of the Lake Chelan School District and as such is a matter of public record. The District reserves the right to examine individual emails at their discretion.

Section D. Association Rights

1. Use of School Buildings and School Equipment: The Association shall have the use of all building facilities and equipment upon reasonable request (reimbursing the District for all supplies and materials involved) with the exclusion of activities pertaining to strikes, work stoppage, etc. (Etc. defined as natural calamities or any situation where any or everybody has to be kept out of the building.) At the conclusion of the school year, the Superintendent and the LCEA President will meet to set a fair amount for direct costs related to Association business, if any.
2. Use of District Bulletin Boards: The Association shall have the right to post notices of activities and matters of Association concern on bulletin boards in employee rest areas or lounges. The Building Principal will be furnished copies at the time of posting. Such items shall be in good taste, and shall be signed by responsible Association Officials.
3. Use of District Mail System: The Association shall have the right to use the inter-district mail and all forms of electronic mail service for communication purposes as described in the district's Acceptable Use Policy 2022. Upon request, the District will provide the Association with information required under statutes, which will assist the Association in carrying out its responsibilities as the bargaining representative. [The Association agrees that employee use of district computer and network systems will comply with Lake Chelan School District Policy 2022.] The Association recognizes that the technology, network and staff mailboxes are district property.
4. Mutually Scheduled Meeting by the Parties: Any representative of the Association who is mutually scheduled by the parties to participate during working hours in grievance proceedings, conferences, or meetings with representatives of the District shall suffer no loss of pay.
5. School District Budget and Financial Reporting: Upon request by the Association, the District shall provide the President in timely manner financial information normally provided to the public. Nothing herein shall require the central administrative staff to research and assemble information that has not been routinely prepared in the normal operation of the District.

6. Bargaining Unit Information: By October 1 each year, the District shall provide the Association with a list of names of all employees and their contact information including the name, assignment, work site, FTE, salary schedule placement, home address, and phone number(s). The District will also include the names of any bargaining unit members who are on a leave of absence and the duration of such a leave. When new employees are hired following the October 1 report, the District will provide the information listed above within three (3) business days of any school board meeting during which new contracts were approved.
7. New Employee Access: In order to provide the exclusive bargaining representative reasonable access to new employees to present information about the Association, the District shall schedule the Association for thirty (30) minutes on the agenda of any New Employee Orientation during the employees' regular work hours. In the event there is no New Employee Orientation during the employees' regular work hours, or by mutual agreement, the parties may agree to schedule access to new employees at another time and place. It is understood that new employees will be compensated for this time.

ARTICLE III. EMPLOYEE RIGHTS

Section A. Non-Discrimination

Employees shall be entitled to full rights of citizenship. There shall be no discipline or discrimination with respect to employment of any employee because of membership or non-membership in the Association, race, creed, religion, national origin, age, sex, sexual orientation including gender expression or identity, marital status, families with children, the presence of any sensory, mental or physical disability unless permitted by a bona fide occupational qualification, use of a trained guide dog or service animal by a person with a disability, honorably discharged veteran or military status, or legal activity in the Association, including involvement in carrying out duties as an AR.

The Parties shall support and work toward maintaining a working and learning environment that is gender neutral and racially harmonious by sharing information concerning gender and race issues and discussing the need for in-service or other mutually determined actions.

Section B. Personnel Files

1. Confidentiality: The official personnel files of employees are confidential. Such official personnel files shall be available for inspection only by supervisory and confidential employees and their designees, except as defined by WAC180-10-001 to WAC 180-10-045. Medical information will be kept separate from the personnel file as required by law.
2. Right to Review: Employees and their designees shall have the opportunity to review all materials such as evaluations originating from District administrators before they are made a part of the personnel file. Employees shall have the right to review their official personnel file in the presence of the administrator and/or his designee. Such right to review shall include all materials within their personnel file excluding confidential placement files.
3. Location: There shall be only one official personnel file, which shall be kept in the office of the Superintendent.
4. Placement of Materials: After seven (7) years, the district may remove and destroy employee evaluation reports. After three (3) years the district shall remove and destroy letters or notes that pertain to disciplinary action below the level of letter of reprimand (other than documents required

by law) at the request of the employee, provided no similar or related incidents have arisen and been documented in writing over the course of the three (3) year time period. Letters or notes that pertain to disciplinary action at the level of a letter of reprimand or above that include a sunset date shall be expunged as noted in the documentation.

5. Principals' Working Files: Principals may maintain a working file for each employee in their building; however, the principal's working files, except for the employee's previous year's evaluation and goals, shall be expunged at the end of each school year and no later than June 30.
6. Grievance Files: A separate file for processed grievances shall be kept apart from the employee's personnel file.

Section C. Due Process and Just Cause

1. Just Cause: No employee will be disciplined without just cause.
2. Written Grounds: The specific grounds forming the basis for disciplinary actions shall be made available to the employee in writing at the time discipline action is taken.
3. Hearings: Employees shall have the right to a fair hearing.
4. Association Representation: Employees shall be entitled to Association representation at any hearing, meeting or conference involving the employee regarding disciplinary actions or the investigation thereof at which the employee is present. When a request for such representation is made, no action shall be taken with respect to the employee until such representative of the Association is present. In the event a disciplinary action is to be taken, the employee shall be advised of the right to representation in writing under this provision prior to the action being taken.
5. Privacy and Confidentiality: Any negative and/or verbal reprimand of an employee by any agent of the District and all disciplinary actions shall be made in private and in confidence and never in the presence of students, parents, other employees, or at public gatherings.
6. Complaints Against Employees: Any complaint against an employee which may be investigated and could lead to disciplinary action shall be promptly called to the attention of the employee within 10 working days. No complaint against an employee may be used in a disciplinary action against that employee unless the complaint was discussed with the employee in a timely fashion.

Employees shall have the right to contact the parent and/or student and attempt to resolve the situation informally prior to any disciplinary action being taken. (In such cases, the employee may be given the right to contact the parent and/or student and attempt to resolve the issue informally prior to disciplinary action dependent upon the severity of the action.)

7. Progressive Discipline: Whenever possible the District shall follow a progressive discipline model including:
 - a. Verbal warning (documented)
 - b. Written warning
 - c. Letter of reprimand
 - d. Suspension without pay
 - e. Termination of Employment

Where appropriate, the district has the latitude to skip steps based on the severity of the issue.

Section D. Assignment and Transfer

In order to meet the educational needs of the District, the employment, assignment, direction, and management of all employees of the District are the exclusive right and responsibility of the Board or their designee.

1. Assignments:

- a. Definition: An assignment shall mean the placement of an employee to a position within the District. A position shall include the grade level and/or subject taught, or specialty (e.g., special education or librarian) and the building(s) in which the employee is stationed.
- b. Employees: Employees will be assigned to a grade level and/or subject, or specialty, within the employee's certification. The employer will give notice of assignments to newly appointed teachers as soon as practicable but no later than July 15 (except in cases of emergency).

2. Transfers:

- a. Definition: A "transfer" shall mean a change from an employee's current assignment to a different assignment.
- b. Vacancies: When vacancies (including new positions) exist with the employer, employee transfers shall be made provided that the transferring employee is qualified to perform the required duties of the assignment, that this assignment is of an equivalent FTE, and that this transfer is in the best interest of the District. Qualified employees with the appropriate certification shall have first consideration to fill the open positions. In the event more than one qualified employee applies for a transfer to a posted position, the District may conduct interviews.
- c. Application for Transfer: Employees requesting a transfer shall apply through Employee Access using the link on the main page of the district website. Employees shall receive confirmation of receipt of request within three (3) workdays.
- d. Notice to Applicants: All employees requesting a transfer to a vacancy or new position shall be notified regarding their candidacy for transfers within ten days after the post date. Within five days of the employer filling the vacancy or new position, the employee shall receive written notification of acceptance or non-acceptance and the reasons thereof.
- e. Involuntary Transfers: Involuntary transfers shall be made only when educationally necessary. When there is an opening that may require an involuntary transfer, the District will send an email notice to all staff members listing the opening and ask for volunteers. No involuntary transfer will be made for a minimum of three (3) days after the notice is emailed. Volunteers will be considered first for an open position. If no one volunteers for the opening, prior to the involuntary transfer, the administration will meet with the affected certificated employee to discuss the change and provide a written explanation of the reasons. No employee shall be assigned to a position outside his/her area of endorsement.

An employee who has been involuntarily transferred or reassigned shall have the right return to his/her original work site/position without having to submit a request should the employee's prior position come open for the following school year. Such individuals will be contacted by the Superintendent and the employee has the right to accept or decline the right to return.

3. Vacancy, Promotions and Posting of Jobs:

- a. Posting: All vacancies (including new positions) occurring during the work year shall be reported to the Association and emailed to employees in each building for a minimum of five (5) days prior to posting externally.

All known vacancies for the following work year shall be reported to the Association and emailed to employees in each building. Thereafter, the job posting list shall be updated, as new vacancies become available, with the new listing being emailed for employees in the bargaining unit a minimum of five (5) days prior to posting externally.

Job postings must include all required experience, skills and competencies; any preferred experience, skills and competencies; and key responsibilities. No employee shall be denied a transfer request based on skills or responsibilities that are not included in the job posting.

- b. Posting During Vacation Periods: During vacation periods, the District shall notify employees of the posting by mail, provided employees make a request in writing, on a form provided by the employer (Appendix N). Such employees shall then have five working days from receipt of notification to apply for the vacancy.

4. Hiring of Administrators:

As part of the district's hiring practice for administrative positions the president or vice-president of the LCEA will be invited to participate in the hiring process.

Section E. Employee Protection:

1. District Insurance: The District shall provide such insurance for the protection of employees as is required by RCW 28A.400.370. The District shall notify the President of any changes in insurance coverage.
2. Threats: Any employee who is threatened with physical harm by any person or group while carrying out assigned duties shall immediately notify the Superintendent and, if necessary, the appropriate law enforcement authority. Immediate steps shall be taken by the Superintendent in cooperation with the employee to provide for the employee's safety. Steps may include notifying law enforcement, providing legal counsel and/or other earnest efforts. Precautionary measures for the employee's safety shall be reported to the employee and the President by the Superintendent at the earliest possible time.
3. Absence Due to Attack or Injury: Whenever an employee is absent from employment as a result of physical attack or injury sustained in the course of employment, including travel between work sites and that qualify for Industrial Accident and Workman's Compensation coverage, a pro-rata portion of sick leave may be used, which when added to the above compensation shall equal, but not exceed, the employee's normal salary.
4. Damage to Personal Property: The District or its insurers will reimburse the employee for loss or damage of not less than \$25 or more than \$500 to personal property as required by RCW 28A.400.370 that is necessarily used by the employee in the regular course of assigned duties. To be eligible for coverage and reimbursement, the employee must have registered the property with the building principal or Superintendent and certified that such equipment is necessary for instructional purposes and that the District does not have similar equipment available for use at the time the equipment is needed. [Appendix S.] If the employee does not register personal equipment and receive administrator approval, any loss or claim to damage will be denied.

Loss or damage must be reported to police or administration within two (2) hours of discovery.

The administration reserves the right to disallow coverage (in advance of use) of any or all such personal equipment.

5. Professional Liability: The District shall hold employees harmless and defend from any financial loss, including reasonable attorney fees for any actions arising out of any claim, demand, suit, criminal prosecution or judgment by reason of any act or failure to act by such employee within or without District buildings, provided employee, at the time of the act or omission complained of, was acting within the scope of his/her employment under the direction of the District.
6. Social Media
 - a. The Parties acknowledge the extraordinary impact that threats and harassment through electronic media has on the educational process. Offenses such as, but not limited to, harassing or inappropriate email messages, websites, false electronic text messages or other technological misconduct that threaten the safety and/or reputation of the employee may be charged and/or disciplined in accordance with District policy and state law.
 - b. Employees are expected to follow the student disciplinary process in accordance with District policy and report such incidents to a building administrator as soon as possible. These offenses against employees will be considered exceptional misconduct which can lead to disciplinary action up to and including long term suspension and/or expulsion whenever appropriate and in accordance with student due process rights. The District shall follow federal and state law when disciplining special education students.
 - c. When reported, the principal or district administrator shall follow District policy and procedures when reviewing the incident and imposing any consequence. If the administrator is permitted by state and/or federal regulations, they will share relevant information back to the employee regarding what action, if any, has been taken.
 - d. Employees are free to exercise their personal legal rights and alternative courses of action concerning cyber threats and harassment.

Section F. Harassment

For purposes of this Agreement the terms “harass” and “harassment” shall mean words, gestures (including offensive touching) and/or other actions which creates a hostile environment and serves no legitimate professional purpose.

The District shall investigate and take appropriate action, including the possibility of disciplinary action when an individual or group of individuals complains they have been harassed (including sexual harassment) by a student, a parent or community member, or a District employee. The Parties shall cooperate in conducting investigations of alleged harassment. Following the investigation, the District shall produce a written report, which shall include findings and recommendations.

The term “sexual harassment” shall mean deliberate verbal, visual or physical advances, including touches and gestures, made within the work setting or which involve work related activities which are unwelcome by the person to whom they are intended. Such unwelcome conduct shall constitute harassment when submission to the conduct:

1. Is made as term or condition of employment, or
2. results in a denial of a promotion or other career enhancing opportunities, or
3. interferes with work performance or otherwise creates an intimidating, hostile or abusive working environment.

Section G. Employee Conduct

1. Dress and Grooming: Employees will dress in an appropriate manner reflective of a reasonable professional standard.
2. Drug Abuse: Drug abuse shall be dealt with pursuant to WAC 180-44-060 and this Agreement.

Section H. Changes in Locations and Assignments

Between School Years:

1. When an employee is required by an administrator to physically move rooms or offices for the benefit of the operations of the building, the employee shall be paid two (2) days at their per diem rate. Further, the District shall provide moving service for said employee's professional materials.
2. At the elementary level, when an employee is required by an administrator to change grade levels or change from a grade level to a specialist position (or vice versa), the employee shall be paid (1) days at their per diem rate. At the secondary level, when an employee is required by an administrator to change course assignments, the employee shall be paid one (1) day at their per diem rate for each course they have not taught within the previous two (2) years. This provision is not applicable to classes less than 45 minutes.
3. If an employee is required by an administrator to both move classrooms and change their teaching assignment as established #1 and #2 above, they will be eligible for both payments.
4. Employees who request and are granted a request to move rooms and/or change teaching assignments will receive compensation at the discretion of the Superintendent.

Once the School Year has Begun:

1. Employees involuntarily transferred during the school year shall be given five (5) days' notice of the changed assignment. Release days will be provided based on the nature of the assignment (minimum of two and maximum of five) and approved by the Superintendent.

ARTICLE IV. EVALUATION AND PROBATION

Non-classroom teachers will continue to follow the contract language in ARTICLE IVa.
EVALUATION AND PROBATION.

Section A. Evaluation Process and Documents (Appendix C)

Section B. Review CEL 5D+ Teacher Evaluation Rubric (Appendix D)

- This will be the foundational document for teachers evaluated on a Comprehensive or Focused evaluation.
- The CEL 5D+ Teacher Evaluation Rubric contains teacher and student observables which assist in identifying performance attributes applicable to each criterion.

Section C. Comprehensive Evaluation (Appendix E)

- The Comprehensive evaluation is a growth-oriented, teacher/evaluator collaborative process that requires teachers to be evaluated on the eight (8) state criteria. A teacher must complete a Comprehensive evaluation once every six (6) years. In subsequent years they will be evaluated on a Focused evaluation.
- The teacher who is on a Comprehensive evaluation will select student growth goal(s) for SG 3.1, SG 6.1, and SG 8.1. These goals shall be developed with input from the evaluator and may be

interrelated or “nested”. This will be completed by November 15th. High School teachers that wish to include 2nd semester data in their growth goals may do so by March 1.

Section D. Focused Evaluation (Appendix F)

- The Focused evaluation is a growth-oriented, teacher/evaluator collaborative process that requires teachers to be evaluated on the eight (8) state criteria. In subsequent years they will be evaluated on a Focused evaluation. A Focus teacher must return to Comprehensive once in every six (6) years.
- When the teacher selects criterion 3, 6, or 8 they must complete the embedded student growth components within their chosen criterion only. When the teacher selects Criterion 1,2,4,5, or 7, they must select the student growth components in either 3 or 6 (SG 3.1, SG 6.1) Student Growth Goals will be developed by the teacher with input from his or her evaluator. This will be completed by November 15th. High School teachers that wish to include 2nd semester data in their growth goals may do so by March 1.

Section E. Evaluation Option Form (Appendix G)

- Classroom teachers will be notified by the 20th day of school whether the teacher will be evaluated using the Comprehensive or Focused evaluation process and who will be assigned as their evaluator.

