

AGREEMENT

Between

**OLYMPIA SCHOOL DISTRICT NO. 111
AND
OLYMPIA EDUCATION ASSOCIATION**

SEPTEMBER 1, 2025 THROUGH AUGUST 31, 2028

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PREAMBLE

This Agreement is by and between the Olympia School District III hereinafter called the "District", and the Olympia Education Association, hereinafter called the "Association". The Olympia Education Association is affiliated with the Washington Education Association (WEA) and the National Education Association (NEA).

ARTICLE I RECOGNITION

Section 1 The Association

Pursuant to RCW CH. 41.59, the parties jointly recognize the Association as the exclusive bargaining agent for non-supervisory certificated personnel, and excluding employees employed in the positions of Superintendent, Assistant Superintendent, District-Level Certificated Administrator, Administrative Assistant, Coordinator, Supervisor, Principal, Assistant Principal, Vice Principal, confidential employee, and other employees who are excluded by law; PROVIDED that any coordinator or supervisor whose teaching assignment is half time or more shall be represented by the Association.

Substitutes will be converted to regular salary schedule placement: if they have worked forty-five continuous days in the same assignment.

Substitutes will be reviewed for conversion to regular salary schedule placement and shall be considered members of the bargaining unit, if the individual on leave has no sick leave or the substitute has full planning, reporting and/or grading responsibilities. The members will be provided the provisions of Article I; II (except 10 and 11); III, 1; III, 3; III, 4; III, 7; III, 9, III, 10; IV, 1, B; VI, X; XIII; XVIII and XIX.

Substitute teachers will, upon completion of a user agreement, be granted access to the District's computer system.

The parties agree that a substitute teacher may use the preparation period normally assigned to the teacher being replaced for preparation purposes; PROVIDED that a principal may require a substitute to work during that period if the substitute is employed for the express purpose of "floating" from one teacher's class to another and PROVIDED further that a principal may ask that a substitute teacher use preparation time for other than personal preparation purposes (as is the case with regular teachers). The parties further agree that substitute teachers are subject to the same provision regarding dispensing of medication as regular Article III, section 9).

Section 2 Management Rights

The management of the District and the direction of the work force are vested with the Employer subject to the terms of this Agreement. All matters not covered by the language of this Agreement shall be administered for the duration of the Agreement by the Employer in accordance with such policies and procedures as it from time to time shall determine. In exercising this prerogative, the Employer agrees that nothing contained herein shall be interpreted and/or applied so as to eliminate, reduce, or otherwise detract from current salary schedules or other monetary benefits. This Agreement shall supersede all written policies or practices which are contrary to or inconsistent with its terms, and further provides that no policies or practices will be adopted which are contrary to or inconsistent with its terms, during the period of this Agreement.

Section 3 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 this Agreement is contrary to law, such provision or application shall be given effect only to the extent permitted by law, and all other provisions or applications of the Agreement shall continue in full force and effect.

ARTICLE II ASSOCIATION RIGHTS

Section 1 Use of Buildings, Equipment, Communication Services and Bulletin Boards, Hold Harmless

- **Use of Buildings**

Authorized representatives of the Association will have the right to use school-building facilities for meetings regarding official Association business outside of school hours pursuant to the following guidelines:

1. The buildings and grounds of the District are primarily for school district use. No use of facilities will be approved which interferes with the school program or operation.
2. Before a District facility may be used, approval must be obtained on the appropriate application form supplied by the District.

- **Use of Equipment**

The Association will have the right to use District office equipment pursuant to the following guidelines:

- Such use of District equipment shall be subject to the approval of the building administrator and shall not be approved when such use will interfere with the school program.
- The Association shall reimburse the District for such use and the cost of any repairs or damages to equipment, which is shown to result from Association use.

- **Use of District Communication Services**

The Association shall have the right to use the District's communication services (e.g. mail service, email, teacher mailboxes, phones, etc) for communication purposes related to the Association's role as bargaining representative in compliance with state and federal laws and regulations and the terms and conditions of this Agreement, provided that the use of the communication service shall not disrupt or interfere with normal District operation or added costs for the District. Such communications shall be on official Association letterhead or be bylined by appropriate Association official issuing the communication. Such communications shall not contain anything of a partisan political nature or violate the guidelines of the Public Disclosure Commission or law.

- **Use of Bulletin Boards**

A bulletin board will be provided in each school for the use of the Association. Bulletins posted by the Association are the responsibility of the officials of the Association and shall be limited to official Association business. The District shall not assume responsibility or liability for any notices posted.

- **Hold Harmless**

The Association expressly agrees to indemnify and hold the District harmless against any and all claims, demands, suits, attorneys' fees, or other forms of liability that may arise out of or by reason of the District's compliance with the terms of this section.

Section 2 Distribution of the Agreement

The employer shall make this agreement available to members represented by the OEA, within thirty (30) working days following ratification by the Board, by posting it on the appropriate District website, providing one copy to each building, a copy to each Building Representative, and a copy to the OEA Office.

Section 3 Access and Association Business

Duly authorized representatives of the Association shall be permitted access to District buildings for the purpose of transacting official Association business; provided that such access and transacting of Association business shall not disrupt or interfere with normal District operations as determined by the administration. Such representatives shall notify the building principal or designee prior to entering a building for the purpose of contacting individual members of the bargaining unit.

Section 4 Availability of Information

The District shall make available to the Association, within three working days after the President's request to the Superintendent, information needed in the representation of members of the bargaining unit. If additional time is necessary to compile information, this three-day period will be extended at the District's request. Such information shall include financial data, information that may be necessary for the processing of grievances or complaints, or information needed for the preparation of bargaining proposals.

Upon receipt of a written request, the District will make available for the Association a copy of:

- A. Each medical, dental and liability insurance contract applicable to employees covered by this Agreement.
- B. The administrative procedures for the placement of employees on the Salary Schedule (App. C).
- C. The names of all substitute certificated personnel within the Public Schools Personnel Cooperative (PSPC) as such list is available from the PSPC.
- D. A list of new employees represented by the Association immediately after action by the Board to hire them.
- E. A list of job descriptions for all bargaining unit positions.

Personnel information required by the Association shall be made available as permitted under state and federal laws and regulations provided that a signed request is submitted by the employee involved designating the information to be released.

When employee feedback is solicited via survey for district or building-level decision-making purposes, survey results will be published to relevant employee groups within 10 school days of the survey's closing date.

Section 5 Association Meetings

The Association agrees that meetings of members will not interfere with the school program as determined by the building administrator. The District acknowledges that Association meetings generally will be held on Wednesday afternoons, after school hours, and will instruct administrative personnel to avoid scheduling other meetings, which would interfere with Association meetings.

Section 6 Orientation Program

The Association shall be given sufficient time at the beginning of the work year to present Association programs at the orientation meeting for new teachers.

Section 7 Association Exclusivity

Throughout this Agreement certain rights and functions are accorded and ascribed to the Association as the bargaining representative for all employees covered under this Agreement.

Section 8 Association Consultation

The Association may consult with the District on any proposed major instructional program or other major change. The District agrees to invite OEA bargaining unit members to serve on any district-wide committee charged with curriculum development and development of in-service training projects.

Section 9 Released Time for Association Members

- A. Upon request of the Association, the District shall grant Association members released time, without loss of pay or fringe benefits, for the purpose of conducting Association business. The amount of such released time will be determined by mutual agreement between the Association and the District guided by the shared interest of the maintenance of an effective Association as well as consistence of the orderly conduct of schools or programs.

- B. The District shall make salary and all other benefit payments to and on behalf of the Association member on released time as if they were not on released time. PROVIDED, that the Association shall reimburse the District for the cost of the released employee's substitute.
- C. In the event that the State Auditor, Attorney General, or court of competent jurisdiction determines or rules the above released time provisions to be contrary to law or regulation, the said released time provisions shall thereupon be determined null and void, and all necessary adjustments shall be made by the District and the Association to conform to the law as determined by the Auditor, Attorney General or court of competent jurisdiction, and the Association shall reimburse the District for any funds determined to have been paid improperly by the District.
- D. In the event the Association fails to reimburse the District, the amount for the released time shall be deducted from the employee's salary check.
- E. The Association expressly agrees to indemnify and hold the District harmless against any and all claims, demands, suits, attorney's fees, or other forms of liability that may arise out of or by reason of the District's compliance with the terms of this Section.

Section 10 Association Security

- A. Membership
 - 1. It is recognized that the negotiation and administration of this Contract entail expenses, which appropriately are shared by all employees who are beneficiaries of this Contract. The terms and conditions of this Contract in regard to Association membership or the payment of an agency shop fee or alternatives as provided in accordance with Chapter 41.59.100 RCW are set forth below.
 - 2. The District shall furnish the Association a listing by name of all bargaining unit employees employed by the District and their school locations by September 15 of each year. A list of corrections and changes to this list shall be furnished to the Association at monthly or other agreed-upon periods thereafter.
- B. Payroll Deduction for Association Dues and Agency Shop Fees
 - 1. With respect to each Association member the District shall, upon receipt of an appropriate authorization form provided by the Union, make a monthly payroll deduction in the amount of the Association's regular and usual required monthly dues.
 - 2. Each month the District shall promptly remit to the Association by check for Association dues.

Section 11 Released Time for the Association President

- A. The President of the Association shall be granted released time without loss of pay or fringe benefits for at least one-half (1/2) of the contractual work year from one of the following options:
 - 1. One-half (1/2) day a.m. all year (1st half of the day);
 - 2. One-half (1/2) day p.m. all year (2nd half of the day);
 - 3. One-half (1/2) year, either semester at the discretion of the President with prior written notification to the District. Notification will be made by July 1.
 - 4. Full time at the discretion of the President with prior written notification to the District. Notification will be made by July 1.

Arrangements for released time other than the above will be allowed with mutual consent by both parties. The purpose for the released time shall be to deal with issues related to collective bargaining, handling of grievances, contract compliance and other concerns of the District and employees.

- B. In consideration for this release time, the Association will fully reimburse the District for the salary and benefits of the Association President. Such payment will be in twelve monthly installments.

- C. In the event that the State Auditor, Attorney General, or a court of competent jurisdiction determines or rules the terms of this section to be contrary to law or regulation, said section shall thereupon be determined null and void, and all necessary adjustments shall be made as required by the Auditor, Attorney General, or court of competent jurisdiction, and the Association shall reimburse the District for any funds determined to have been paid improperly by the District.
- D. The Association expressly agrees to indemnify and hold the District harmless against any and all claims, demands, suits, attorney's fees, or other forms of liability that may arise out of or by reason of the District's compliance with the terms of this article.
- E. The Association President shall be returned to their former position or a comparable position upon completion of their term of office as President of the Association.

ARTICLE III EMPLOYEE RIGHTS AND RESPONSIBILITIES

Section 1 Non-Discrimination Clause

The District and the Association will act in lawful compliance with federal and state laws and regulations regarding non-discrimination in employment.