Section F. Student Growth Goal Setting Template (Appendix H)

- Refer to Student Growth Goal details above (under Comprehensive & Focused Evaluation)
- Refer to Classroom Teacher Evaluation Procedures for more specific instruction regarding Student Growth Goal Setting.

Section G. Pre-Observation Communication (Appendix I)

- Prior to any scheduled observation, the teacher will be given the opportunity (Pre Conference) to review the objectives and goals of his/her lesson with his/her evaluator.

Section H. Observations (Appendix J)

Observations may be of various lengths of time with at least one that is prearranged and a minimum of thirty (30) minutes in duration with the following exceptions:

- Provisional teachers shall be observed at least once during the first ninety (90) calendar days of their employment period. This observation must be scheduled and must be a minimum of thirty (30) minutes. At least one of the two remaining observations must be a minimum of thirty (30) minutes.
- A teacher in the third year of provisional status as defined in RCW 28A.405.220 shall be observed at least three (3) times in the performance of his/her duties. The total observation time for the school year for a third-year provisional teacher shall not be less than ninety (90) minutes.

The District may offer a continuing contract to provisional employees after two (2) years of evaluations that are proficient or distinguished.

Employees shall be observed for the purpose of evaluation at least twice if on Focused and a minimum of three times if designated Comprehensive.

Section I. Post-Observation Communication

- Following each observation, the evaluator will:

1. Document and share the results of the observation in writing or through district technology (eVAL system)
2. The evaluator will share his/her observation report with the teacher within five (5) working days.
3. The teacher may request a meeting to review the observation report if so desired.
4. The evaluator will have a minimum of one post conference over the course of the evaluation cycle.

Section J. Artifacts & Evidence

- Each classroom teacher will have the opportunity to submit artifacts or evidence to support his/her performance following an observation.

Section K. Teachers at Risk of Being Rated Basic

- The teacher and Association will be notified when any teacher is on track to be judged basic or unsatisfactory prior to the end of the first semester (January 25th) or as soon as such determination is made.
- When a teacher is at risk of being judged Basic or Unsatisfactory, additional support shall be provided to support his/her professional development along with a plan of improvement.

Section L. Preliminary Summative Communication

- No later than May 10th, evaluators will communicate teacher's preliminary performance ratings in each of the evaluated criteria areas.
- A teacher who desires, may work with his/her evaluators to arrange for additional observation opportunities to supplement information on his/her final rating.
- Teachers have until May 5th to request additional observations and/or provide additional artifacts and evidence if they so choose.

Section M. Summative Communication

- In cases where the teacher will be non-renewed, they must be informed no later than May 15th. Meetings will take place to finalize all final evaluations.
- The teacher will sign one (1) original evaluation form for his/her personnel file and be given a copy by May 15th.

ARTICLE IVa. EVALUATION AND PROBATION

Section A. Authority

All employee evaluations shall be conducted in accordance with RCW 28A.405.100, RCW 28A.405.150, WAC 392-191 and this Agreement.

Section B. Definitions

1. "Observe" or "Observation" means the gathering of evidence made through classroom or worksite visits, or other visits, work samples, or conversations that allow for the gathering of evidence of the performance of assigned duties for the purpose of examining evidence over time against the instructional framework.
 - As appropriate, this may include observations of duties that occur outside the classroom setting.

- Any other bargaining unit member’s input may not be used as evidence.
2. The term “Observation Report” shall mean a written summary of the observation as well as performance of other professional duties in the school setting. Such observation report(s) shall be the primary basis for the “Evaluation Report.” (Observation forms refer to Appendix J, L, and N).
 3. The term “Evaluation” shall mean a summary of the results of observations of the employee during the evaluation process, as well as performance of other professional duties in the school setting.
 4. The term “Evaluation Report” shall mean that document which becomes a part of the employee’s personnel file. The evaluation report forms are attached and made part of this Agreement as follows: Comprehensive TPEP Evaluation Report Form (Appendix E); Focused TPEP Evaluation Report Form (Appendix F); Student Growth Goal(s) Template for Comprehensive and Focused TPEP Evaluation (Appendix H); Educational Support Staff Evaluation Report Form (Appendix K); and Counselor Evaluation Report Form (Appendix M).
 5. The term “Evaluation Process” shall mean that process which begins with the distribution of evaluation criteria by evaluators to each employee at the beginning of each school year. The process ends with the placement of the Evaluation Report into the employee’s personnel file.
 6. The term “Evaluation Criteria” shall mean that list of criteria set forth and made a part of this Agreement for Employees as included in Appendix D, for Educational Support Staff Employees as included in Appendix F, for Librarians as included in Appendix H, and for Counselors as included in Appendix J.
 7. The term “Evaluator” shall mean a certified district administrator of the employee being evaluated, provided that assistant principals may serve under the direction of the building principal as evaluator, and further provided that in the event the employee being evaluated does not work under the direct supervision of a building principal such certificated administrator employee of the District as the Superintendent shall designate may serve as an evaluator, so long as such administrator is made known to the employee as his/her evaluator within ten working days of the beginning of the school year and so long as such administrator otherwise meets the requirements for evaluators set out in law and this Agreement.
 8. The term “Observer” shall mean that administrative employee of the district charged with the responsibility to evaluate employees during that portion of the evaluation process that he/she is performing the observation function.
 9. The term “Educational Support Staff” shall mean specialists who are not classroom teachers including but not necessarily limited to Librarians, Counselors, Social Workers, Psychologists, Nurses, Speech Language Pathologists, Occupational Therapists and Physical Therapists, if employed by the District and required to hold valid Washington State Certification. Educational Support Staff shall be evaluated using processes and procedures as outlined in Article IV of this agreement.

Section C. Purpose

The purposes of evaluation shall be to improve or maintain high teacher performance:

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

Section D. Qualifications of Evaluators

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

Section E. Initiating the Evaluation Process

Within the first ten (10) working days of each school year, or, in the case of new employees hired after the beginning of the school year, within ten (10) working days of hire, evaluators shall meet with employees to review and discuss the evaluation process, options, criteria and forms. Where appropriate, evaluators may use group meetings for this purpose. At this meeting each employee shall be informed of his/her observers, evaluator, evaluation options and discuss the process of observations and evaluations, and given a copy of the Evaluation Option Form, a copy of which is attached to and made a part of this Agreement as Appendix L. Within ten (10) working days following this meeting each employee shall complete the Evaluation Option Form and return it to his/her evaluator. In addition, the evaluator and employee shall mutually agree on the employee's personal and professional goals for the year. This goal setting meeting shall be completed by October 15.

Section F. Provisional Employees

1. Definition: The term "Provisional Employee" shall mean a non-experienced employee who is in his/her first three (3) year years of employment with the District. Teachers who have completed two years of teaching in another school district in the State of Washington and transfer to the Lake Chelan School District shall be in provisional status for one (1) year. Teachers who have not completed two years of teaching in another district in the State of Washington and transfer to Lake Chelan School District will remain on provisional status for three (3) years. [RCW 28A.405.220]
2. Mentor: In an effort to create a successful teaching environment, provisional employees, in cooperation between the District, the employee's immediate supervisors and the Association, shall be provided with mentoring. Such employees will be identified before the first day of school and a plan will be in place for each provisional employee. Mentors shall be assigned by the end of the second week of school. Provisional employees shall be informed of their mentor, of their contractual rights and obligations and of their Association representatives.

[Reference Appendix S – Mentor Responsibilities] Funding tied to TAP and M&O dollars. In the event of a double M&O levy failure these dollars will be canceled during the school year following that failure and be reinstated upon passage of the levy.

- a. Non-experienced provisional employees shall be paired with experienced employees working in or close to their own assignments.
- b. Experienced provisional employees shall be assisted by their working team or cohort group with available resources from mentor/teacher grant dollars, if any.
- c. The mentor of non-experienced provisional employees shall be provided a stipend of \$500.00 per year. The mentor of provisional employees shall be provided a stipend of \$100.00 per year.

- d. The funding source for the mentor teacher program will be provided by the district through the mentor/teacher grant dollars.
 - e. Assistance may include release time, substitute costs, travel reimbursement, and workshops which will focus on overall staff improvements.
3. Frequency of Evaluation: Provisional employees shall be evaluated no less often than two (2) times during their first (1st) three (3) years of employment. The first (1st) such evaluation must be completed within the first (1st) ninety (90) calendar days of employment. The final evaluation shall be completed no later than May 15.
 4. Observations: Provisional employees shall be observed for the purpose of evaluation no less than twice for each evaluation. Each observation shall be no less than thirty (30) minutes in length.
 5. Provisional employees shall be subject to the provisions of RCW 28A.405.220 [RCW 28A.67.072] and Article IV, Section F of this Agreement.

ARTICLE V. LAY-OFF AND RECALL (RIF)

Section A. Definition

The term “lay-off” as used in this section refers to action by the Board reducing the number of employees in the District, reduction in program due to economic reasons; it does not refer to decisions to discharge or non-renewal of an individual employee for cause.

The use of this provision does not imply that the resulting educational program will be adequate or more than adequate for the children of Chelan.

Section B. Written Notice

The Board shall provide written notice to all affected employees on or before May 15 or fifteen (15) calendar days after the second levy failure, whichever is last, or the school year preceding the year in which the layoff would occur.

Section C. Intent

Employees shall not be laid off pursuant to any necessary reduction in personnel unless all available revenues of the District projected for the forthcoming fiscal year will be ninety-five percent (95%) or less than all available revenues for the current fiscal year as demonstrated within reason at an open board meeting.

The Board shall seek to increase the available revenue for the following year by seeking financial assistance from at least the federal government, the state government, and local governments and organizations.

There shall be no lay-offs pursuant to necessary reduction in personnel until all possible reductions in expenditures have been made in at least the categories of capital outlay, contractual services, travel, maintenance, supplies, materials, and co-curricular.

Section D. Consideration for Retention

1. Seniority List: For each program the Board shall develop a list by seniority designating all employees who hold an appropriate certificate and:
 - a. Have an applicable subject matter or area major, or
 - b. Possess an area of subject matter minor with teaching experience in that area subject within the most recent five (5) years of date of RIF.

- c. Have been assigned administratively to the program within the most recent five (5) years of date of RIF.
2. Retention: Employees considered for retention will be considered first in respect to their current teaching position and then according to their other areas of qualification.
3. Qualifications for Retention: When an employee is qualified for retention in a program according to the criteria for staff reduction, he/she will not be considered for other programs.

Section E. Method of Staff Reduction in Order of Priority

Employee RIFs shall be done in the following manner:

1. Provisional *non-experienced* employees.
2. Provisional experienced employees.
3. Resignation: Resignation of employees in positions that can be filled from the existing employees pursuant to the qualifications listed in this Agreement.
4. Leave of absence: Employees may take a leave of absence
5. Elementary Program: Retain as much elementary program as possible.
6. Classroom Teaching Positions: Retain as many classroom teachers as possible.
7. Prioritized Classroom Programs: In order to maintain as balanced a program as possible, utilize a joint committee of all administrative personnel and two (2) board members to determine the classroom programs to be retained or reduced and prioritize those for subsequent consideration in case additional funds become available.

Section F. Criteria for Staff Reduction

1. Salary Schedule Placement: If a program involves more than one (1) employee and is to be reduced, the employees retained will be those having the highest employee's salary schedule index.
2. Tie Breaker: In the event of more than one (1) employee having the same salary schedule index, all employees so affected will be ranked according to the following prioritized criteria:
 - a. Seniority (as credited on the salary schedule).
 - b. Teaching experience only.
 - c. Teaching experience in the District.
 - d. Employee District evaluations.

Section G. Status of Laid-off Employees

1. Insurance Coverage: Each laid off employee shall be considered to have employment status within the District for purposes of retaining insurance coverage until that employee submits a written resignation, subject to rules and regulations of the underwriters. (The laid-off employee would be required to pay the premiums.)
2. Recall Procedures: In the event that additional funds become available, the Board shall first recall those employees who have been laid off, in reverse order in which they were laid off, before the Board hires any additional personnel to teaching positions.

The Board shall give written notice of recall from lay-off by sending a registered or certified letter to said employee at his/her last known address or by delivering the letter in person and obtaining

a signature of receipt. It shall be the responsibility of the employee to notify the district office of any change of address.

Any employee so notified shall respond within five (5) working days from date of receipt of said notice, whether the employee accepts or rejects the position. If an employee fails to respond within the five (5) working days, the employee shall be considered to have resigned from the employ of the District and all rights shall cease at that time. If the employee rejects a position, his rights to re-employment shall cease.

ARTICLE VI. INSTRUCTION

Section A. Academic Freedom

Pursuant to Washington law, the District has the final authority and responsibility to develop and adopt courses of study and lists of instructional materials. Further, the parties agree that the District's schools are not the appropriate forum for the expression of personal, religious or political views or for the militant advocacy of any particular cause or point of view.

In the event that employees are involved in writing and/or updating curriculum they shall be eligible for compensation at curriculum rate (\$40 per hour) as authorized by the building principal and approved by the superintendent. The curriculum rate compensation (\$40 per hour) will be documented by time sheet.

When students transition from elementary to secondary, discipline files shall be available for secondary teachers to peruse if needed.

Section B. Preparation Time

1. Secondary: The employees at the high school and middle school shall have one (1) period for preparation time during each student day.
2. Elementary: Employees at the grade school shall have no less than forty (40) uninterrupted minutes per student day.
3. Use: These preparation times will occur during the time students are normally in classes. Preparation time, thus provided, shall be spent on the premises of the school used for planning, correcting papers, parent conferences, and other school related business unless an absence from the school grounds is approved by the building principal. In addition, preparation time may be used for the purpose of improving student learning (in lieu of using time prior to or following the school day) if mutually agreed upon by the teacher and building administrator or content coach.
4. Loss of Plan Time: An employee shall not be asked to assume the responsibility for another employee's class except in the case of unforeseen emergency, or when, because of time limitations, arrangement for a regular substitute cannot be made. Assignments for coverage of another employee's class shall be made equitably. Employees shall be reimbursed \$55 per class period.
5. Part Time Employees: Part time employees shall be granted plan time proportionate to the amount of time they are employed.

Section C. Class Size

1. Limits: The Association and District recognize the importance of maintaining a reasonable pupil-teacher ratio that provides for quality education. Additionally, the parties acknowledge that the legislature has allocated funds to staff the Basic Education Act program. The ratio includes all certificated classroom teachers, specialists, and instructional support personnel.

It is the intent of the District to provide the greatest possible number of staff at the classroom level consistent with the staffing pattern established by the state. To this end, the District will make every effort to maintain class sizes equal to or less than the following:

K	19:1
1	21:1
2-3	23:1
4-5	26:1
6	27:1
9-12	28:1 Math, Science and English
7-12	29 students per period
6-12	P.E. 32:1 students per period (Lab classes and number of workstations to be mutually determined by employee and principal.)
5-12	Performance classes (drama, dance, choir, and band) will be exempt from overload limits.

2. Class Size Adjustments: Class size will be evaluated annually following the official count day in September. Due to the fact that the District is affected by increased enrollment seasonally, enrollment data will be adjusted. (The average of the quotients of the annual average enrollment divided by that year’s highest monthly enrollment.)

Should enrollment exceed the above guidelines, the classroom teachers so affected and the building principal will meet to discuss and recommend solutions that may include, but not limited to the following: (In no priority order.)

- Combined grade level classes
- Balancing classes or re-scheduling
- Additional aide time
- Additional certificated support and/or instructional support time
- Additional staff or class sections
- Elimination of low enrollment classes and reassignment of classroom teachers to higher need areas
- Individual classroom teacher may agree to a single period increased class load
- Employee pay, as a last resort, if the overload affects an elementary employee, the pay shall be fourteen dollars (\$14) per student per day. If the overload affects an elementary specialist, reference Appendix W. If the overload affects a secondary employee, the pay shall be three dollars (\$3.00) per student section (one student for one regular class period). Employees shall be paid from the first day of the overload after the discussion with the principal and team. The District may make downward adjustments of any class size at any time.
- Other

The recommendation of the classroom teachers and principal will be submitted to the Superintendent within three (3) days of its completion. The Superintendent will make a decision based on the best interest of the district and students.

[Note: In the event of a double M &O levy failure these dollars would be canceled during the school year following that failure and be reinstated upon passage of the levy.]

3. Counselor to Student Ratio Limits

Limits: K-12 counselors to students (FTE) 500:1 based on average yearly FTE. If the ratios are exceeded, the district will, in no priority order, provide:

- Contracted services
- Additional certified time
- Para educator time
- Assign case to other staff

[Funding tied to M&O dollars. In the event of a double M&O levy failure these dollars will be canceled during the school year following that failure and be reinstated upon passage of the levy.]

4. Special Education

Special education students will be evenly disbursed among all grade level teachers.

Section D. Special Programs

1. Co-Teach Model

Employees participating in the co-teach model shall have paid professional development both prior to the start of a co-teach assignment, and throughout at least the first year of the co-teach assignment to support effective execution of the co-teaching model. Additionally, employees assigned to co-teaching will have common preparation periods and collaborate once weekly.

2. Both the accommodations and goals of the student IEP will be given to the general education teacher by the first teacher workday.

3. Special Education classes for elementary students shall start serving students within the first week of school. Secondary classes for Special Education students will begin at the same time as all students.

4. ESA National Certification Stipend

ESAs with current national board certification from their respective national associations shall receive a stipend of one-thousand five hundred dollars (\$1500) per year. Legislative action to fund ESA certification beyond \$1500 shall supersede this provision.

5. Special Education Staff Provisions: Lake Chelan School District will pay special education certified case management staff through a supplemental contract for 120 hours per year at their per diem rate to be used for one (1) Special Education staff meeting per month and other employee-directed case management duties. The 120 hours shall be considered deemed done. The 120 hours will be calculated on a full-time contract and be prorated for part-time special education staff. Specialists hired on a full-time contract by the school district and have their services sold to other districts will be considered full-time. If a case manager should need school release time to complete paperwork and documentation requiring a substitute, this will be paid for by the employee at the current substitute daily rate as a payroll deduction, spread out over the remaining months of the contract.

(Note: In situations where the employee manages less than (10) ten students on their respective case load and/or the employee is part-time, the caseload stipend will be prorated to (6) hours per student excluding life skills teachers who are eligible for the full 120-hour stipend.)

[Note: In the event of a double M & O levy failure these days would be canceled during the school year following that failure and be reinstated upon passage of the levy. The district shall incorporate into the levy request the amount of money required to fund Section F.]

Section E. Grading

Employees have the right and responsibility to determine grades and other evaluations of students. No grade or evaluation shall be changed without the written approval by the employee and signed by the building administrator.

Section F. Student Discipline

1. Policies: The Board shall develop and maintain student discipline policies that establish general disciplinary rules and procedures. Such rules and procedures shall be sufficiently flexible to permit employees to interpret and apply in the manner best suited to their buildings and students.

2. Distribution of Disciplinary Plan: No later than September 15, of each school year, the principal shall distribute to and review with employees, policies on student discipline. This review shall provide ample opportunity for discussion of federal and state laws concerning student discipline and employee's rights and responsibilities related hereto.

3. Employee and Principal/Administrator Responsibility:

a. Employee: Every employee shall have the right and responsibility to maintain student behavior consistent with a good educational atmosphere and in accordance with rules and regulations adopted by the State Board of Education, District policy, and the building's disciplinary plan.

In accordance with state law, any student who creates a disruption of the educational process in violation of the building disciplinary standards while under a teacher's immediate supervision may be excluded by the teacher from his or her individual classroom and instructional or activity area for all or any portion of the balance of the school day, or up to the following two days, or until the principal or designee and teacher have conferred, whichever occurs first. Except in emergency circumstances, the teacher first must attempt one or more alternative forms of corrective action.

In no event, without the consent of the teacher, may an excluded student return to the class during the balance of that class or activity period or up to the following two days, or until the principal or his or her designee and the teacher have conferred. (RCW 28A.600.020)

"Confer" means that the administration and the teacher will discuss and document in writing, not in the presence of students, the details of the situation, consequences consistent with the student discipline policies and guidelines, and strategies/plan for behavior modification.

b. Principal/Administrator: The Principal/administrator shall support and uphold employees in their efforts to maintain discipline in accordance with rules and regulations adopted by the State Board of Education, District policy, provisions of this Agreement, and the building's disciplinary plan.

4. Referrals: Whenever employees make written referrals for discipline, special education, testing, or other reason, a copy of such referral shall be given to the principal. Principals shall assure that all such referrals shall be given a written response within three (3) workdays.

5. Notification:

a. An administrator will notify a teacher when a student is suspended from his/her class and notify via email the expectations of student work during the suspension.

- b. When a student has a known, documented history of disruptive, violent, threatening behavior, or when a student has committed physical assault upon any staff or student, that student's receiving teacher shall be provided notification at least 24 hours in advance of the placement or return to the classroom and have complete access to the student's behavior information or other documentation.
 - c. Anytime a re-entry meeting occurs after a student suspension or expulsion and prior to the return to school, employees who have the affected student on their class/caseload will be notified by the building administrator of the time, date, and location of the meeting. Employees are invited to attend, if available. The plan for reentry and any changes to future behavior expectations resulting from the meeting will be shared with employees via email.
 - d. When a student has been excluded, the teacher, administrator, or a designee will notify family. If student behavior results in a room clear, the administrator, designee, or teacher will notify all students' families of the affected classroom about the disruption in education. The protocols for contacting families in such situations shall be determined at the building level and reviewed at least annually prior to the start of the school year.
6. Access to Information: Disciplinary and student intervention actions will be entered into Skyward for grades K-12. In order to assist in the management and safety of the classroom, all staff will have access to Skyward to review and record data.

Section G. Non-Teaching Duties

The parties acknowledge that an employee's primary responsibility is to teach, and that his/her energies should, to the greatest extent possible, be utilized to this end. Therefore, it is agreed that non-teaching duties shall be assigned equitably among the employees and to minimize interference with teaching duties. There shall be staff participation in planning non-teaching duties.

Section H. Long-Term Certificated Substitutes Rights (Not Emergency or Conditional Certified)

1. Long-Term Substitutes will be paid substitute wages as per the LCEA contract for the first five days of employment. Following the fifth day of assignment, if (or when) the substitute assumes responsibility for lesson planning for the class or classes involved, he/she will receive his/her certificated rate of pay. Note: the building Principal will determine when the substitute should receive the certificated salary rate and inform the HR Director.
2. Long-Term Substitutes who work more than thirty (30) intermittent days in a year (defined according to PERC rulings) shall receive the same pay and rights as a casual substitute.

Section I. Supplies, Equipment and Materials

1. Priorities and Expenditures: All employees shall be given an opportunity to express in writing or via e-mail their needs for supplies, equipment and materials. Elementary and Secondary School principals shall meet with their respective faculty or ARs to jointly determine priorities and expenditures within the building. Secondary principals shall meet with the various department chairpersons in their respective buildings to jointly determine priorities and expenditures within the departments.
2. Reimbursement for Incidentals: The District shall annually establish a fund to reimburse employees for the amount they spend on incidental classroom supplies and materials in the amount of five-hundred (\$500.00) at the elementary and one-hundred fifty (\$150.00) at the secondary. A purchase order must be submitted to the building principal.

Section J. WA Kids

Teachers with WA Kids responsibilities shall be allowed to timesheet up to seven (7) hours at forty dollars (\$40) per hour.

ARTICLE VII. PERSONNEL LEAVES

Section A. Illness, Injury and Disability (Sick) Leave [For absences beyond five (5) consecutive days, the employee will provide a physician's statement].

1. Accumulation: At the beginning of each school year, each full-time employee shall be credited with twelve days of Illness, Injury, and Disability Leave, which shall be referred to hereafter as "sick leave". Employees who are less than full-time shall receive a prorated portion of such leave. Unused sick leave shall accumulate to the maximum allowed by law. Each employee's accumulated sick leave balance will be made known to him/her on each paycheck stub. Sick leave earned but unused in all school districts within the State of Washington shall be credited to the employee's sick leave account upon employment.
2. Use:
 - a. Personal Illness, Injury or Disability: The District shall grant sick leave to an employee when the employee is unable to perform duties because of personal illness, injury or disability. [Deducted from sick leave balance]
 - b. Maternity: The District shall grant sick leave for pregnancy, child birth and related temporary disability to employees, to the extent the employee's physician certifies the employee's temporary disability. [Deducted from sick leave balance]

Employees requesting maternity leave shall notify the District as early as possible prior to the beginning of the leave and shall indicate the expected date of return at the time the leave is requested. Employees shall advise the District of the exact date of return as soon that date is known to the employee.
 - c. Family Illness: The District shall grant sick leave to employees in the event of illness within the immediate family of the employee for the purposes of this provision, immediate family shall mean spouse, parent, child, grandchild, grandparent, sibling, niece, nephew, aunt or uncle, or those of the employee's spouse, or a person living in the same household as the employee. In addition, this may include events related to the immediate birth of a grandchild (limited to 5 days). [Deducted from sick leave balance]
 - d. Paternity Leave: Following the birth of a child, the District shall grant a total of ten days paternity leave. Such leave shall be deducted from the employee's sick leave balance. Employees requesting paternity leave shall notify the District as early as possible prior to the beginning of the leave and shall indicate the expected date of return at the time the leave is requested. [Deducted from sick leave balance]
3. Emergency: The District shall grant up to five (5) days sick leave to employees in the event the employee has an emergency, defined as, a problem that has been suddenly precipitated or is unplanned; or where pre-planning could not relieve the necessity for the employee's absence. [Deducted from sick leave balance]
4. Sick Leave Exhaustion: In the event an employee's accumulated sick leave is exhausted, but more sick leave is required by the employee pursuant to the provisions set out above, the employee may request and the District shall grant a leave without pay for the period of time needed to return to

work or the end of the school year, whichever is sooner. The employee shall advise the District of the expected duration of the leave at the time of request for the leave.

5. Annual Sick Leave Buy-Back Option: Employees may cash in the previous year's accumulation of unused sick leave days above an accumulation of 180 days at a ratio of one full day's pay for each four days of accumulated unused sick leave (accumulated in the previous calendar year), in January of each year following any year in which a minimum of 180 days of sick leave are accumulated. No employee may receive pay for sick leave accumulated in excess of one day per month) RCW 18A.400.210, WAC 392-136-015, WAC 392-136-020.

Annual and retirement sick-leave cash-outs may be contributed to an agreed upon pre- or post-retirement tax-free health reimbursement plan as provided in IRS Code Section 501 C (9).

6. Death or Retirement Sick Leave Buy-Back Option:

Retirement Sick Leave Buy-Back:

Provided the employee has been employed by the District for at least five (5) years, at the time of separation from District employment due to retirement (as recognized by the Washington State Teacher's Retirement System, whether or not the employee was a participating member of the system), an employee shall receive pay for accumulated but unused sick leave up to a maximum of one-hundred-eighty (180) days at a rate equal to one day's per diem pay for each four full days accrued leave for illness or injury.

Death Sick Leave Buy-Back:

At the time of separation from the school district due to death, his/her estate shall receive pay for accumulated, but unused sick leave up to a maximum of one-hundred-eighty (180) days at a rate equal to one day's per diem pay for each four full days accrued leave for illness or injury. The moneys paid pursuant to this provision shall not be included for the purpose of computing a retirement allowance under any public retirement system in the State and shall be in accordance with the rules and regulations of the Superintendent of Public Instruction.

7. VEBA: Employees may elect to participate in an Employee VEBA Account.

8. Sick Leave Sharing

- a. Consistent with the provisions and requirements of state and federal statutes and this contract, employees may share accumulated annual leave or sick leave with another employee who:
 - i. Suffers from, or has a household member or relative who suffers from, an extraordinary or severe illness, injury or impairment, or physical or mental condition; is a victim of domestic violence, sexual assault, or stalking; needs time for parental leave; is sick or temporarily disabled because of a pregnancy; or has been called to service in the uniformed services.
 - ii. Has a condition or circumstance which is of an extraordinary or severe nature, and which has caused, or is likely to cause, the employee to:
 - Apply for leave without pay, or;
 - Terminate employment:
 - iii. Has depleted or will shortly deplete all applicable leave reserves. A staff member who is sick or temporarily disabled because of pregnancy or using parental leave does not have to deplete all annual and sick leave reserves; he or she can maintain up to forty (40) hours of sick leave in reserve.

- iv. The staff member has diligently pursued and been found to be ineligible to receive industrial insurance benefits.
- b. A staff member who has an accrued sick leave balance of more than twenty-two (22) days may request that the Superintendent transfer a specified amount of sick leave to another staff member authorized to receive such leave, as described above.
- c. A staff member may request to transfer no more than six (6) days of sick leave during any twelve (12) month period and may not request a transfer that would result in an accrued sick leave balance of fewer than twenty-two (22) days.
- d. A staff member who receives personal leave may request that the superintendent transfer a specified amount of personal leave to another person authorized to receive shared leave. A staff member may request to transfer no more than the accumulated amount of personal leave available.
- e. In the event the employee receiving donated leave does not use all leave donated, the unused donated leave in such employee's leave account shall be returned to donors, prorated, within sixty (60) days after the recipient's use of accumulated leave ceases.
- f. Contributions of sick leave shall be on a voluntary basis. The names of donors, non-donors and recipients shall be kept confidential.
- g. This provision shall be in conformity with rules and regulations as prescribed by RCW 41.04.650, 41.04.655, and 41.04.665.

Section B. Leaves of Absence

The Board may grant up to one (1) year leave of absence, without pay, to employees for the purpose of furthering professional preparation through advanced study, travel, or other acceptable reasons excluding employment by another district. At the conclusion of the leave, the employee shall have the opportunity to return to a teaching position or is certified and/or endorsed to teach. The employee may petition for a year extension by indicating his/her intention by February 1 of that year. Applications for leave shall be in writing. The employee shall remain subject to the RIF policy as set forth in Article V contained herein.

Section C. Association Leave

Association representatives may be granted up to ten (10) leave days annually for association, WEA, NEA meetings and leave related to grievance procedures and arbitration with the cost being born by the Association. Beyond the 10 days, due to unforeseen circumstances, additional days will be negotiated by the Association President and the Superintendent.

Section D. Personal Leave

Each school year, each employee shall be entitled to three (3) days leave for personal reasons provided the following conditions are fulfilled:

1. A request for the personal leave is made to the principal and approved by the Superintendent at least one week in advance for the day(s) the leave is expected. It is the duty of the employee to verify their available personal leave days prior to leave request. (Personal Leave Hours ÷ 7.5 = Number of Days Available)
2. The granting of personal leave is dependent upon the availability of a substitute.

3. Personal leave taken the day prior to Memorial Day or the day before Presidents' Day shall be limited to two (2) employees at the middle school, two (2) employees at the high school, and three (3) employees at the elementary school.
4. Personal leave can accumulate from year to year, not to exceed a total of five (5) days.
5. Full time employees who do not use their three (3) days of personal leave may be compensated in their July check for each unused day at a rate of two-hundred dollars per day (\$200). It is the duty of the employee to submit Personal Leave Compensation Form Appendix T by June 30th.
6. If Personal Leave is exhausted, an employee may request up to 3 days Leave without pay. A request for leave without pay must be made at least 2 week(s) in advance to the principal and approved by the Superintendent. (Appendix U)
7. Upon receiving Leave without pay, the employee's FTE status shall be adjusted in June. This includes the employee's 180-day contract, retirement, supplemental contracts (District Directed Days)
8. Leave without pay to extend Personal Leave or vacation is prohibited.

Section E. Jury Duty and Subpoena Leave

The District shall grant paid leave as follows:

1. Jury Duty: Employees who are called to serve on a jury.
2. Subpoenas: Employees who are subpoenaed to testify in court related to school district business.

Section F. Bereavement Leave

The District shall grant employees up to five days with pay per occurrence for death in the immediate family (as defined above) of employees. The District shall grant employees one day of bereavement leave in cases of bereavement involving friends, students or colleagues. Additional bereavement may be granted as emergency leave.

Section G. Child Rearing Leave

The District shall grant unpaid child rearing leave of up to one year to any employee for the purpose of rearing a natural or adopted child. In the event of adoption, such leave may include time for court legal procedures, home study and evaluation, and required home visitations by the adoption agent not possible to schedule outside of the regular working hours. An employee returning from such leave shall be placed in the position last held or in a similar position in the District.

Section H. Military Leave

The District shall grant military leave to any employee who is called into active duty for a period not exceeding fifteen days (15) during each calendar year. Such leave shall be in addition to any vacation or sick leave of absence to which the employee is entitled and shall not involve any loss of pay. During the period of military leave the employee will receive his/her normal pay. [38.40.060]

Section I. Professional Leave

The District will allow up to 2 release days for the purpose of completing NBCT assessment.