Section 2 Right to Due Process

No employee shall be disciplined (written warning, reprimand, suspension, reduced in rank or compensation, discharge, or non-renewal) without just and sufficient cause. Discipline of staff members shall normally be progressive in routine cases of unsatisfactory behavior or performance to consist of the following steps:

A. Pre-Discipline

1. an initial informal conference with the principal or supervisor (The principal and the employee must sign the Step 1 Conference form - Appendix L);
2. Oral warnings shall not be considered discipline

B. Disciplinary

1. if the subject behavior continues, a conference shall be held and a formal written reprimand shall be placed in the employee's district level personnel file specifying the problem, directed remedy, and possible consequences;
2. should the employee's behavior continue to be unsatisfactory, the principal or supervisor shall recommend suspension with pay, suspension without pay or discharge whichever is considered by the District as appropriate. Prior to the implementation the reasons for suspension with pay, suspension without pay or discharge shall be in writing and delivered to the affected employee as prescribed in this Agreement.

Nothing in this section shall limit the District in taking immediate and severe disciplinary action in cases of sudden and/or extraordinary behavioral or performance problems. An employee shall have a right to have present an Association representative in any formal hearing as provided in the grievance procedure.

It is agreed that disciplinary matters pursuant to this article shall be subject to the grievance procedure contained in this Agreement except matters relating to evaluation, probation, non-renewal or discharge which shall be subject to appropriate statutes, regulations and provisions of this Agreement.

Any complaint of a disciplinary nature made against a unit member, and the name of the complainant will be brought to the attention of the member within ten (10) working days, except in cases where the complaint involves a serious violation of law and premature notification could jeopardize the necessary investigation. If an employee is not advised of the complaint in accordance with these standards, it shall not be used in future disciplinary actions or evaluations.

Section 3 Academic Freedom

It is expressly agreed that controversial issues are part of the District's instructional program when related to subject matter in a given grade level or specific curricular fields. The teachers will use professional judgment in determining the appropriateness of the issues to the curriculum and the maturity of the students. Questionable matters should be referred to the principal for decision. Resource speakers must be approved in advance by the principal.

In the presentation of all controversial issues, every effort will be made to allow divergent points of view and an opportunity for exploration by the students into both sides of the issue. In discussing controversial issues a teacher will encourage students to express their own views, assuring that it be done in a manner which gives due respect to the rights and opinions of others. When discussing controversial issues, the teacher will respect the positions other than their own. Students will be encouraged, after class discussion and independent inquiry, to reach their own conclusions regarding controversial issues.

No mechanical or electronic device will be utilized to observe, or place under surveillance any certificated employee without their knowledge and consent. This does not preclude the use of communication or security systems for ordinary school use.

If a teacher disagrees with a grade change they may appeal the decision. The process for an appeal is outlined in Appendix N.

Section 4 Liability/Personal Property Protection

A. The employer agrees to provide for every employee covered by and during the terms of this Agreement liability insurance, as set forth in RCW 28A.400.360, in the amount of not less than \$1,000,000 in case of suit arising from or in the employee's good faith performance of their duties.

This coverage shall apply for any employee on or off District premises: Provided that such employee at the time of the act or omission was involved in an authorized school-related activity; provided further that any insurance maintained by the District which insures to the benefit of employees shall be subject to the policy terms and aggregate limits.

B. The District shall maintain such coverage in the District's liability policy as is necessary to assure that the insuring company waives all rights to recovery from any certificated employee any money paid on behalf of the District and/or employees.

C. During the instructional year, an employee's personal educational property used for classroom educational purposes that is stolen, damaged or destroyed shall be replaced or repaired by the employer within the following limitations:

1. Loss or damage to the property as a result of employee negligence shall not be covered by this provision.
2. Employer's coverage of employee's personal property shall not exceed \$250.00 per occurrence.
3. Claims for clothing damages caused by the action of others, equipment that malfunctions, or otherwise through no fault of the employee will be covered under this provision.
4. Claims for damage to automobiles while the employee is performing school business will be considered under this provision.

Employees may file a claim by completing the appropriate form (Appendix M) and submitting it to their administrator.

Section 5 Personnel Files

For purposes of this section, "personnel files" shall be defined to include those maintained as written material, electronic data, audio, or other forms of media.

- A. Certificated employees shall be permitted to inspect all contents of their personnel files kept within the District.
- B. Confidential letters of recommendation and other confidential records received prior to employment shall be destroyed after three years.

- C. College and/or university credentials, which are retained by the District, are subject to review by the employee as provided by RCW 28A.405.250.
- D. Employees will be provided copies of any letter of reprimand, complaints or evaluative materials added to the personnel file within ten (10) days of said addition. The employee shall have the opportunity to attach their own answer or comments. At the request of the employee, a review committee will meet to determine if a letter of reprimand will be removed, if allowed by law, from the employee's file. The request may be made after the letter has been in the file for one year from the date the item is initially placed in the employee's file and each subsequent year if denied. Decisions of the committee may be appealed to the Superintendent or their designee. The committee will consist of the supervisor who wrote the letter, the human resources director, and two OEA representatives.
- E. All materials placed in personnel files will have the employee's signature and date of entry placed on them except where the employee refuses to sign. The signature indicates the employee has seen the document(s). It does not necessarily indicate agreement with the content.
- F. Materials in building level personnel files will annually be sent to the District personnel file or discarded by the end of the contract year.

Section 6 Professional Visitation, Conferences, and Meetings

A. Building Funds

The employer recognizes the value of professional visitations by certificated staff members to other schools within and outside the District, attendance at professional instructional improvement conferences and other meetings within limits established by the employer.

Monies budgeted for professional visitations, conferences and meetings shall be allocated by the employer to each building at the rate of one day's substitute pay (long term) or monetary equivalent per OEA member FTE. The total amount allocated to each FTE may be applied to the cost of a substitute when they utilize a visitation, or an equivalent amount applied to the cost of a workshop, meeting, or conference. Members who wish to access the fund shall do so by submitting a visitation form (see Appendix P) to the building staff development chair for approval of the building principal/administrator. If there is no building staff development chair, it will go to the leadership team.