Section J. Family Leave (Family and Medical Leave Act of 1993)

1. Eligibility: Any employee shall be eligible for Family Leave.

2. Usage: Employees shall be provided twelve (12) weeks of unpaid leave during any twelve (12) month period for any of the following reasons:
 - a. to care for the employee's child after birth, or placement for adoption or foster care;
 - b. to care for the employee's spouse, child, or parent who has a serious health condition; or
 - c. for a serious health condition of the employee.
 - d. An employee who is the spouse, son or daughter, parent or next of kin of a service member who is recovering from a serious illness or injury sustained while on active duty is entitled to twenty-six (26) weeks of unpaid leave in a 12-month period to care for the service member.
3. Notification: The employee shall provide the District thirty (30) days advance notice of his/her intent to use Family Leave when the need for the leave is foreseeable.
4. Job Benefits and Protection: The District shall insure the following provisions:
 - a. maintain the employee's full insurance benefits during the duration of Family Leave,
 - b. grant, at the employee's request, his/her usage of accrued sick leave prior to his/her going on unpaid Medical Leave,
 - c. grant the employee his/her previous position upon return from Family Leave; and
 - d. maintain any employee benefits that accrued prior to the start of Family Leave.

Section K. Unpaid Holidays of Faith or Conscience

Employees are entitled to two unpaid holidays per calendar year for a reason of faith or conscience or an organized activity conducted under the auspices of a religious denomination, church, or religious organization.

Section L. Washington Paid Family & Medical Leave

Employees are eligible for WPFML as allowed by law. The District will annually notify employees about the benefits available under WPFML. To fund this leave, the District will pay its share of the premium as defined in RCW and the employee will be responsible for paying the remaining amount.

Employees are responsible for filing claims with the Employment Security Department (ESD) and payments will come from the ESD.

The District shall maintain their portion of medical benefits when an employee is on WPFML leave. The employee shall continue to pay the same out-of-pocket as prior to leave.

Employees may choose to use WPFML prior to exhausting other leave options and will not be required to exhaust sick leave prior to accessing WPFML. WPFML may be used consecutively with the employee's other paid leave options, at the employee's discretion.

ARTICLE VIII. SALARIES AND BENEFITS

Section A. Salary Schedule

The salary schedule will be attached herein as Appendix A.

Section B. Salary Payments

Salary payments to employees are made at one twelfth (1/12) of the annual salary upon the last of each month, beginning September 30. Salary payment shall be made on the last working day for the district office of each month.

Section C. Salary Schedule Placement

Placement on the salary schedule will be determined as follows:

1. Experience: Full credit shall be granted only for all previous public school teaching experience. Only that experience accepted and funded by the state will be accepted and paid locally as per WAC 392-121-280.
2. Education: [All credits require approval and completion of form - Reference Appendix R]
3. Clock Hour/Inservice Credits: The district shall accept all clock hour and Inservice credits that meet State Board of Education Approval Standards for Clock Hour and Inservice Credit. The credits shall count for advancement on the salary schedule. Ten clock hours of inservice shall be equal to one quarter university credit and shall be recognized for salary schedule placement. Employees are responsible for providing the District with transcripts to verify clock hour credit. [Reference Appendix R – All clock hours require approval and completion of appropriate form]]
4. Date of Confirming Credits for Salary Advancement: Official transcripts confirming evidence for all credits earned must be on file in the Superintendent’s office not later than September 15 of the school year for which the credits are to be recognized for salary purposes.
5. Increments: Increment steps for experience and advanced education shall be retroactive to September 1. Accumulated years of experience of .5 of a year or greater shall be rounded to the next higher year.

Section D. Salary for Approved Projects

Employees voluntarily participating in special programs funded by non-district sources will be paid at the rate prescribed by the program.

Section E. Reimbursement of Employee Expense

1. Meals, lodging, and other necessary expenses will be reimbursed by the District for employees participating in District approved conferences, meetings, and conventions. Mileage will be reimbursed at the State allowed rate. Meal expenses will be limited to the State allowed rate (except for specially approved banquets) and prorated for trips less than one (1) day duration.
2. The District agrees to reimburse employees up to \$400 per year for continuing education courses, up to a district maximum of \$15,000 annually. Employees may apply for additional funding not to exceed a total of \$1000 per employee provided that continuing education reimbursement funds are available from the \$15,000 pool. [Criteria for selection of eligible staff will be determined by Superintendent.]. A Course Approval form must be completed and approved by the building principal or supervisor. October 15th is the deadline for submission for the prior school year. [Reference Appendix Q]
3. The District agrees to reimburse employees for up to half (1/2) of NBPTS (National Board for Professional Teaching Standards) and up to two (2) release days.

[Note: In the event of a double M & O levy failure these dollars would be canceled during the school year following that failure and be reinstated upon passage of the levy.]

Section F. Work Year

1. Work Year: The work year will consist of 180 days plus state-approved and funded days contingent upon full state funding.

Seven (7) additional required days will be paid at the employee's per diem rate of pay on a supplemental contract. These days will be used for the following:

- a. Three (3) additional days prior to school shall be for Learning Improvement Days (LID).
- b. One (1) additional day shall be for a district directed school improvement (SIP) planning purposes.
- c. One (1) additional day shall be for planning and collaboration:
 - One half (1/2) day for planning and preparation.
 - One half (1/2) day for building collaboration meetings with nurses, special education teachers, building leaders, curriculum development, etc.
- d. Two (2) additional days set by the district for fall and spring conferences. Employees who do not conduct conferences or manage 504s must submit timesheets for these two (2) days. These employees may fulfill other duties based on agreement with the building principal if they are not conducting conferences.

Optional days: Three (3) additional days will be optional. These days can be used for the following:

- a. Two (2) days shall be for August classroom work. Time spent on setting up and preparing your classroom can be time sheeted up to the equivalent of two (2) days – 15 hours.
- b. One (1) day shall be for professional development focusing on classroom instruction. Teachers will select from a menu of professional development opportunities provided by the district throughout the course of the school year. These opportunities will be available after school and communicated to all staff at the beginning of the school year. To receive payment for this Professional Day, teachers will attend district sponsored workshops and be able to time sheet up to 7.5 hours.

2. Related Work: Approved employee projects requiring time in addition to regular assignments will be paid according to Appendix A. Employees voluntarily participating in special programs funded by non-District sources will be paid at the rate prescribed by the program.

Section G. Calendar

1. The parties agree to participate in a calendar planning committee consisting of not more than three (3) LCEA members appointed by the Association President and not more than three (3) others appointed by the Superintendent. The calendar planning committee will present a calendar to the School Board for ratification.

The calendar planning committee may choose to create a two-year calendar to be reviewed annually. The parties recognize that elements of the approved calendar may be impacted by negotiations.

2. Late Starts: The use of late starts shall be scheduled for the calendar year. There will be no more than 4 District Collaboration Days. There will be no fewer than six (6) Individual Implementation Days. These Individual Implementation Days may include preparation for report periods and/or planning for parent/teacher conferences. All remaining late starts shall be Building Implementation days. Building Implementation Day agendas will be developed in collaboration with the specific building leadership teams. Buildings have flexibility to reschedule these days as needed.

Section H. Issuing of Contracts Before Agreement:

In the event a new agreement has not been reached by May 15, the individual contract shall read, "Terms and conditions shall be subject to the new agreement."

Section I. Workday

1. Length of Workday: The length of the workday shall be seven (7) hours and thirty (30) minutes per day. The workday includes preparation time as outlined in Article VI, Section B, a thirty-minute duty free lunch, and 60 minutes outside the student day.
2. Professional Responsibilities: As long as professional responsibilities are met, staff may arrive no later than ten (10) minutes before the start of the student day and depart no sooner than ten (10) minutes after dismissal, provided that meetings do not start earlier than 7:30 am or end later than 4:00 pm, unless mutually agreed upon. Professional responsibilities include:
 - a. Collaboration/Monday Late start participation
 - b. IEP Meetings
 - c. Staff Meetings
 - d. Meetings with parents and/or students
 - e. Providing assistance and support to students
 - f. Pre/Post observation and evaluation meetings
3. Staff Meetings: Staff meetings may be held for no more than a total of two (2) hours per month and cannot be held during scheduled collaboration time.
 - a. Meetings shall be no more than one (1) hour in duration
 - b. Meetings shall be held no more than twice per month
 - c. Principals shall retain the authority to call staff meetings in case of emergency and/or compelling issues requiring action or discussion without delay.

Section J. Medical and Dental Benefits

1. The District shall provide qualified employees with insurance benefits that align with the rules and regulations set by the SEBB (School Employee Benefits Board).
 - a. Availability:
 - i. Qualified employees who work or will work a minimum of 630 hours during the year.
 - ii. The annual open enrollment period as determined by SEBB.
 - iii. Employees are responsible for enrolling online or with forms provided by SEBB.
 - b. Benefits
 - i. Qualified Employees will be provided SEBB benefits that include medical, dental, vision, basic life/accidental insurance, and long-term disability insurance. The Health Care Authority carve-out is absorbed into these benefits.
 - ii. Employees may select a carrier approved by SEBB.
 - c. Premiums
 - i. The District shall pay their portion of the employee premium as established by SEBB.
 - ii. Employees will be responsible for their portion of the premium.
 - iii. Any additional premium surcharges will be paid by the employee.
2. The employer contribution toward SEBB benefits ends August 31 unless:

- a. The District terminates the employment relationship. In this case eligibility for the employer contribution ends the last day of the month in which the employer-initiated termination notice is effective; or
- b. The employee terminates the employment relationship and opts to have an earlier end date due to retirement or taking another job in a SEBB District that begins outside of the regular eligibility year.

ARTICLE IX. GRIEVANCE PROCEDURE

Section A. Definitions

1. “Grievant” shall mean an employee or group of employees, or the Association.
2. A “Grievance” shall mean a claim that:
 - a. there has been a misinterpretation or misapplication of the Agreement,
 - b. that an employee has been treated inequitably; or
 - c. there exists a condition, which jeopardizes the employee’s health and safety.
3. “Days” shall mean employee employment days unless otherwise stated.

Section B. Grievance Principles and Rights

1. Employee Rights: Employees covered by this Agreement shall have the right to present grievances with or without representation.
2. Association Grievances: The Association may initiate and submit a grievance to the Superintendent at Step Three.
3. Grievance Form: All grievances shall be submitted on the Grievance Form contained herein as Appendix P.
4. Grievance Timelines: Any grievant who does not file in a timely manner or pursue a grievance in accordance with these procedures or within the time limit specified, waives the right to pursue such grievance and will be barred from pursuing or appealing such grievance provided that the time limits may be extended by mutual agreement.

If, after timely filing a grievance, appropriate action is not taken, the grievant may proceed to and appeal the grievance to the next appropriate level.

5. Right to Representation: Any party covered by this grievance procedure has the right to Association representation. Association representatives shall be present for any meetings where a grievance is formally presented, unless excluded by the grievant in writing, thus foregoing his right to Association representation at all following steps excluding arbitration.

Nothing in this grievance procedure or agreement shall be construed to prevent any individual from discussing a problem with the administration or having it adjusted without intervention or representation of the Association representatives.

Section C. Procedures

1. First Step (Informal): An attempt shall be made to resolve every grievance by an informal, verbal discussion within 20 days between the grievant and his immediate superior of the time the grievant had knowledge or became affected by the event which gave rise to the grievance. Grievant shall indicate that the discussion is Step 1 of the procedure prior to the discussion.

2. Second Step (Immediate Supervisor): If the grievance cannot be resolved informally under the first step, the grievant shall file the grievance in writing with his principal or immediate supervisor and shall file a copy with the Superintendent. The written grievance shall be filed within time limit specified of the time the grievant had knowledge or became affected by the event which gave rise to the grievance. The principal or supervisor having the authority to render a decision on the grievance shall make a decision and communicate it in writing to the grievant and the Superintendent within ten (10) days of receipt of the grievance.
3. Third Step (Superintendent): If the decision reached at the second step does not satisfactorily resolve the grievance, the grievant shall file an appeal from that decision with the Superintendent within ten (10) days. The appeal shall contain the original grievance and the decision at the second step. Within ten (10) days after filing the appeal, the grievant, the principal or supervisor, and the Superintendent or his designee shall meet to resolve the grievance. If a satisfactory resolution of the grievance is reached, it shall be reduced to writing and subscribed to by the parties involved. If an agreed resolution is not reached, the Superintendent or his designee shall render his decision in writing within ten (10) days of the last meeting of the parties and deliver a copy to all parties in interest.
4. Fourth Step (Board): If no satisfactory resolution of the grievance is reached at the third step, the grievant may within ten (10) days after the decision in the third step is rendered, request in writing that the grievance be submitted for hearing before the Board of Directors of the school district. Within thirty (30) days after receiving such request the Board of Directors or a hearing examiner appointed by the board, shall hold a hearing and render a decision. The decision shall be rendered within ten (10) days of the meeting.
5. Fifth Step (Binding Arbitration): If the grievance has not been adjusted to the satisfaction of the grievant at step four, the grievant may, within ten (10) days, request in writing to the Association that the grievance be submitted to the American Arbitration Association for binding arbitration. The Association may exercise its right to proceed to arbitration by giving written notice to the Superintendent within ten (10) days after receipt of the decision of the Board.

The arbitration shall be controlled by the Voluntary Arbitration Rules of the American Arbitration Association. The Parties shall strike names from the panel selected by the American Arbitration Association within ten days of receipt of such panel. Neither the District nor the Association shall be permitted to assert in such arbitration any ground not previously disclosed to the other party.

The arbitrator shall have complete authority to make any decision and provide any remedy appropriate except as otherwise expressly prohibited by law or this Agreement. Both parties agree to be bound by the award of the arbitrator.

Unless otherwise allocated by the Arbitrator, the costs for the services of the arbitrator, including per diem expenses, if any, and his/her travel and subsistence expenses and the cost of any hearing room, will be borne equally by the Parties, all other costs will be borne by the party incurring them.

Section D. Miscellaneous

1. Cooperation of the Parties: The administration and the Association will cooperate in the investigation of any grievance, and further will provide such information as is requested by either party for the processing of any grievance, with the exception of personal and confidential information not directly associated with the grievant(s).
2. Release Time: Should the investigation or processing of any grievance require that an employee or an Association representative be released from his regular assignment, the release may be

without loss of pay and benefits. If the grievance is adjudged to be just there shall be no loss of pay. Hearings, except final arbitration, shall be held at times outside of the regular teaching time.

- 3. Recording the Grievance: All document communications, and records dealing with the processing of a grievance shall be filed separately from the school district personnel file of the grievant: except a summary of the grievance, together with its final disposition, shall be placed in the grievant’s school district personnel file with a copy to the grievant.

ARTICLE X. DURATION

This Agreement represents the entire Agreement between the Board and the Association and supersedes all prior Agreements between the parties and shall become of full force and effect from September 1, 2024, and shall continue in full force and effect until midnight, August 31, 2027.

In the event the Washington State Legislature passes legislation regarding funding for school districts, reduction in class size or length of school year or day or other aspects of this Agreement, adjustments will be made in accordance with the law. Changes will be made with prior consultation with the Association.

Either party may, upon written notice (no later than 90 days prior to the date of expiration) indicate its intention to negotiate a successor Agreement. If either party so indicates its intention as prescribed in this paragraph, the Agreement will be automatically extended for a period of twelve months.

For the Association

For the Board

Date

Date

APPENDIX A.

2024-25 Base Salary

STEP	BA-0	BA-15	BA-30	BA-45	BA-90	MA-0	MA-45	MA-90
0	\$53,694	\$55,146	\$56,647	\$58,154	\$62,985	\$64,377	\$69,548	\$72,323
1	\$54,419	\$55,887	\$57,410	\$58,981	\$63,864	\$65,092	\$70,317	\$73,067
2	\$55,107	\$56,590	\$58,128	\$59,822	\$64,690	\$65,812	\$71,026	\$73,806
3	\$55,817	\$57,315	\$58,868	\$60,618	\$65,476	\$66,495	\$71,701	\$74,554
4	\$56,512	\$58,075	\$59,640	\$61,447	\$66,335	\$67,211	\$72,451	\$75,328
5	\$57,229	\$58,803	\$60,382	\$62,291	\$67,160	\$67,939	\$73,166	\$76,101
6	\$57,970	\$59,507	\$61,140	\$63,145	\$67,991	\$68,684	\$73,891	\$76,840
7	\$59,268	\$60,829	\$62,483	\$64,598	\$69,515	\$70,080	\$75,366	\$78,399
8	\$61,171	\$62,814	\$64,509	\$66,794	\$71,779	\$72,278	\$77,643	\$80,789
9		\$64,872	\$66,649	\$69,021	\$74,119	\$74,500	\$79,995	\$83,249
10			\$68,814	\$71,356	\$76,525	\$76,841	\$82,414	\$85,774
11				\$73,763	\$79,044	\$79,247	\$84,943	\$88,370
12				\$76,090	\$81,627	\$81,747	\$87,541	\$91,070
13					\$84,278	\$84,334	\$90,202	\$93,835
14					\$86,940	\$86,998	\$93,054	\$96,708
15					\$89,202	\$89,260	\$95,470	\$99,222
16					\$90,985	\$91,044	\$97,382	\$101,204

2024-25 Seven (7) Required Days as Supplemental Contract (Base/180*7)

STEP	BA-0	BA-15	BA-30	BA-45	BA-90	MA-0	MA-45	MA-90
0	\$2,088	\$2,145	\$2,203	\$2,262	\$2,449	\$2,504	\$2,705	\$2,813
1	\$2,116	\$2,173	\$2,233	\$2,294	\$2,484	\$2,531	\$2,735	\$2,841
2	\$2,143	\$2,201	\$2,261	\$2,326	\$2,516	\$2,559	\$2,762	\$2,870
3	\$2,171	\$2,229	\$2,289	\$2,357	\$2,546	\$2,586	\$2,788	\$2,899
4	\$2,198	\$2,258	\$2,319	\$2,390	\$2,580	\$2,614	\$2,818	\$2,929
5	\$2,226	\$2,287	\$2,348	\$2,422	\$2,612	\$2,642	\$2,845	\$2,959
6	\$2,254	\$2,314	\$2,378	\$2,456	\$2,644	\$2,671	\$2,874	\$2,988
7	\$2,305	\$2,366	\$2,430	\$2,512	\$2,703	\$2,725	\$2,931	\$3,049
8	\$2,379	\$2,443	\$2,509	\$2,598	\$2,791	\$2,811	\$3,019	\$3,142
9		\$2,523	\$2,592	\$2,684	\$2,882	\$2,897	\$3,111	\$3,237
10			\$2,676	\$2,775	\$2,976	\$2,988	\$3,205	\$3,336
11				\$2,869	\$3,074	\$3,082	\$3,303	\$3,437
12				\$2,959	\$3,174	\$3,179	\$3,404	\$3,542
13					\$3,277	\$3,280	\$3,508	\$3,649
14					\$3,381	\$3,383	\$3,619	\$3,761
15					\$3,469	\$3,471	\$3,713	\$3,859
16					\$3,538	\$3,541	\$3,787	\$3,936

2024-25 Three (3) Optional Days can be Timesheeted (Base/180*3)

STEP	BA-0	BA-15	BA-30	BA-45	BA-90	MA-0	MA-45	MA-90
0	\$895	\$919	\$944	\$969	\$1,050	\$1,073	\$1,159	\$1,205
1	\$907	\$931	\$957	\$983	\$1,064	\$1,085	\$1,172	\$1,218
2	\$918	\$943	\$969	\$997	\$1,078	\$1,097	\$1,184	\$1,230
3	\$930	\$955	\$981	\$1,010	\$1,091	\$1,108	\$1,195	\$1,243
4	\$942	\$968	\$994	\$1,024	\$1,106	\$1,120	\$1,208	\$1,255
5	\$954	\$980	\$1,006	\$1,038	\$1,119	\$1,132	\$1,219	\$1,268
6	\$966	\$992	\$1,019	\$1,052	\$1,133	\$1,145	\$1,232	\$1,281
7	\$988	\$1,014	\$1,041	\$1,077	\$1,159	\$1,168	\$1,256	\$1,307
8	\$1,020	\$1,047	\$1,075	\$1,113	\$1,196	\$1,205	\$1,294	\$1,346
9		\$1,081	\$1,111	\$1,150	\$1,235	\$1,242	\$1,333	\$1,387
10			\$1,147	\$1,189	\$1,275	\$1,281	\$1,374	\$1,430
11				\$1,229	\$1,317	\$1,321	\$1,416	\$1,473
12				\$1,268	\$1,360	\$1,362	\$1,459	\$1,518
13					\$1,405	\$1,406	\$1,503	\$1,564
14					\$1,449	\$1,450	\$1,551	\$1,612
15					\$1,487	\$1,488	\$1,591	\$1,654
16					\$1,516	\$1,517	\$1,623	\$1,687

In the 2025-26 School Year, the Base Salary Schedule will be increased by IPD + 1% across the board. Supplemental Salary Schedules will be adjusted accordingly.

In the 2026-27 School Year, the Base Salary Schedule will be increased by IPD + 1.5% across the board. Supplemental Salary Schedules will be adjusted accordingly.

APPENDIX B.

CERTIFICATED CO-CURRICULAR SALARY SCHEDULE/SUPPLEMENTAL RESPONSIBILITIES

For club stipends experience will be defined as paid, documented employment and duties within the Lake Chelan School District and from other school districts. Duties and experience must be similar and relevant to the current index.

The co-curricular salary schedule will be increased by 3% in the 2025-26 school year and increased by an additional 5% in the 2026-27 school year.

Certificated Co-Curricular Salary Schedule				
EXPERIENCE	0-3 YEARS	4-7 YEARS	8-11 YEARS	12+ YEARS
FBLA	\$4,183.85	\$4,491.43	\$4,795.31	\$5,102.89
5-STAR FCCLA	\$4,183.85	\$4,491.43	\$4,795.31	\$5,102.89
FFA LEAD	\$4,183.85	\$4,491.43	\$4,795.31	\$5,102.89
MED CLUB	\$4,183.85	\$4,491.43	\$4,795.31	\$5,102.89
Chelan Project	\$4,183.85	\$4,491.43	\$4,795.31	\$5,102.89
Music Supervisor	\$6,299.86	\$6,611.15	\$6,937.26	\$7,263.37

Club stipends will be inclusive of all district, regional, state and national competitions. Stipends will be paid annually on a supplemental contract including club description, duties, and expectations.

The Music Supervisor stipend is to include participation in all Region 6 playoff contests for football and basketball games.

Supplemental Days (All Supplemental Contracts are issued on a one-year basis only)

Lead Ag Ed	Days (38)
Family and Consumer Science w/o Food Truck	Days (15)
Family and Consumer Science w/Food Truck	Days (19)
Business Ed	Days (6)
Chelan Project	Days (10)
Construction	Days (2)
Agricultural Mechanics	Days (2)
Nursing CTE	Days (6)
BioMed	Days (5)
Nursing CTE/BioMed (same instructor)	Days (8)
Career Connections	Days (5)
Librarian (MOE)	Days (3)
CTE Director (if certificated staff)	Days (3)
School Counselors	Days (10)

CERTIFICATED SUPPLEMENTAL RESPONSIBILITIES

District Committee Work

Work which occurs outside of the contract day and pre-approved by the District; will be paid \$40 per hour not to exceed 10 hours per committee for the school year. Positions for these committees will be determined by the administrator in charge, advertised through e-mail to all certificated staff in each building, and selected by the administrator in charge of the committee according to the criteria set in the application. Staff will indicate their interest in writing to the administrator in charge.

Coverage During Prep

\$55 per class period

Afters Programs \$40 (assignments requiring certification only)

Grade Level Learning Experience

Team leaders – LCEA/Certified staff only

Experienced coordinators **\$750** each [up to two total] Other certificated staff **\$550**

5TH Grade Science/Washington State History San Juan Island Field Trip

LCEA/certificated staff only, provided that trip is part of current 5th grade curriculum and includes a minimum of two (2) overnight stay. \$750 for two (2) lead staff coordinators, \$550 for other staff.

College in the High School: \$850.00 per five (5) credits taught or \$680 per (4) credits taught, paid upon completion of the course. Eligible staff must meet all requirements of attaining and retraining a four-year College or University Adjunct Professor status or Advanced Placement requirements of the College Board Curriculum. These classes must translate into a five (5) or four (4) credit college course or (equivalent to one (1) credit at Chelan High School. The HS Principal will meet with staff annually to review clerical and administrative duties that can be accomplished by the office staff. Appendix V: Stipend for College in the Classroom.

PLC Team Leaders: \$750

Note:

In the event of a double M&O levy failure these positions will be canceled during the school year following that failure and be reinstated upon passage of the levy.

APPENDIX C.

Steps	EVALUATION PROCESS & DOCUMENTS
	<p><u>Review CEL 5D+ Teacher Evaluation Rubric (Appendix D)</u></p> <ul style="list-style-type: none"> This will be the foundational document for teachers evaluated on a Comprehensive or Focused evaluation. The CEL 5D+ Teacher Evaluation Rubric contains teacher and student observables which assist in identifying performance attributes applicable to each criterion.
	<p><u>Comprehensive Evaluation (Appendix E)</u></p> <ul style="list-style-type: none"> The Comprehensive evaluation is a growth-oriented, teacher/evaluator collaborative process that requires teachers to be evaluated on the eight (8) state criteria. A teacher must complete a Comprehensive evaluation once every four (4) years. In subsequent years they will be evaluated on a Focused evaluation. <p>The teacher who is on a Comprehensive evaluation will select student growth goal(s) for SG 3.1, SG 6.1, and SG 8.1. These goals shall be developed with input from the evaluator and may be interrelated or “nested”. This will be completed by November 15th. HS teachers that wish to include 2nd semester data in their growth goals may do so by March 1st.</p>
	<p><u>Focused Evaluation (Appendix F)</u></p> <ul style="list-style-type: none"> The Focused evaluation is a growth-oriented, teacher/evaluator collaborative process that requires teachers to be evaluated on the eight (8) state criteria. A teacher must complete a Comprehensive evaluation once every four (4) years. In subsequent years they will be evaluated on a Focused evaluation. When the teacher selects criterion 3, 6, or 8 they must complete the embedded student growth components within their chosen criterion only. When the teacher selects Criterion 1,2,4,5, or 7, they must select the student growth components in either 3 or 6 (SG 3.1, SG 6.1) Student Growth Goals will be developed by the teacher with input from his or her evaluator. This will be completed by November 15th. HS teachers that wish to include 2nd semester data in their growth goals may do so by March 1st.
	<p><u>Evaluation Option Form (Appendix G)</u></p> <ul style="list-style-type: none"> Classroom teachers will be notified by the 20th day of school whether the teacher will be evaluated using the Comprehensive or Focused evaluation process and who will be assigned as their evaluator.
	<p><u>Student Growth Goal Setting Template (Appendix H)</u></p> <ul style="list-style-type: none"> Refer to Student Growth Goal details above (under Comprehensive & Focused Evaluation). Refer to Classroom Teacher Evaluation Procedures for more specific instruction regarding Student Growth Goal Setting.
	<p><u>Pre-Observation Communication (Appendix I)</u></p> <ul style="list-style-type: none"> Prior to any scheduled observation, the teacher will be given the opportunity (Pre-Conference) to review the objectives and goals of his/her lesson with his/her evaluator.
	<p><u>Observations (Appendix J)</u></p> <ul style="list-style-type: none"> Employees shall be observed for the purpose of evaluation at least twice if on Focused and a minimum of three times if designated Comprehensive. The first two observations must be no less than 30 minutes. Provisional teachers shall be observed a least once during the first ninety (90) calendar days of his/her employment period. This observation must be scheduled and must be a minimum of thirty (30) minutes. The District may offer a continuing contract to provisional employees after two (2) years of evaluations that are proficient or distinguished.

	<ul style="list-style-type: none"> • A teacher in the third year of provisional status as defined in RCW 28A.405.220 shall be observed at least three (3) times in the performance of his/her duties. The total observation time for the schoolyear for a third-year provisional teacher shall not be less than ninety (90) minutes
	<p>Post-Observation Communication</p> <ul style="list-style-type: none"> • Following each observation, the evaluator will: <ol style="list-style-type: none"> 1. Document and share the results of the observation in writing or through district technology (eVAL system) 2. The evaluator will share his/her observation report with the teacher within five (5) working days. 3. The teacher may request a meeting to review the observation report if so desired. 4. The evaluator will have a minimum of one post conference (in addition to the final evaluation conference) over the course of the evaluation cycle.
	<p>Artifacts & Evidence</p> <ul style="list-style-type: none"> • Each classroom teacher will have the opportunity to submit artifacts or evidence to support his/her performance following an observation.
	<p>Teachers at Risk of Being Rated Basic</p> <ul style="list-style-type: none"> • The teacher and Association will be notified when any teacher is on track to be judged basic or unsatisfactory prior to the end of the first semester (January 25th) or as soon as such determination is made. • When a teacher is at risk of being judged Basic or Unsatisfactory, additional support shall be provided to support his/her professional development along with a plan of improvement.
	<p>Preliminary Summative Communication</p> <ul style="list-style-type: none"> • No later than May 10th, evaluators will communicate teacher's preliminary performance ratings in each of the evaluated criteria areas. • Teacher who desire may work with his/her evaluators to arrange for additional observation opportunities to supplement information on his/her final rating • Teacher have until May 5th to request additional observations and/or provide additional artifacts and evidence if they so choose.
	<p>Summative Communication</p> <ul style="list-style-type: none"> • The teacher will sign one (1) original evaluation form for his/her personnel file and be given a copy by May 15th. • The teacher will sign one (1) original evaluation form for his/her personnel file and be given a copy. • In cases where the teacher will be non-renewed, they must be informed no later than May 15th. Meetings will take place to finalize all final evaluations.

APPENDIX D.



An Overview of the 5D+™ Teacher Evaluation Indicators

CODE	SUBDIMENSION	INDICATOR	WA*
PURPOSE dimension			
P1	Standards	Connection to standards, broader purpose and transferable skill	1
P2	Standards	Connection to previous and future lessons	4
P3	Teaching Point	Teaching points(s) are based on students' learning needs	3
P4	Learning Target	Communication of learning target(s)	1
P5	Learning Target	Success criteria and performance task(s)	1
STUDENT ENGAGEMENT dimension			
SE1	Intellectual Work	Quality of questioning	2
SE2	Intellectual Work	Ownership of learning	3
SE3	Engagement Strategies	High cognitive demand	1
SE4	Engagement Strategies	Strategies that capitalize on learning needs of students	3
SE5	Engagement Strategies	Expectation, support and opportunity for participation and meaning making	2
SE6	Talk	Substance of student talk	2
CURRICULUM & PEDAGOGY dimension			
CP1	Curriculum	Alignment of instructional materials and tasks	4
CP2	Teaching Approaches &/or Strategies	Discipline-specific conceptual understanding	4
CP3	Teaching Approaches &/or Strategies	Pedagogical content knowledge	4
CP4	Teaching Approaches &/or Strategies	Teacher knowledge of content	4
CP5	Teaching Approaches &/or Strategies	Differentiated instruction	3
CP6	Scaffolds for Learning	Scaffolds the task	2
CP7	Scaffolds for Learning	Gradual release of responsibility	2
ASSESSMENT FOR STUDENT LEARNING dimension			
A1	Assessment	Self-assessment of learning connected to the success criteria	6
A2	Assessment	Demonstration of learning	6
A3	Assessment	Formative assessment opportunities	6
A4	Assessment	Collection systems for formative assessment data	6
A5	Assessment	Student use of assessment data	6
A6	Adjustments	Teacher use of formative assessment data	3
CLASSROOM ENVIRONMENT & CULTURE dimension			
CEC1	Use of Physical Environment	Arrangement of classroom	5
CEC2	Use of Physical Environment	Accessibility and use of materials	5
CEC3	Classroom Routines & Rituals	Discussion, collaboration and accountability	1
CEC4	Classroom Routines & Rituals	Use of learning time	5
CEC5	Classroom Routines & Rituals	Managing student behavior	5
CEC6	Classroom Culture	Student status	5
CEC7	Classroom Culture	Norms for learning	5

PROFESSIONAL COLLABORATION & COMMUNICATION dimension			
	Professional Learning & Collaboration	Collaboration with peers and administrators to improve student learning	8
PCC2	Professional Learning & Collaboration	Professional and collegial relationships	8
PCC3	Communication & Collaboration	Parents and guardians	7
PCC4	Communication & Collaboration	Communication within the school community about student progress	7
PCC5	Professional Responsibilities	Supports school, district, and state curriculum, policy and initiatives	8
PCC6	Professional Responsibilities	Ethics and advocacy	8

Washington State Criteria:

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

APPENDIX E.

COMPREHENSIVE EVALUATION

INSTRUCTIONS: Please enter the **Criteria Score** for **EACH** criteria area. Comments are required from the evaluator in each criteria area. Enter Student Growth Scores on the Summary of Overall Ratings page.