Visitation funds for an itinerant or staff member who has been assigned by a department rather than a building site will be allocated to their department or program. Funding requests will be handled by the assigning department and shall not be provided by individual buildings.

B. District Funds

The District may also send representatives for visitations, conferences or meetings. Payment for expenses of such activities shall include the following:

1. Full Payment Leave

Substitute and approved expenses paid by the District. This category applies to employees representing the District, with District approval at visitations, professional conferences, meetings, symposiums and seminars.

2. Partial Payment Leave

Substitute and/or other approved expenses shared by the District, an outside agency and/or the employee. This category applies to employees representing the District, with District approval, in cooperation with outside agencies at visitations, conferences, meetings, symposiums and seminars.

Section 7 Worker's Compensation

Each employee is covered by Washington State Industrial Insurance. The District's coverage is handled by the ESD 113 Worker's Compensation Trust. In the event of an injury an employee should follow the procedure below:

- A. Complete the report entitled "Report of Accident/Injury" (Appendix I) Part I of the form is to be completed by the employee and Part III if pertinent; Part II is to be completed by the supervisor or principal. If the employee does not intend to seek medical attention then this is the only report that needs to be filed. If the employee intends to seek medical help then a second report must also be filed (see B. below). This form should be forwarded to the District Safety/Risk Manager.
- B. If the employee intends to obtain medical attention then they should also fill out the top 2/3 of the form entitled "Self Insurer Accident Report" (Appendix J); the bottom portion is to be filled out by other District employees. This form, when completed, should also be forwarded to the District Safety/Risk Manager.
- C. An employee may elect to receive only time loss compensation, rather than utilize available sick leave credits.
- D. Should an employee elect to receive both time loss compensation and paid sick leave, the District shall pay the difference between the employee's time loss compensation and their regular salary, provided that they have sick leave credit.
- E. Should an employee apply for time loss compensation and the claim is then or later denied, sick leave may be used for the absence in accordance with other provisions of this section.
- F. Until eligibility for worker's compensation is determined by the Department of Labor and Industries, the District may pay full sick leave if available, provided that the employee shall return any subsequent overpayment to the District.
- G. No employee shall be forced to sign a letter of release against any further claims.

Section 8 Subcontracting

Duties that are to be performed by certificated employees shall be so reserved.

Section 9 Dispensing of Medication

No employee shall be required by the employer to dispense or administer medication except for the school nurse and as allowed by state law.

Section 10 Child Abuse Reporting

The District recognizes the legal responsibility of all employees to report any suspected child abuse within 48 hours of the time the employee has reason to suspect that it has occurred. The responsibility to report is not relieved by simply notifying the administrator. The District encourages the employee to share the suspicion with the administrator but acknowledges the fact that the employee must personally notify Child Protective Services.

Section 11 Inclement Weather, School Operations During Power Outages or Similar Emergencies

In the event of snow or other such natural events, teachers will make an effort to get to school on time and to meet the scheduled work time requirements. If unable to get to school on time teachers must arrive one half-hour prior to the scheduled arrival of students. If the employee cannot travel to school safely they may choose to utilize emergency leave. Application for emergency leave shall be made in writing to the Executive Director of Human Resources. Emergency leave will be deducted from sick leave. Teachers who work less than full time and have their day extended due to schedule changes as a result of inclement weather will 1) either be paid at their per diem rate for the time extended or 2) be allowed to arrive after the normal school start time to make up the difference. Payment for time must be approved by the building administrator.

A. Safety Assurance Requirement

The District shall ensure that all school sites meet minimum safety and operational standards for staff and students during any emergency, including power outages. These standards shall include, but are not limited to:

- Adequate lighting in classrooms, hallways, and bathrooms.
- Functional communication systems (e.g., walkie-talkies, intercoms, phones).
- Indoor temperatures consistent with WAC 246-366-090.

B. School Closure Threshold

In the event of a power outage, the District will make a default decision to close the affected school if full power is not restored at least ninety (90) minutes prior to the scheduled start of the school day.

C. Exception Clause

An exception to the default school closure may be made only if both of the following conditions are met:

- The District provides a backup power source (e.g., generator) that restores adequate lighting and communication; and
- The temperature within the school building meets statutory requirements under WAC 246-366-090.

D. Communication Protocol

The District shall make reasonable efforts to notify affected staff and families of a closure or modified operations as early as practicable.

E. Joint Review and Feedback

The District shall consult with the Association regarding any significant emergency response that affects working conditions. The District will also keep the Association informed about progress in securing and implementing alternate power sources for school sites.

F. Acknowledgment of Staff Efforts

The District acknowledges the efforts of staff who maintain safe learning environments during emergency conditions and will recognize and communicate appreciation to staff following such events.

Section 12 Arranging for Substitutes

Staff members are expected to request a substitute online when needed. Once they receive a verification number from the online service, they have no further responsibilities to secure a substitute. If the member is unable to request a substitute due to circumstances beyond their control, they may contact their school to notify the principal or secretary of that fact. This would end their responsibility for obtaining a substitute.

Section 13 Chemical Storage

The District will maintain and abide by a chemical storage plan according to Federal Occupational Safety and Health Act standards.

Section 14 Grading

Suggested changes in the number of grading periods, the number of conferences or the time required to complete a report card will be presented to a committee composed of an equal number of OEA representatives and District representatives. Proposals are subject to approval by the bargaining groups. Secondary teachers will have a minimum of one calendar week after the end of the semester to post finalized grades.