Teacher:		Subject/Grade Level:		School Year:	
Evaluator:		School:		Date of Evaluation:	
CRITERION 1: Centering instruction on high expectations for student achievement. <ul style="list-style-type: none"> • P1: Connection to standards, broader purpose and transferable skill • P4: Communication of learning target(s) • P5: Success criteria and performance task(s) • SE3: Work high cognitive demand • CEC3: Discussion, collaboration and accountability 				CRITERIA SCORE (1 to 4)	
COMMENTS (required if this is the chosen Focused criteria):					
CRITERION 2: Demonstrating effective teaching practices. <ul style="list-style-type: none"> • SE1: Quality of questioning • SE5: Expectation, support and opportunity for participation and meaning making • SE6: Substance of student talk • CP6: Scaffolds the task • CP7: Gradual release of responsibility 				CRITERIA SCORE (1 to 4)	
COMMENTS (required if this is the chosen Focused criteria):					
CRITERION 3: Recognizing individual student learning needs and developing strategies to address those needs. <ul style="list-style-type: none"> • P3: Teaching point(s) are based on students' learning needs • SE2: Ownership of learning • SE4: Strategies that capitalize on learning needs of students • CP5: Differentiated instruction • A6: Teacher use of formative assessment data 				CRITERIA SCORE (1 to 4)	
COMMENTS (required if this is the chosen Focused criteria):					

<p>CRITERION 4: Providing clear and intentional focus on subject matter content and curriculum.</p> <ul style="list-style-type: none"> • P2: Connection to previous and future lessons • CP1: Alignment of instructional materials and tasks • CP2: Discipline-specific conceptual understanding • CP3: Pedagogical content knowledge • CP4: Teacher knowledge of content 	<p>CRITERIA SCORE</p> <p>(1 to 4)</p>
<p>COMMENTS (required if this is the chosen Focused criteria):</p>	
<p>CRITERION 5: Fostering and managing a safe, positive learning environment.</p> <ul style="list-style-type: none"> • CEC1: Arrangement of classroom • CEC2: Accessibility and use of materials • CEC4: Use of learning time • CEC5: Managing student behavior • CEC6: Student status • CEC7: Norms for learning 	<p>CRITERIA SCORE</p> <p>(1 to 4)</p>
<p>COMMENTS (required if this is the chosen Focused criteria):</p>	
<p>CRITERION 6: Using multiple student data elements to modify instruction and improve student learning.</p> <ul style="list-style-type: none"> • A1: Self-assessment of learning connected to the success criteria • A2: Demonstration of learning • A3: Formative assessment opportunities • A4: Collection systems for formative assessment data • A5: Student use of assessment data 	<p>CRITERIA SCORE</p> <p>(1 to 4)</p>
<p>COMMENTS (required if this is the chosen Focused criteria):</p>	
<p>CRITERION 7: Communicating and collaborating with parents and the school community.</p> <ul style="list-style-type: none"> • PCC3: Parents and guardians • PCC4: Communication within the school community about student progress 	<p>CRITERIA SCORE</p> <p>(1 to 4)</p>
<p>COMMENTS (required if this is the chosen Focused criteria):</p>	

<p>CRITERION 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.</p> <ul style="list-style-type: none"> • PCC1: Collaboration with peers and administrators to improve student learning. • PCC2: Professional and collegial relationships. • PCC5: Supports school, district, and state curriculum, policy and initiative. • PCC6: Ethics and advocacy 	<p style="text-align: center;">CRITERIA SCORE</p> <p style="text-align: center;">(1 to 4)</p>
<p>COMMENTS (required if this is the chosen Focused criteria):</p>	

COMPREHENSIVE EVALUATION: SUMMARY OF OVERALL RATINGS:

CRITERION						OVERALL RATING (1 to 4)
1. Centering instruction on high expectations for student achievement						
2. Demonstrating effective teaching practices						
3. Recognizing individual student learning needs and developing strategies to address those needs						
4. Providing clear and intentional focus on subject matter content and curriculum						
5. Fostering and managing a safe, positive learning environment						
6. Using multiple student data points to modify instruction and improve student learning						
7. Communicating and collaborating with parents and the school community						
8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning						
OVERALL TOTAL SCORE:						
Unsatisfactory (8-14) Basic (15-21) Proficient (22-28)						FINAL SUMMATIVE RATING:
						Distinguished (29-32)
STUDENT GROWTH IMPACT RATINGS						
SG 3.1	SG 3.2	SG 6.1	SG 6.2	SG 8.1	TOTAL SCORE:	
(total from above SG Ratings) STUDENT GROWTH TOTAL RATING:						
Low (5-12) Average (13-17) High (18-20)						

Overall Rating (select from below based upon above information):					
NOTE: A teacher with a summative rating of "D" and a "Low" Student Growth Impact Rating will receive a summative rating of "P"					
	Unsatisfactory		Basic		Proficient
					Distinguished
Evaluator Comments (<i>required, and additional pages if necessary</i>):					

Teacher Comments (*optional, add additional pages if necessary*):

--

Evaluator (print):		Signature:		Date:	
Employee (print):		Signature:		Date:	

APPENDIX F.

FOCUSED EVALUATION

INSTRUCTIONS: Please enter the **Criteria Score** for the one (1) criteria area chosen for the Focused evaluation. Comments are **required** from the evaluator for the chosen criteria area. Then enter the applicable **Student Growth Score** (either for the chosen criteria with student growth) or for the selected student growth area.

Teacher:		Subject/Grade Level:		School Year:	
Evaluator:		School:		Date of Evaluation:	

<p>CRITERION 1: Centering instruction on high expectations for student achievement.</p> <ul style="list-style-type: none"> • P1: Connection to standards, broader purpose and transferable skill • P4: Communication of learning target(s) • P5: Success criteria and performance task(s) • SE3: Work high cognitive demand • CEC3: Discussion, collaboration and accountability 	<p>CRITERIA SCORE</p> <p>(1 to 4)</p>
<p>COMMENTS (required if this is the chosen Focused criteria):</p>	
<p>CRITERION 2: Demonstrating effective teaching practices.</p> <ul style="list-style-type: none"> • SE1: Quality of questioning • SE5: Expectation, support and opportunity for participation and meaning making • SE6: Substance of student talk • CP6: Scaffolds the task • CP7: Gradual release of responsibility 	<p>CRITERIA SCORE</p> <p>(1 to 4)</p>
<p>COMMENTS (required if this is the chosen Focused criteria):</p>	
<p>CRITERION 3: Recognizing individual student learning needs and developing strategies to address those needs.</p> <ul style="list-style-type: none"> • P3: Teaching point(s) are based on students' learning needs • SE2: Ownership of learning • SE4: Strategies that capitalize on learning needs of students • CP5: Differentiated instruction • A6: Teacher use of formative assessment data 	<p>CRITERIA SCORE</p> <p>(1 to 4)</p>
<p>COMMENTS (required if this is the chosen Focused criteria):</p>	

<p>CRITERION 4: Providing clear and intentional focus on subject matter content and curriculum.</p> <ul style="list-style-type: none"> • P2: Connection to previous and future lessons • CP1: Alignment of instructional materials and tasks • CP2: Discipline-specific conceptual understanding • CP3: Pedagogical content knowledge • CP4: Teacher knowledge of content 	<p>CRITERIA SCORE</p> <p>(1 to 4)</p>
<p>COMMENTS (required if this is the chosen Focused criteria):</p>	
<p>CRITERION 5: Fostering and managing a safe, positive learning environment.</p> <ul style="list-style-type: none"> • CEC1: Arrangement of classroom • CEC2: Accessibility and use of materials • CEC4: Use of learning time • CEC5: Managing student behavior • CEC6: Student status • CEC7: Norms for learning 	<p>CRITERIA SCORE</p> <p>(1 to 4)</p>
<p>COMMENTS (required if this is the chosen Focused criteria):</p>	
<p>CRITERION 6: Using multiple student data elements to modify instruction and improve student learning.</p> <ul style="list-style-type: none"> • A1: Self-assessment of learning connected to the success criteria • A2: Demonstration of learning • A3: Formative assessment opportunities • A4: Collection systems for formative assessment data • A5: Student use of assessment data 	<p>CRITERIA SCORE</p> <p>(1 to 4)</p>
<p>COMMENTS (required if this is the chosen Focused criteria):</p>	
<p>CRITERION 7: Communicating and collaborating with parents and the school community.</p> <ul style="list-style-type: none"> • PCC3: Parents and guardians • PCC4: Communication within the school community about student progress 	<p>CRITERIA SCORE</p> <p>(1 to 4)</p>
<p>COMMENTS (required if this the chosen Focused criteria):</p>	

<p>CRITERION 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.</p> <ul style="list-style-type: none"> • PCC1: Collaboration with peers and administrators to improve student learning. • PCC2: Professional and collegial relationships. • PCC5: Supports school, district, and state curriculum, policy and initiative. • PCC6: Ethics and advocacy 	<p>CRITERIA SCORE (1 to 4)</p>
<p>COMMENTS (required if this the chosen Focused criteria):</p>	

STUDENT GROWTH IMPACT RATINGS						
SG 3.1	SG 3.2	SG 6.1	SG 6.2	SG 8.1		
					<p>STUDENT GROWTH SCORE:</p>	

OVERALL RATING:						RATING:	
	Unsatisfactory		Basic		Proficient	Distinguished	

Evaluator Comments (*required, add additional pages if necessary*):

Teacher Comments (*optional, add additional pages if necessary*):

Evaluator (print):		Signature:		Date:	
Employee (print):		Signature:		Date:	

APPENDIX G.

**Lake Chelan School District/Lake Chelan Education Association
Evaluation Option Form**

Directions: Teachers will be notified by the 20th day of school whether the teacher will be evaluated using Comprehensive, Focused or Long Form evaluation process and who will be the assigned evaluator.

Employee Name:	
Building:	
Assignment:	
Evaluator:	
Date:	

This employee and administrator agree on the following evaluation option (checked):

	<p>COMPREHENSIVE: Provisional classroom teachers or continuing classroom teachers must be evaluated "COMPREHENSIVE" every (4) years. <i>Exception: An evaluator may choose to place a continuing classroom teacher on Comprehensive for performance development reasons.</i></p>
	<p>FOCUSED: Continuing classroom teachers who have been evaluated on Comprehensive must be moved to comprehensive every four (4) years.</p>

Evaluator Signature:		DATE:
----------------------	--	-------

Employee Input (optional)

Employee signature:		DATE:
---------------------	--	-------

APPENDIX H.

STUDENT GROWTH TEMPLATE: COMPREHENSIVE EVALUATION

Write Goals in all three areas (3, 6 and 8)

3.1 Student Goal Statement	
<i>My goal is</i>	
Context	
<i>Student subgroup or class not reaching full potential.</i>	<i>I used input from student families in developing the goal by...</i>
<i>My knowledge of students informed the goal by..? (quantitative & qualitative data ie..conversations, surveys, experiences, assessments,, work samples)</i>	<i>* All students will have the opportunity to be successful with this standard through... (strategies and scaffolds)</i>
Alignment	
<i>What essential standard is this aligned to?</i>	<i>How is this goal connected to students' cognitive and emotional engagement? ("Just right" goal, student interest and ownership)</i>
Assessment and Feedback	
<i>I will monitor progress by...(Formative and summative assessments)</i>	<i>Opportunities for student feedback on their learning experience will be provided through...</i>
<i>Students will engage, monitor and reflect in their learning by...</i>	
3.2 Analysis of Achievement of Student Growth Goal	
<i>Description of how the learning activities and instructional decisions impacted each student's progress.</i>	<i>Next steps for instruction</i>

** Not a critical attribute for SGG*

6.1 Student Goal Statement	
<i>My goal is</i>	
Context	
<i>My knowledge of students informed the goal by the use of multiple data elements. (quantitative & qualitative data ie..conversations, surveys, experiences, assessments,, work samples)</i>	<i>* All students will have the opportunity to be successful with this standard through... (strategies and scaffolds)</i>
Alignment	
<i>What essential standard is this aligned to?</i>	<i>How is this goal connected to students' cognitive and emotional engagement? ("Just right" goal, student interest and ownership)</i>
Assessment and Feedback	
<i>I will monitor progress by...(Formative and summative assessments)</i>	<i>Opportunities for student feedback on their learning experience will be provided through...</i>
<i>Students will engage, monitor and reflect in their learning by...</i>	
6.2 Analysis of Achievement of Student Growth Goal	
<i>Reflection on students that exceeded the goal students that met or nearly met the learning goal students that did not meet the learning goal</i>	<i>Next steps for each group.. Next steps for instruction.</i>

** Not a critical attribute for SGG*

8.1 Student Goal Statement	
<i>(Purpose: To learn together and make a positive impact on student learning)</i>	
My goal is	
Context	
<i>I created this goal in collaboration with:</i>	<i>My knowledge of students informed the goal (quantitative & qualitative data ie..conversations, surveys, experiences, assessments,, work samples)</i>
Alignment	
<i>What essential standard is this aligned to?</i>	<i>How is this goal connected to students' cognitive and emotional engagement? ("Just right" goal, student interest and ownership)</i>
Instruction and Assessment	
<i>Team instructional decisions</i>	<i>We will monitor progress by...(Formative and summative assessments)</i>

STUDENT GROWTH TEMPLATE - FOCUSED EVALUATION

Write Goals in one of the three areas (3, 6 or 8)

3.1 Student Goal Statement	
My goal is	
Context	
Student subgroup or class not reaching full potential.	I used input from student families in developing the goal by...
My knowledge of students informed the goal by..? (quantitative & qualitative data ie..conversations, surveys, experiences, assessments,, work samples)	* All students will have the opportunity to be successful with this standard through... (strategies and scaffolds)
Alignment	
What essential standard is this aligned to?	How is this goal connected to students' cognitive and emotional engagement? ("Just right" goal, student interest and ownership)
Assessment and Feedback	
I will monitor progress by...(Formative and summative assessments)	Opportunities for student feedback on their learning experience will be provided through...
Students will engage, monitor and reflect in their learning by...	
3.2 Analysis of Achievement of Student Growth Goal	
Description of how the learning activities and instructional decisions impacted each student's progress.	Next steps for instruction

* Not a critical attribute for SGG

6.1 Student Goal Statement	
My goal is	
Context	
My knowledge of students informed the goal by the use of multiple data elements. (quantitative & qualitative data ie..conversations, surveys, experiences, assessments,, work samples)	* All students will have the opportunity to be successful with this standard through... (strategies and scaffolds)
Alignment	
What essential standard is this aligned to?	How is this goal connected to students' cognitive and emotional engagement? ("Just right" goal, student interest and ownership)
Assessment and Feedback	
I will monitor progress by...(Formative and summative assessments)	Opportunities for student feedback on their learning experience will be provided through...
Students will engage, monitor and reflect in their learning by...	
6.2 Analysis of Achievement of Student Growth Goal	
Reflection on students that exceeded the goal students that met or nearly met the learning goal students that did not meet the learning goal	Next steps for each group.. Next steps for instruction.

* Not a critical attribute for SGG

8.1 Student Goal Statement	
(Purpose: To learn together and make a positive impact on student learning)	
My goal is	
Context	
I created this goal in collaboration with:	My knowledge of students informed the goal (quantitative & qualitative data ie..conversations, surveys, experiences, assessments,, work samples)
Alignment	
What essential standard is this aligned to?	How is this goal connected to students' cognitive and emotional engagement? ("Just right" goal, student interest and ownership)
Instruction and Assessment	
Team instructional decisions	We will monitor progress by...(Formative and summative assessments)

Observer:	Class to be Observed:	Date
Teacher:	Class Period/Time:	Click here to enter a date.

<p>Learning Target:</p> <p><i>What is the specific learning target for the lesson? Which standard is addressed by this learning target?</i></p>	
<p>Success Criteria & Assessment:</p> <p><i>What evidence will indicate/be collected to demonstrate to you and/or the students that success criteria have been met for this target?</i></p> <p><i>How will you differentiate instruction for different individuals or groups of students in the class?</i></p>	
<p>Curriculum</p> <p><i>How does this lesson fit into a unit plan or overall sequence of learning for this class?</i></p>	
<p>Student Engagement & Pedagogy</p> <p><i>How do you plan on engaging students in the learning? What will you do, what will students do? Will students be working in groups, independently or as a large group?</i></p>	
<p>Collection of data – Specific Feedback</p> <p><i>Is there any specific feedback you would like from me during this lesson?</i></p>	
<p>Special Information/Classroom Environment and Culture</p> <p><i>Are there any circumstances or students you wish to make me aware of?</i></p>	

APPENDIX J

OBSERVATION REPORT COMPREHENSIVE & FOCUSED

Employee's Name:	
Observer's Name:	
Date of Observation:	
Class/Group/Work Observed:	
Time of Observation:	From: _____ To: _____

CRITERION 1: Centering instruction on high expectations for student achievement.		Teacher/Student Evidence or Observation Notes
P1	<u>Purpose - Standards:</u> Connection to standards, broader purpose and transferable skills.	
P4	<u>Purpose: Learning Target:</u> Communication of learning target(s)	
P5	<u>Purpose: Learning Target:</u> Success criteria and performance task(s)	
SE3	<u>Student Engagement – Engagement Strategies:</u> High cognitive demand	
CE3	<u>Classroom Environment & Culture – Classroom Routines & Rituals:</u> Discussion, collaboration and accountability	

CRITERION 2: Demonstrating effective teaching practices.		Teacher/Student Evidence or Observation Notes
SE1	<u>Student Engagement – Intellectual Work:</u> Quality of questioning	
SE5	<u>Student Engagement – Engagement Strategies:</u> Expectation, support and opportunity for participation and meaning making.	
SE6	<u>Student Engagement – Talk:</u> Substance of student talk	
CP6	<u>Curriculum & Pedagogy – Scaffolds for Learning:</u> Scaffolds the task	
CP7	<u>Curriculum & Pedagogy – Scaffolds for Learning:</u> Gradual release of responsibility	

CRITERION 3: Recognizing individual student learning needs and developing strategies to address those needs.		Teacher/Student Evidence or Observation Notes
P3	<u>Purpose – Teaching Point:</u> Teaching point(s) are based on students’ learning needs.	
SE2	<u>Student Engagement – Intellectual Work:</u> Ownership of learning	
SE4	<u>Student Engagement – Intellectual Work:</u> Strategies that capitalize on learning needs of students.	
CP5	<u>Curriculum & Pedagogy – Teaching Approaches and/or Strategies:</u> Differentiated instruction	
A6	<u>Assessment for Student Learning - Adjustments:</u> Teacher use of formative assessment data	

STUDENT GROWTH CRITERION 3: Recognizing individual student learning needs and developing strategies to address those needs.		Teacher/Student Evidence or Observation Notes
	<u>Student Growth 3.1:</u> Establish Student Growth Goal(s)	
	<u>Student Growth 3.2:</u> Achievement of Student Growth Goal(s)	

CRITERION 4: Providing clear and intentional focus on subject matter content and curriculum.		Teacher/Student Evidence or Observation Notes
P2	<u>Purpose - Standards:</u> Connection to previous and future lessons.	
CP1	<u>Curriculum & Pedagogy - Curriculum:</u> Alignment of instructional materials and tasks	
CP2	<u>Curriculum & Pedagogy – Teaching Approaches and/or Strategies:</u> Discipline-specific conceptual	
CP3	<u>Curriculum & Pedagogy – Teaching Approaches and/or Strategies:</u> Pedagogical content knowledge	
CP4	<u>Curriculum & Pedagogy – Teaching Approaches and/or Strategies:</u> Teacher knowledge of content	

CRITERION 5: Fostering and managing a safe, positive learning environment.		Teacher/Student Evidence or Observation Notes
CEC1	<u>Classroom Environment & Culture – Use of Physical Environment:</u> <i>Arrangement of classroom</i>	
CEC2	<u>Classroom Environment & Culture – Use of Physical Environment:</u> <i>Accessibility and use of materials</i>	
CEC4	<u>Classroom Environment & Culture – Classroom Routines & Rituals:</u> <i>Use of learning time</i>	
CEC5	<u>Classroom Environment & Culture – Classroom Routines & Rituals:</u> <i>Managing student behavior</i>	
CEC6	<u>Classroom Environment & Culture – Classroom Culture:</u> <i>Student status</i>	
CEC7	<u>Classroom Environment & Culture – Classroom Culture:</u> <i>Norms for learning</i>	

CRITERION 6: Using multiple student data elements to modify instruction and improve student learning.		Teacher/Student Evidence or Observation Notes
A1	<u>Assessment for Student Learning - Assessment:</u> <i>Self-assessment of learning connected to the success.</i>	
A2	<u>Assessment for Student Learning - Assessment:</u> <i>Demonstration of learning</i>	
A3	<u>Assessment for Student Learning - Assessment:</u> <i>Formative assessment opportunities</i>	
A4	<u>Assessment for Student Learning - Assessment:</u> <i>Collection systems for formative assessment data</i>	
A5	<u>Assessment for Student Learning - Assessment:</u> <i>Student use of assessment data</i>	

STUDENT GROWTH CRITERION 6: Using multiple student data elements to modify instruction and improve student learning.		Teacher/Student Evidence or Observation Notes
	<u>Student Growth 6.1:</u> <i>Establish Student Growth Goal(s)</i>	
	<u>Student Growth 6.2:</u> <i>Achievement of Student Growth Goal(s)</i>	

CRITERION 7: Communicating and collaborating with parents and the school community.		Teacher/Student Evidence or Observation Notes
PCC3	<u>Professional Collaboration & Communication – Communication and Collaboration:</u> <i>Parents and guardians</i>	
PCC4	<u>Professional Collaboration & Communication – Communication and Collaboration:</u> <i>Communication within the school community about student progress</i>	

CRITERION 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.		Teacher/Student Evidence or Observation Notes
PCC1	<u>Professional Collaboration & Communication –Professional Learning and Collaboration:</u> <i>Collaboration with peers and administrators to improve student learning.</i>	
PCC2	<u>Professional Collaboration & Communication –Professional Learning and Collaboration:</u> <i>Professional and collegial relationships</i>	
PCC5	<u>Professional Collaboration & Communication –Professional Learning and Collaboration:</u> <i>Supports school, district, and state curriculum, policy and initiatives</i>	
PCC6	<u>Professional Collaboration & Communication:</u> <i>Ethics & Advocacy</i>	

STUDENT GROWTH CRITERION 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	Teacher/Student Evidence or Observation Notes
	<i>Student Growth 8.1: Establish Student Growth Goal(s)</i>

Date of Post-Observation Communication: _____

Employee Signature:		Date:	
Observer's Signature:		Date:	

APPENDIX K.

EDUCATIONAL SUPPORT STAFF FINAL EVALUATION REPORT
(Physical Therapists, Occupational Therapists, Speech Language Pathologist, Psychologists, Nurses)

EDUCATIONAL SUPPORT STAFF EVALUATION REPORT

TYPE OF EVALUATION

Name _____ Annual
School _____ 90 Day
Assignment (Title) _____ Other

Description of Responsibilities:

Observation Record: A minimum of two (2) observations except for employees who are probationary, provisional or non-continuing status. These employees will have a minimum of four (4) observations.

Date _____ Class/Activity _____ Length of Observation _____
Date _____ Class/Activity _____ Length of Observation _____
Date _____ Class/Activity _____ Length of Observation _____
Date _____ Class/Activity _____ Length of Observation _____
Date _____ Class/Activity _____ Length of Observation _____

It is my judgment, based upon adopted criteria, that this certificated employee's overall performance has been

Satisfactory/Unsatisfactory

Date _____ Evaluator _____

Date _____ Employee _____

(My signature indicates that I have seen this evaluation. It does not necessarily indicate agreement with the findings.)

APPENDIX L.

OBSERVATION FORM EDUCATIONAL SUPPORT STAFF
[PHYSICAL THERAPISTS, OCCUPATIONAL THERAPISTS, SPEECH LANGUAGE
PATHOLOGIST (SLP), PSYCHOLOGISTS, NURSES]

TEACHER NAME: _____ DATE: _____ ACTIVITY _____

PERIOD: _____ TIME OBSERVATION STARTED _____ TIME CONCLUDED _____

Criterion 1: SPECIALIZED SKILL: The employee demonstrates competency (knowledge and skill) in designing and conducting activities related to the work assignment.

- 1.1 Organizes the work/case load to accomplish assigned tasks in an effective and timely manner;
- 1.2 Plans and effectively manages all work activities in accordance with legal requirements and District practices;
- 1.3 Uses assessment/evaluation techniques and data appropriately;
- 1.4 Establishes immediate and long range objectives for major responsibilities;
- 1.5 Involves others appropriately in carrying out major responsibilities.

Comments: _____

Criterion 2: PROFESSIONAL PREPARATION/KNOWLEDGE OF SPECIALIZED FIELD: The employee demonstrates a knowledge of educational theory and specialized field/techniques.

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

Comments: _____

Criterion 3: SPECIAL ENVIRONMENT: The employee demonstrates competency (knowledge learning and skill) in organizing and managing the technical and human elements to promote a positive environment.

- 3.1 Establishes clear expectations for students and other personnel within framework of responsibility;
- 3.2 Is consistent and fair in dealing with student discipline;
- 3.3 Makes effective use of specialized materials and equipment;
- 3.4 Interrelates technical expertise with other specialized personnel;
- 3.5 Demonstrates skill in human relations.

Comments: _____

Criterion 4: EDUCATIONAL LEADERSHIP: The employee promotes professional growth by demonstrating interest in work assignment and developing positive collegial relationships.

- 4.1 Has made sufficient progress to complete professional goals;
- 4.2 Accepts constructive criticism and implements suggestions for improvement;
- 4.3 Shares school responsibilities as appropriate for the time spent in building;
- 4.4 Acts as resource and referral to other District personnel and outside agencies;
- 4.5 Participates in professional organizations.

Comments: _____

Criterion 5: PARENT-COMMUNITY INVOLVEMENT: The employee fosters communication with parents and community.

- 5.1 Acts as a resource to parents and keeps them informed of student progress;
- 5.2 Plans and conducts an effective parent conference;
- 5.3 Promotes positive school-community relationships.

Comments: _____

Evaluator's Comment:

Employee Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

APPENDIX M.

COUNSELOR EVALUATION REPORT

COUNSELOR REPORT

TYPE OF EVALUATION

Name _____ Annual
 School _____ 90 Day
 Assignment (Title) _____ Other

Description of Responsibilities:

Observation Record: A minimum of two (2) observations except for employees who are probationary, provisional or non-continuing status. These employees will have a minimum of four (4) observations.

<u>Date</u>	<u>Class/Activity</u>	<u>Length of Observation</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

It is my judgment, based upon adopted criteria, that this certificated employee's overall performance has been

 Satisfactory/Unsatisfactory

Date _____ Evaluator _____

Date _____ Employee _____

(My signature indicates that I have seen this evaluation. It does not necessarily indicate Agreement with the findings.)

APPENDIX N.

LAKE CHELAN SCHOOL DISTRICT COUNSELOR EVALUATION FORM

School Counselor:	School:	Date: Click here to enter a date.
Principal/Supervisor:		Evaluation Type: Choose an item.

Criterion 1	Score
<p>Criterion 1: School Counseling Program. Develop, lead, and evaluate a data-driven school counseling program that is comprehensive, utilizes best practice and advances the mission of the school.</p> <p>1.A Implements a comprehensive school counseling program aligned with the mission of the school.</p> <p>1.B Works with stakeholders to define, use, and communicate measureable career, personal/social, and academic benchmarks/outcomes.</p> <p>1.C Works with stakeholders to use a variety of data to inform decision-making and demonstrate accountability.</p> <p>1.D Seeks and adapts informational resources and technology to respond to the individual and system needs in delivery and evaluation of a comprehensive program.</p>	Choose an item.
Evidence:	
Reflection:	
Criterion 2	Score
<p>Criterion 2: Student Learning and Assessment. Use knowledge of pedagogy, child development, individual differences, learning barriers, and Washington State learning requirements to support student learning. Work effectively with other educators to monitor and improve student success.</p> <p>2.A Analyze and utilize assessment information to facilitate interventions that promote student success.</p> <p>2.B Apply strategies, methods, and results in working with other educators and families to support student learning needs.</p> <p>2.C Recognize and respond accurately to the multiple factors that may affect student success.</p> <p>2.D Develop and conduct strength-based programs that promote student career development and life role readiness.</p>	Choose an item.
Evidence:	
Reflection:	

Criterion 3	Score
<p>Criterion 3: Counseling Theories and Techniques. Use a variety of research-based counseling approaches to provide prevention, intervention, and responsive services to meet academic, personal/social and career development needs of all students.</p> <p>3.A Builds respective and positive relationships with students, families, and staff members in order to effectively support student development and facilitate transitions.</p> <p>3.B Effectively applies best practices to respond to a range of student needs and disruptions to the learning environment.</p> <p>3.C Identifies student needs through consultation and assessment; develops individual and group interventions to promote academic and life success.</p> <p>3.D Leads in the planning and implementation of research-based school counseling programs designed to meet the identified needs of students.</p>	Choose an item.
<p>Evidence:</p>	
<p>Reflection:</p>	
Criterion 4	Score
<p>Criterion 4: Equity, Advocacy, and Diversity. Understand cultural contexts in a multicultural society, demonstrate fairness, equity, and sensitivity to every student, and advocate for equitable access to instructional programs and activities.</p> <p>4.A Collaborate in providing culturally relevant counseling, instruction, and communication.</p> <p>4.B Collaborate with educators and families to integrate the academic language needs of students in comprehensive school counseling practice.</p> <p>4.C Collaborate in the development of school policies, programs, and services that are equitable, responsive, and prevent harassment and marginalizing behaviors.</p>	Choose an item.
<p>Evidence:</p>	
<p>Reflection:</p>	

Criterion 5	Score
<p>Criterion 5: School Climate and Collaboration. Collaborate with colleagues, families, and community members to establish and foster an inclusive, nurturing, and physically safe learning environment for students, staff, and families.</p> <p>5.A Builds collaborative relationships with school, family, and community stakeholders to foster a positive school learning environment.</p> <p>5.B Monitors student needs data to identify school-wide needs and safety concerns; communicates effective school counseling program response to concerns.</p> <p>5.C Utilizes data and systems change theory to advocate for school policies, programs, and services that enhance a positive school climate.</p> <p>5.D Facilitates teams to address school-wide needs and prepare for disasters and crises.</p>	Choose an item.
Evidence:	
Reflection:	
Criterion 6	Score
<p>Criterion 6: Professional Identity and Ethical Practice. Engage in continuous professional growth and development and advocate for appropriate school counselor identity and roles. Adhere to ethical practices and to the Washington State and federal policies, laws, and legislation relevant to school counseling.</p> <p>6.A Engages in professional growth planning as a habit of practice, accessing the expertise of peers and professional associations.</p> <p>6.B Models reflective practice and modification of behavior to peers.</p> <p>6.C Facilitates conversations and rationale for counselor identity and program.</p> <p>6.D Collaborates with others to assure adherence to ethical and legal standards in school counseling, including prevention and reporting of child abuse and neglect, harassment, intimidation, and bullying.</p>	Choose an item.
Evidence:	
Reflection:	

Criterion 7	Score
<p>Criterion 7: Career and College Readiness.</p> <p>7.1 Provides leadership in personalized planning and development of the High School and Beyond Plan.</p> <p>7.2 Utilizes current and accurate career information in career planning.</p> <p>7.3 Partners with families and school community.</p> <p>7.4 Demonstrates cultural competency.</p> <p>7.5 Participates in professional development to assure best practice.</p>	Choose an item.
Evidence:	
Reflection:	
Criterion 8	Score
<p>Criterion 8: Closing the Gap. Demonstrate a commitment to closing the achievement gap.</p> <p>8.1 Identifies barriers to achievement and knows how to close resulting gaps.</p> <p>8.2 Demonstrates a commitment to close the achievement gap using evidence-based school counseling practices.</p> <p>8.3 Provides evidence of growth in student learning.</p>	Choose an item.
Evidence:	
Reflection:	

Overall Total of Criterion Scores (Projected based on self-assessment)				Total=
State Summative Scoring Band				
Total of Criterion Scores	8-14	15-21	22-28	29-32
Summative Rating	Unsatisfactory	Basic	Proficient	Distinguished

Evaluator Comments/Feedback:

School Counselor Summative Evaluation	
It is my judgment that based upon adopted criteria and summative scoring band this employee's performance has been:	
Choose an item.	
School Counselor Signature:	Principal/Supervisor Signature:
<p>The certificated employee's signature indicates that the evaluatee has read and discussed the evaluation in a conference with the evaluator.</p> <p>The evaluatee has the right of addendum; if such a statement is to be attached, check here. <input type="checkbox"/></p> <p>**Such addendum must bear the signature of the evaluator, indicated only that h/she has seen it.</p>	

APPENDIX O.

TRANSFER REQUEST FORM

NAME OF EMPLOYEE REQUESTING TRANSFER: _____

CURRENT BUILDING: _____

GRADE LEVEL/SUBJECT: _____

REQUESTED ASSIGNMENT: (INCLUDING 1ST, 2ND AND 3RD CHOICE)

BUILDING	GRADE LEVEL/SUBJECT
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

DATE OF REQUEST: _____

/_____/ I WISH TO RECEIVE COPIES OF SUMMER AND VACATION POSTINGS;
ADDRESS/E-MAIL TO WHICH SUCH POSTINGS SHOULD BE SENT:

SIGNATURE OF EMPLOYEE: _____

DATE: _____

Employees requesting a transfer shall complete and file a request for transfer with the Superintendent by February 15 or as an opening occurs.

APPENDIX P.