ARTICLE IV ECONOMIC PROVISIONS

Section 1 General Provisions

A. The District agrees that all employees will be correctly placed on the salary schedule. The Salary Schedule Index is shown in Appendix C. Employees shall verify that they have been correctly placed by October 31st of the current school year. In the event of an overpayment in the current year, the District and the employee will work out a reasonable time for repayment. In the event of an underpayment in the current year, the District will make the correction during the next pay period.

The parties will agree upon a salary schedule that complies with the applicable State budget, laws and regulations. The parties agree that the District must comply with State compensation funding and limitations, laws, and regulations. The parties intend that nothing in this Agreement shall operate to preclude the District from complying fully with State compensation laws and regulations, nor shall vest employees with compensation in excess of that allowed by laws and regulations.

If the parties find themselves in disagreement over salaries or other forms of compensation, they shall meet to review the District's compliance with State law and regulations.

- B. The pay for short term substitute teachers (those working fewer than eleven days in the same assignment, fewer than sixteen days in the current year, and fewer than forty-five days in the preceding school year) shall be no less than the prevailing rate for the Personnel Cooperative. Long term substitutes (those working eleven or more days in the same assignment, sixteen or more days in the current year or more than forty-five days in the preceding school year) shall be paid at a rate ten dollars higher than the short-term pay. The long-term substitute pay rate will be reviewed annually. Part-time District teachers who also substitute in their building on their regular contracted day will be paid at their per diem rate. This is not applicable to employees substituting on a non-contracted workday.
- C. A listing of all options for additional pay and methods for payment will be distributed by the first day of school.

Section 2 Supplemental Salary Schedule

It is agreed that extra-curricular activity stipends shall be computed in accordance with the Supplemental Salary Schedule, which appears as Appendix B of this Agreement. The supplemental salary schedule shall be increased by a percentage equal to the state's inflationary adjustment factor included in the state budget, currently the implicit price deflator (IPD).

Section 3 Health and Related Insurance/Benefits

- A. Beginning January 1, 2020, the District shall pay the full portion of the employer contribution to the School Employees Benefit Board (SEBB) insurance program as adopted in the School Employees Health Care Coalition agreement for all employees who meet the eligibility requirements outlined below. The employer contribution will be equal to the state funded allocation rate and will be paid throughout the school year.

SEBB will implement the School Employees Health Care Coalition agreement when establishing the employee rates which will be paid to the Health Care Authority (HCA) through payroll deduction for the month in which the employee receives benefits.

Benefits provided by the SEBB will include but not be limited to:

- Basic Life and accidental death and dismemberment insurance (AD&D)
- Basic Long-term Disability
- Vision
- Dental including orthodontia
- Medical Plan

Employees are eligible to participate in the SEBB offered Medical Flexible Spending Arrangement (FSA) and Dependent Care Assistance Program (DCAP). Employees will also have the option of enrolling in a Health Savings Account (HSA) when a qualifying High Deductible Health Plan (HDHP) is selected for their medical insurance. In addition, employees will be able to utilize payroll deduction for any supplemental insurance that they choose to enroll through SEBB (e.g. increased AD&D, Long-term disability, etc.).

- B. Legal spouses, state-registered partners, children up to age 26 (biological and adopted children, children of the employee's spouse or state-registered domestic partner, children for which a court order of divorce decree created a legal obligation to provide support or health care coverage) are eligible for coverage under the SEBB program. Children over the age of 26 with a developmental or physical disability (that occurred before the age of 26) who are dependent on the employee for support and maintenance are also eligible.
- C. Employees, including substitute employees, shall be eligible for full insurance coverage under the SEBB program if they work 630 hours or more in a school year. All hours worked during the school year shall count for purposes of establishing eligibility. Employees who are hired late in the year but are anticipated to work 630 hours or more the following year are eligible for coverage based on the HCA rules for mid-year hires. Paid leave hours shall count towards the 630 hours used to determine eligibility for benefits under this section. An employee on approved leave under the federal Family and Medical Leave Act (FMLA) or the Washington State paid Family Medical Leave Program may continue to receive the employer contribution toward school employees benefits board (SEBB) insurance coverage in accordance with the federal FMLA or RCW 50A.04.245.

For an employee on leave without pay who is no longer anticipated to meet the eligibility standard for employer paid insurance benefits by the end of the school year, the employee will have the option of self-paying the premium to HCA.

- D. Benefit coverage for new employees will begin the first day of the month following the first day of work when it is expected that the employee will work 630 hours, except during the month of September when the employee's benefit coverage will begin in September if the employee is expected to work 630 hours or more during the school year and that employee begins on or before the first day of school in September.

Should an employee who previously was not expected to be eligible for benefits under SEBB work 630 hours in one year, the employee will become eligible for benefits to begin the month after attaining 630 hours. Should the employee meet the 630-hour eligibility mid-year for two consecutive years, the employee will be anticipated to work 630 hours going forward and therefore be eligible for benefits under SEBB.

- E. When a new employee to the district was previously employed by a SEBB employer and was eligible for SEBB coverage, that employee will have uninterrupted benefit coverage if they are anticipated to work 630 hours or more in the school year. If an employee was not anticipated to work 630 hours in a school year but meets that eligibility criteria during the school year, the employee will become eligible for SEBB benefits and will begin coverage in the month following this establishment of eligibility.
- F. Any employee eligible for SEBB who terminates employment shall be entitled to receive the District insurance contribution for the remainder of the calendar month in which the contribution is effective.

Section 4 Mileage Reimbursement

An employee whose work assignment requires that the employee travel shall be paid mileage at the current IRS rate when the employee drives their own vehicle.

In the event the District furnishes a District-owned vehicle and gasoline, the employee shall not receive a mileage payment.