GRIEVANCE FORM

Name Of Grievant: _____

Assignment _____ Building _____

Date _____

Person To Whom Grievance Is Submitted _____

Specific Contract Article, Board Policy, Code, Rule, Regulation, Practice, Or Health Or Safety
Condition Violated: _____

Brief Description of Grievance: _____

Date Violation Occurred: _____

Date Grievant Became Aware Of Violation: _____

Remedy Sought: _____

Signature Of Grievant: _____

Date: _____

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

APPENDIX Q.

CREDIT/CECH TUITION REIMBURSEMENT FORM

Tuition reimbursement up to \$400 annually shall be made by the District for the successful completion of academic classes subject to the following provisions:

- Qualifications: Employees who have continuing education courses required for certification.
- Prior Approval: Submit the Credit Approval/Tuition Reimbursement Form prior to taking the course.
- Upon Completion: You must submit:
 1. Copy of Prior Approval
 2. Receipt or proof of payment
 3. Transcript or grade report
 4. Tuition Reimbursement Request
- Reimbursement: Complete paperwork received before the end of the month, will be reimbursed by the 10th of the following month.

Name _____ Date _____

College/Sponsoring Provider _____

Date(s) of Attendance _____

Course Completed _____

Hours Earned _____ Circle one: CECH/Quarter/Semester

Total Tuition Cost \$ _____

This is to certify that:

1. I qualify for tuition reimbursement as outlined in the Collective Bargaining Agreement.
2. I received prior approval as indicated by the “Credit Approval/Tuition Reimbursement” form previously submitted.
3. I have submitted all required paperwork to complete this transaction.
4. I request reimbursement for the cost of tuition.

My total tuition cost will exceed \$400. Please include me in the tuition reimbursement pool. I recognize that my total tuition reimbursement shall not exceed a total of \$1000 for any school year (September 1 through August 31). I also recognize that I may not receive any additional tuition reimbursement based on the amount remaining in the tuition reimbursement pool. _____ (please initial)

Signature

Date

[Note: In the event of a double M & O levy failure these dollars would be canceled during the school year following that failure and be reinstated upon passage of the levy.]

APPENDIX R:

LAKE CHELAN SCHOOL DISTRICT SALARY PLACEMENT APPROVAL FORM

<p>ELIGIBLE ACADEMIC, INSERVICE, OR NONDEGREE CREDITS TO BE RECOGNIZED FOR PLACEMENT ON SALARY ALLOCATION DOCUMENTS</p>	
Employee's Name _____	Date _____
Current Assignment _____	

Instructions

- Enter in the table below the requested information about each course. Use the list of criteria below to determine which numbers to put in the last column.
- Classes must be approved by Building Principal
- Forward completed form to District Office.

Date/ Term	Institution or Provider	Course Title	Number of Quarter Credits or Equivalent	Criteria (identify number below)

At the time credits are recognized by the school district the content of the course must meet at least one of the following and be reportable for district reimbursement on the S275:

1. It is consistent with the school district's strategic plan for improving student learning.
2. It is consistent with a school-based plan for improving student learning developed under student learning improvement block grants for the school in which the individual its assigned.
3. It pertains to the individual's current teaching and or coaching assignment or expected assignment for the following school year.
4. It is necessary for obtaining endorsement as prescribed by the State Board of Education.
5. It is specifically required for obtaining advanced levels of certification.
6. It is included in college or university degree program that pertains to the individual's current assignment or potential future assignment as a certificated instructional staff of the school district, where the potential future assignment is agreed upon by the school district and the individual.

EMPLOYEE SIGNATURE DATE

PRINCIPAL SIGNATURE DATE

DISTRICT DESIGNEE SIGNATURE DATE

APPENDIX S.

MENTOR TEACHER RESPONSIBILITIES- SUPPLEMENTAL CONTACT

Mentor teachers working with non-experienced provisional certificated employees shall receive a stipend of \$500.00 on a supplemental contract at the conclusion of the school year and provide support as outlined by OSPI guidelines through the Teacher Assistance Program. The supplemental contract below may be submitted to the district office for payment at the conclusion of the school year:

Non-experienced provisional employees can expect, during their first year with the district:

- o Mentoring from an experienced, exemplary teacher or ESA (who is not permitted to play a role in the formal evaluation)
- o Release time for mentor to come in to new teacher’s classroom or workspace to observe and time for new teacher to observe mentor and other teachers/ESAs.
- o An orientation to the district and school.
- o Training or assistance from mentor in a number of important topics for first year teachers or ESAs.
- o Help from mentor in developing a plan for the new teacher’s professional growth.

In the event of a double M&O levy failure these dollars will be canceled during the school year following that failure and be reinstated upon passage of the levy.

<p>SUPPLEMENTAL CONTRACT LAKE CHELAN SCHOOL DISTRICT #129 CERTIFICATED STAFF</p>

I, _____, AGREE TO PERFORM THE FOLLOWING SERVICES AND LAKE CHELAN SCHOOL DISTRICT #129 AGREES TO PAY THE FOLLOWING AMOUNTS:

ACTIVITY: MENTOR TEACHER STIPEND	TOTAL
\$500.00	

NAME OF NON-EXPERIENCED, PROVISIONAL EMPLOYEE, MENTORED:

AMOUNT WILL BE PAID IN ONE MONTHLY PAYMENTS BEGINNING _____.

This contract relating to interscholastic, extracurricular or other special services is not covered by RCW 27.67.070 and may be canceled by the school district by written notice to the employee.

EMPLOYEE’S SIGNATURE

DATE _____

BARRY DEPAOLI, SUPERINTENDENT

DATE _____

Please sign and return the entire form to the district office.

[Note: In the event of a double M & O levy failure these dollars would be canceled during the school year following that failure and be reinstated upon passage of the levy.]

APPENDIX T.

PERSONAL LEAVE COMPENSATION FORM/SUPPLEMENTAL CONTRACT

SUPPLEMENTAL CONTRACT
LAKE CHELAN SCHOOL DISTRICT #129
CERTIFICATED STAFF

I, _____ AGREE TO PERFORM THE FOLLOWING SERVICES AND LAKE CHELAN SCHOOL DISTRICT #129 AGREES TO PAY THE FOLLOWING AMOUNTS:

I am requesting compensation for _____ unused personal leave days @ \$200 per day to be paid in my July payroll check for a total of \$ _____.

[Part time certified staff will be compensated based on their FTE times \$150 per day]

This contract relating to interscholastic, extracurricular or other special services is not covered by RCW 27.67.070 and may be canceled by the school district by written notice to the employee.

EMPLOYEE SIGNATURE: _____

DATE OF SIGNATURE: _____

BARRY DEPAOLI, SUPERINTENDENT

Please sign and return the entire form to the district office.

Thank you.

Certified employees who do not use their personal leave days may be compensated in their July check for up to **three** unused personal leave days at the rate of one hundred dollars per day. Part time staff will be compensated based on their FTE multiplied by \$200 per day. Form must be submitted by June 30th annually.

[Note: In the event of a double M & O levy failure these dollars would be canceled during the school year following that failure and be reinstated upon passage of the levy.]

APPENDIX U.

LEAVE WITHOUT PAY REQUEST FORM

LEAVE WITHOUT PAY LAKE CHELAN SCHOOL DISTRICT #129 CERTIFICATED STAFF

I, _____, request _____ days (up to 3) of leave without pay. REQUESTS FOR LEAVE WITHOUT PAY MUST BE MADE AT LEAST 2 WEEKS IN ADVANCE PRIOR TO LEAVE DAY(S).

_____ (initials). I have used all my Personal Leave Days.

_____ (initials). I recognize that my 180-day contract as well as retirement, supplemental contracts (District Directed Days) shall be adjusted in June to reflect my FTE status (less than 1.0 FTE).

_____ (initials). Leave Without Pay shall not be used to extend Personal Leave or vacation.

EMPLOYEE SIGNATURE: _____ **DATE:** _____

PRINCIPAL SIGNATURE: _____ **DATE:** _____

SUPERINTENDENT SIGNATURE: _____ **DATE:** _____

APPENDIX V.

STIPEND FOR COLLEGE IN THE CLASSROOM

College in the High School: \$850.00 per five (5) credit taught or \$680 per four (4) credit taught, paid upon completion of the course. Eligible staff must meet all requirements of attaining and retraining a four-year College or University Adjunct Professor status or Advanced Placement requirements of the College Board Curriculum. These classes must potentially translate into a five (5) or four (4) credit college course which is equivalent to (1) credit at Chelan High School. The high school principal will meet with the staff annually to review clerical and administrative duties as well as complete the form Appendix V: Stipend for College in the Classroom.

Instructor's Name _____

Institution Providing the College Credit _____

Course Title _____ Credits _____

Start Date _____ Completion Date _____

Instructor's Signature _____

Administrator's Signature _____

[Note: In the event of a double M & O levy failure these dollars would be canceled during the school year following that failure and be reinstated upon passage of the levy.]

APPENDIX W.

ELEMENTARY SPECIALISTS OVERLOAD REIMBURSEMENT

Elementary Specialists Reimbursement Per Month

Classes in Overload	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
1	\$10	\$10	\$10	\$5	\$10	\$ 10	\$ 10	\$10	\$ 10	\$5
2	\$20	\$20	\$20	\$10	\$20	\$ 20	\$20	\$20	\$ 20	\$10
3	\$30	\$30	\$30	\$15	\$30	\$ 30	\$30	\$30	\$ 30	15
4	\$40	\$40	\$40	\$20	\$40	\$ 40	\$40	\$40	\$ 40	\$20
5	\$50	\$50	\$50	\$25	\$50	\$ 50	\$50	\$50	\$ 50	\$25
6	\$ 0	\$60	\$60	\$30	\$60	\$ 60	\$60	60	\$60	\$30

By June 30th, Elementary Specialists shall submit Overload Reimbursement Form. Teachers will submit 1 form for the year documenting overloads for each month.

September **Classes in Overload**_____ **Stipend**_____

October **Classes in Overload**_____ **Stipend**_____

November **Classes in Overload**_____ **Stipend**_____

December **Classes in Overload**_____ **Stipend**_____

January **Classes in Overload**_____ **Stipend**_____

February **Classes in Overload**_____ **Stipend**_____

March **Classes in Overload**_____ **Stipend**_____

April **Classes in Overload**_____ **Stipend**_____

May **Classes in Overload**_____ **Stipend**_____

June **Classes in Overload**_____ **Stipend**_____

Total _____

EMPLOYEE SIGNATURE: _____ **DATE:** _____

PRINCIPAL SIGNATURE: _____ **DATE:** _____

I, DO CERTIFY UNDER PENALTY OF PERJURY THAT THE SERVICES RENDERED AS DESCRIBED HEREIN IS IN COMPLIANCE WITH THE REQUIREMENTS OF THE CONTRACT.

[Note: In the event of a double M & O levy failure these dollars would be canceled during the school year following that failure and be reinstated upon passage of the levy.]

APPENDIX X.

Lake Chelan School District Optional Time Verification Form

Technology Related

When considering 21st century skills, three major competencies surface: creativity/critical thinking, communication/collaboration, and digital age literacy. To develop these skills, we need classrooms where students are working in teams and using technology to build creative, meaningful content that reflects their understanding and learning. In such environments, teachers often act as facilitators and mentors. Improving lessons by incorporating the use of technology to increase student engagement.

- Researching adaptive software
- Incorporating lessons into the Canvas platform
- Increasing knowledge in the use of current data programs (Skyward, Homeroom etc.)

EMPLOYEE NAME: _____

Dates:	Description of work:	Hours Worked:
Total Hours Worked		7.5 hours

*Time verification form must be received by the last day of school to be paid.

Employee Signature: _____ Date: _____

Principal Signature: _____ Date: _____

APPENDIX Y.

**Lake Chelan School District Optional
Time Verification Form
2024-27**

August Optional Days

Certificated staff can be paid for two (2) days for August classroom work. Time spent on setting up and preparing your classroom can be time sheeted up to the equivalent of two (2) days – 15 hours.

EMPLOYEE NAME: _____

Date:	Time:	Description of Work:	Hours Worked:
Total Hours Worked			15 hours

*Time verification form must be received by the last day of school to be paid.

Employee Signature: _____

Date: _____

Principal Signature: _____

Date: _____

APPENDIX Z.

**LAKE CHELAN SCHOOL DISTRICT 129
2024-27 CERTIFICATED LOSS OF PLAN TIME FORM**

An employee shall not be asked to assume responsibility of another employee's class except in the case of unforeseen emergency or when, because of time limitations, arrangements for a regular substitute cannot be made. Assignments for coverage of another employee's class shall be paid at \$40 per class period.

NOTE: Plan time coverage must be approved first by the building principal.

Employee requesting coverage _____
Date of coverage _____ Time of coverage _____
Reason for request _____
Employee signature _____

Employee substituting during prep time _____
--

_____ AGREES TO PERFORM THE FOLLOWING SERVICES AND LAKE
(substitute employee)
CHELAN SCHOOL DISTRICT AGREE TO PAY THE FOLLOWING AMOUNT:

\$40 PER CLASS PERIOD FOR A TOTAL OF \$ _____ DURING THE MONTH OF _____
FOR PERFORMING CLASS COVERAGE DURING PLANNING TIME.

THIS CONTRACT RELATING TO INTERSCHOLASTIC, EXTRACURRICULAR OR OTHER SPECIAL SERVICES IS NOT COVERED BY RCW 27.67.070 AND MAY BE CANCELED BY THE SCHOOL DISTRICT WITH WRITTEN NOTICE TO THE EMPLOYEE.

SUBSTITUTE EMPLOYEE SIGNATURE: _____ DATE: _____

SUPERINTENDENT SIGNATURE: _____ DATE: _____

APPENDIX AA.

**MEMORANDUM OF UNDERSTANDING
BETWEEN LAKE CHELAN SCHOOL DISTRICT AND
LAKE CHELAN EDUCATION ASSOCIATION**

The parties agree that for the 2026-27 School Year only, *Article VI. Instruction, Section C. Class Size*, will be modified as follows:

Section C. Class Size

2. Limits: The Association and District recognize the importance of maintaining a reasonable pupil-teacher ratio that provides for quality education. Additionally, the parties acknowledge that the legislature has allocated funds to staff the Basic Education Act program. The ratio includes all certificated classroom teachers, specialists, and instructional support personnel.

It is the intent of the District to provide the greatest possible number of staff at the classroom level consistent with the staffing pattern established by the state. To this end, the District will make every effort to maintain class sizes equal to or less than the following:

K	19:1
1	21:1
2-3	23:1
4-5	26:1
6	27:1
9-12	28:1 Math, Science and English
7-12	29 students per period
6-12	P.E. 32:1 students per period (Lab classes and number of workstations to be mutually determined by employee and principal.)
5-12	Performance classes (drama, dance, choir, and band) will be exempt from overload limits.

5. Class Size Adjustments: Class size will be evaluated annually following the official count day in September. Due to the fact that the District is affected by increased enrollment seasonally, enrollment data will be adjusted. (The average of the quotients of the annual average enrollment divided by that year's highest monthly enrollment.)

Should enrollment exceed the above guidelines, the classroom teachers so affected and the building principal will meet to discuss and recommend solutions that may include, but not limited to the following: (In no priority order.)

- Combined grade level classes
- Balancing classes or re-scheduling
- Additional aide time
- Additional certificated support and/or instructional support time
- Additional staff or class sections
- Elimination of low enrollment classes and reassignment of classroom teachers to higher need areas

- Individual classroom teacher may agree to a single period increased class load
- Employee pay, as a last resort, if the overload affects an elementary employee, the pay shall be twelve dollars (\$12) ~~fourteen dollars (\$14)~~ per student per day. If the overload affects an elementary specialist, reference Appendix W. If the overload affects a secondary employee, the pay shall be three dollars (\$3.00) per student section (one student for one regular class period). Employees shall be paid from the first day of the overload after the discussion with the principal and team. The District may make downward adjustments of any class size at any time.
- Other

The recommendation of the classroom teachers and principal will be submitted to the Superintendent within three (3) days of its completion. The Superintendent will make a decision based on the best interest of the district and students.

[Note: In the event of a double M & O levy failure these dollars would be canceled during the school year following that failure and be reinstated upon passage of the levy.]

6. Counselor to Student Ratio Limits

Limits: K-12 counselors to students (FTE) 500:1 based on average yearly FTE. If the ratios are exceeded, the district will, in no priority order, provide:

- Contracted services
- Additional certified time
- Para educator time
- Assign case to other staff

[Funding tied to M&O dollars. In the event of a double M&O levy failure these dollars will be canceled during the school year following that failure and be reinstated upon passage of the levy.]

7. Special Education

Special education students will be evenly disbursed among all grade level teachers.

For the District

For the Association