Section 5 Salary Schedule Advancement

- A. Any employee covered by this Agreement who as a result of advanced training is eligible for advancement on the salary schedule must present evidence of such training no later than the last day of October. Adjustment made will be retroactive for any entitlement after September 1. No salary schedule advancements shall be granted after November 1 of a school year except at the discretion of the Superintendent or their designee. The District

personnel officer will determine what classes shall be counted for salary schedule advancement based on applicable state laws and regulations.

Although it is not required that classes be verified prior to taking them, it is recommended. Should the District personnel officer determine that a class or credit is not acceptable; the employee may appeal to a committee composed of two administrators and two representatives of the Olympia Education Association. The Superintendent shall appoint the two administrative representatives and the Olympia Education Association shall appoint the two teachers representatives.

The Advancement Appeal Committee shall meet periodically as needed, to be determined by the Assistant Superintendent. The decisions of the Advancement Appeal Committee shall be final unless a tie occurs in which case the final judgment shall be made by the Superintendent or their designee (such designee not to have been involved in the deliberations up to that point).

- B. For salary schedule advancement, part-time experience including substituting (from 1980 to present as per current practice) will be counted and shall be computed in tenths of school years. One-tenth of a year of experience shall be eighteen days of full-time teaching experience in a single assignment or the equivalent amount at a part-time rate; e.g., 36 days of half-time experience. One year's salary advancement shall be granted when the employee's total experience, i.e., the sum of all full and fractional years of experience as differentiated from salary schedule placement, exceeds their present salary placement by one-half year or more, PROVIDED that the beginning point for current employees shall be their respective placement on October 1, 1983.
- C. Clock hours will be counted toward salary schedule advancement at the rate of one college quarter hour credit for ten clock hours.

Section 6 Salary Schedules

1. For the 2025-26 school year, the District agrees to a salary increase of 3%, which is the state funded inflationary adjustment of 2.5% for certificated instructional staff salary plus 0.5% for cost of living catchup factor. To the extent that state salary funding allocated for inflationary adjustments for the 2025-26 school year, defined in RCW 28A.400.205, for allocated certificated instructional staff, exceeds the cost of the inflationary increases on the salary schedule in Appendix C for bargaining group members, the District agrees to "flow-through" any excess inflationary-related salary funds allocated by the Legislature.
2. For the 2026-27 school year, the District agrees to a salary increase of the state funded annual inflationary adjustment for salaries as defined in RCW 28A.400.205, plus 1% for cost of living catchup factor and an additional 1% to reflect the change in calculation of hourly per diem rate of pay. The 2026-27 salary is further adjusted to convert one day of supervisor-teacher approved professional development into base salary. To the extent that state salary funding allocated for annual inflationary adjustments in the 2026-27 school year, includes an inflationary-related catch-up factor associated with the 2025-26 school year, for allocated certificated instructional staff, the district will include this difference in allocated salary funding in the 2026-27 salary amounts in Appendix C.
3. For the 2027-28 school year, the District agrees to a salary increase of the state funded annual inflationary adjustment for salaries as defined in RCW 28A.400.205, plus 1.5% for cost of living catchup factor. To the extent that state salary funding allocated for annual inflationary adjustments in the 2027-28 school year, includes an inflationary-related catch-up factor associated with the 2026-27 school year, for allocated certificated instructional staff, the district will include this difference in allocated salary funding in the 2027-28 salary amounts in Appendix C.

During the period of this agreement, to the extent that the district is no longer eligible for the state Experience Factor funding, in whole or in part, the loss of funding will deduct from any upcoming catch-up factor contained in clauses 1, 2 and 3.

If the above salary settlement causes the District to exceed the amount and/or percentage of funds authorized by law for employee salaries or causes the District to exceed the amount funded to, and received by, the District for employee salaries and compensation, the District shall automatically adjust employee salaries and compensation to provide full compliance with all applicable state laws and the state operating appropriation act.

In the event of disagreement between parties over a salary increase granted during the life of this Agreement, the District and Association will meet to negotiate concerning the disagreement and the District's pass through commitment will be deemed null and void except as otherwise agreed to in negotiations.

Section 7 Payment Method

Each employee shall be paid in twelve monthly installments. Each payment shall be one-twelfth (1/12) of the contracted salary. Payroll shall be issued to employees on the last business day of each month. All compensation owed to an employee who is leaving the District shall, upon written request, be paid during the next scheduled pay cycle.

Section 8 Miscellaneous Funding

A. Technology

At each school three dollars per student will be designated for a certificated teacher to compensate them for duties performed in support of building technology needs.

B. Whenever the legislature appropriates "one-time" monies, the District will maintain monthly accountings of the amount spent and the amount unspent. This data will be shared with the association in a timely manner. The District and the Association agree to notify their constituencies of the balances available, acceptable uses of the allocation (as prescribed by the WAC or RCW), the procedures for accessing the monies, and to urge the buildings to utilize all funds.

Section 9 WA Kids

A. Teachers assigned WA Kids duties must provide individual scores for each child in their class. Further compliance measures will not be required.

B. Teachers assigned WA Kids duties will have three (3) days of release time. Teachers may cash in those days at the current sub rate. Any combinations may be used i.e. 2 release days, 1 cash out. The three (3) days of release time must be used by November 1 of that school year or whatever day the WA Kids scores are due.

ARTICLE V OTHER TERMS AND CONDITIONS OF EMPLOYMENT

Section 1 Work Year

The work year shall be as indicated in the District calendar (Appendix D). School closures may be made by the Board as provided by law in the event of difficult weather or other emergencies. Resultant changes in the calendar shall be made after consulting with the Association.

The following parameters are to be established regarding the annual calendar:

- A. The student school year will begin the second day after Labor Day.
- B. Thanksgiving vacation will be no fewer days than Thanksgiving Day and the succeeding Friday.
- C. Winter vacation shall be ten weekdays encompassing December 25 and January 1.
- D. Mid-winter break shall be Presidents' Day and a mutually agreed upon fourth day.

- E. Spring vacation will be the first full week in April, unless that date directly conflicts with the administration of state testing, in which case, the date will be moved to the second full week in April.
- F. Federally set Veterans’ Day, Presidents’ Day, Memorial Day, Martin Luther King’s birthday, and Juneteenth will be non-student days.
- G. Any make-up days will occur at the end of the regular school year, unless they are built into the calendar.
- H. If it is to the benefit of both parties, these parameters may be altered with the mutual agreement of both parties.
- I. Students will be dismissed one half-day early on the last scheduled day of school.
- J. One non-student day within the student calendar year will be scheduled with the mutual agreement of the OSD and OEA. The parameters for this day are listed in Article IV, Section 6.
- K. Two half days per year will be scheduled for grading under Article V, Section 2. Such grading may be done, at the employee’s discretion, either in building or remotely.

Section 2 Length of Workday

The total length of a 1.0 FTE employee’s workday is defined as seven hours and thirty minutes, inclusive of a thirty-minute duty-free lunch, which shall include scheduled preparation time and actual class time.

Contract time is defined as the difference between the student day and the 7.5 hour work day, which starts 30-minutes before the student day begins. This time is generally reserved for employees to be available for students and parents/guardians, and is to be used at teacher discretion. Infrequent exceptions may apply (i.e. staff meetings, teacher meetings).

In the event it is not possible to meet state instructional hour requirements in a seven hour and thirty minute contract day while following this CBA provision, the thirty minutes after the school day may be reduced by the minimum number of minutes necessary to meet the requirements.

For the purposes of staff development compensation and sick leave computation only, the workday is defined as six hours. Beginning in the 2026-27 school year, for the purposes of staff development compensation and sick leave computation, the workday will be defined as seven hours.

For guidance on additional workdays, refer to Section 7.

In any case in which an employee’s building(s) schedule is inconsistent with their contracted schedule an appropriate adjustment will be made in order to maintain the seven hours and thirty minutes, inclusive of a thirty minute duty-free lunch, or provide adequate compensation for the additional required time.

For the purpose of determining length of work day for an employee who has a partial FTE, the following chart has been provided for reference:

FTE	Length of Work Day
1.0	7 hours plus a 30-minute duty-free lunch (total 7 hours and 30-minutes)
.9	6 hours and 18 minutes plus a 30-minute duty-free lunch (total 6 hours and 48 minutes)
.8	5 hours and 36 minutes plus a 30-minute duty-free lunch (total 6 hours and 6 minutes)
.7	4 hours and 54 minutes plus a 30-minute duty-free lunch (total 5 hours and 24 minutes)
.6	4 hours and 12 minutes plus a 30-minute duty-free lunch (total 4 hours and 42 minutes)
.5	3 hours and 30-minutes

.4	2 hours and 48 minutes
.3	2 hours and 6 minutes
.2	1 hour and 24 minutes
.1	42 minutes

Staff Meetings

With the exception of emergencies, employees shall not be required to attend more than two staff meetings per month, on a yearly average, which would extend the instructional workday. Staff meetings shall not exceed one hour past the scheduled contractual day. Staff meetings may be used for matters related to the following:

- Communication
- School programs
- Professional growth
- Collaboration

Management of these meetings is under the direction of the building principal or site administrator. To be effective, staff meetings should be relevant, efficient, and collaborative.

With the mutual agreement of the school leadership team, a third meeting may be scheduled. Attendance at this meeting is not required.

Staff meetings will not be used for Staff Development as defined in Article VII.

Released Days for Grading

Students will be released two half-days per year. The use of these days is at the individual teacher's discretion. The days will be scheduled as follows:

- All Elementary Schools: A week prior to the last day of the first two grading periods.
- All Middle and High Schools: The last two days of first semester.

With prior approval of the building principal, kindergarten teachers who use this time in their normal conferencing prior to the beginning of the contract year are not required to stay longer than one half hour after students are dismissed.

Emergency Situations

No employee will be required to stay at school beyond the contracted workday in emergencies unless the District has presented a plan to deal with such cases and the plan is agreed to by both parties.

If an employee believes that they are unsafe attending any home visit, they may ask the Director of Special Education for permission not to go and for assistance in designing an alternate home visit arrangement. If permission is denied, the employee may appeal the decision. The appeal will be heard by the Executive Director of Elementary Education, the Executive Director of Human Resources and the Association President.

Section 3 Preparation Time

Full-time high school teachers shall be given the equivalent of one class period per day to be used for teacher preparation.

Full-time middle school teachers shall be given one class period per day to be used for teacher preparation.

Secondary Teachers and itinerant teachers who work in secondary schools with five or more preparation periods will be paid \$2,228.14. Block classes count as one preparation for each subject taught. Classes at different grade levels count as different preparation periods as long as the lesson plans are substantially different (i.e., 6th grade block/8th grade block, 10th grade English, 11th grade English, first year world language or second year world language).

Every effort will be made to assure that beginning teachers are not assigned a schedule with more than three preparations.

Elementary teachers and specialists in grades K-5, special education, and itinerant support personnel will receive 35 continuous minutes per day during the student day for preparation purposes plus an additional 125 minutes per week during the student day (e.g. recess, library, etc.).

Full-time employees not covered above, shall be given no less than 225 minutes per week as preparation time. Preschool teacher preparation time shall exclude the time needed to accompany their class to and from the bus.

Present practice includes the latitude for a teacher to use preparation time for an important need other than class preparation and for administrators to request a teacher to use preparation time for other than personal preparation purposes. It is understood that this latitude is intended to cover occasions occurring infrequently during the school year.

Only in the case of an emergency may a bargaining unit member be required to substitute for a teacher. This shall occur on a rotating basis. Bargaining unit members who are required, or agree, to substitute for another teacher will be paid per diem rate for each period or its equivalent. If an employee is requested to represent another teacher at any hearing held during the school day and is approved by the building administrator, their substitute will be paid under this provision.

Elementary Specialist and Elementary Support Staff will be compensated one hour at a per diem rate when they are covering for a teacher's class for the entire day.

Substituting is defined as covering another teacher's class, taking another teacher's students in addition to one's own, or supervising students during planning time.

Section 4 Length of Contract

The total length of the regular employee's individual contract shall be one hundred eighty days PROVIDED, that teachers and other employees new to the District shall be required to work an additional orientation day. The employee will be paid at a per diem rate for working this day.

Payment for the day prior to the beginning of school will be submitted using the Electronic Time Reporting System (ETRS).

Section 5 Extended Contracts

Any employee whose regular contract is extended beyond one hundred eighty days shall receive additional compensation based on one/one-hundred eighty (1/180) of the employee's regular contracted salary for each day of the contract extension. (This section shall not apply for summer school teaching, curriculum development projects, extra-curricular or supplemental assignments.)

Section 6 Rates of Pay

Curriculum pay rate shall be \$47.97.

This rate will increase annually by 2.5% or the inflationary measure as defined by RCW 28A.400.205 (2), whichever is greater. In a year that the district enacts a RIF the parties will meet to determine the rate for the following year.

Daily per diem pay rate shall be the employee's base salary divided by 180. Hourly per diem shall be the employee's daily per diem divided by six (6). Beginning in the 2026-27 school year, hourly per diem shall be the employee's daily per diem divided by seven (7).

See Appendix Q for examples of pay rates.

Section 7 Additional Workdays

The following additional days are provided and are not subject to proration based on FTE. Time will be paid via the Electronic Time Reporting System (ETRS). Time will be provided each day to enter hours in the system.

Additional Staff Attendance Days	Hours	Payment Trigger
Employees new to the District - New Educator Orientation (T&L and OEA)	4 hours Annually in Aug	ETRS
Employees new to the profession	6 hours (24-25 SY) 7 hours (25-26 SY and beyond) Classroom Setup	ETRS
At Time of Hire (HR)	2 hours	ETRS
Day prior to the first student day	7 hours 30-minutes, inclusive of duty-free lunch At worksite	Attendance is Expected ETRS Individuals unable to attend may apply for alternate use of this time to their immediate supervisor. If approval is denied, the bargaining unit member may appeal the decision to the Executive Director of Human Resources.
District Directed Day	7 hours 30-minutes, inclusive of duty-free lunch Training Day	Attendance is Expected ETRS Individuals unable to attend may apply for alternate use of this time to their immediate supervisor. If approval is denied, the bargaining unit member may appeal the decision to the Executive Director of Human Resources.

Section 8 Optional Technology/Safety Work Hours

1. Up to thirty-one (31) hours will be paid at per diem rate. Verification of completed optional technology/safety work hours must be submitted by June 30th of the school year in which it is earned. Payment for optional technology/safety work hours will be paid in equal installments over twelve months (September – August).
(or)
2. Up to thirty-one (31) hours per diem paid directly to the college of their choice for tuition. Employees intending to bank optional technology/safety work hours payments for tuition must notify the Payroll

Department by September 10th. Tuition payment requests must be submitted by June 30th of the school year following the year in which it is earned. Tuition payments will be processed by calling the Payroll Office. **All banked compensation set aside for tuition that is not used shall be paid to the employee** and taxed at the usual rate at the end of the period specified above.

Section 9 Experience Days

Staff members with more than nineteen years of experience (years of experience rounds to the nearest whole year) as of September 1 of any given year may utilize additional days. Experience day payment will be made as provided for on the salary schedule.

- Year 20-21.....1 day
- Year 22-23.....2 day
- Year 24-25.....3 days
- Year 26-27.....4 days
- Year 28-29.....5 days
- Year 30.....6 days
- Year 31(and beyond)..... 7 days

Section 10 Provisional Employees

New employees who have not been employed in a teaching or other certificated position are in a provisional status for the first three years of their certificated employment by the District. New employees who have completed at least two years of certificated employment in another school district in the state of Washington are in a provisional status for the first year of their certificated employment by the District.

Section 11 Leadership Teams

Site Leadership Teams (SLTs) will meet 9 times during the school year to facilitate collaborative decision-making.

- A. Principals and the spring leadership team will determine the number of teachers who represent a cross section of the faculty, including grade levels, specialists, department chairs, special service providers, etc.
- B. At least two positions must be nominated by staff and elected by a majority secret ballot vote.
- C. Each building will receive a District allocation for compensating SLT members. The total budget and allocations to each building for the upcoming school year will be published no later than the first day of school.
- D. Any SLT meetings scheduled outside the school year will either be considered optional, or compensated at per diem rate out of the building budget if required.
- E. SLTs shall consider other professional development and teacher obligations when scheduling professional development time.
- F. See Appendix T: Site Leadership Teams for a description of Site Leadership Team purpose & scope, operating norms, decision-making structures, and responsibilities.

Section 12 Contract Waivers

The following guidelines will be in effect:

- A. Council recommendations regarding major school activities will be brought to the staff for a decision.
- B. If a decision significantly changes major school activities, a two-thirds (2/3rds) majority of members, voting by secret ballot, will be required to change current practice. A meeting will be held to discuss the contract waiver. Only OEA members may attend this meeting. All members must be advised of the date and time of the vote and given at least one alternative date and time to vote. The number of unit members voting will constitute a quorum.

The votes will be counted and verified, by the Head OEA Building Rep, or designee, and the building principal or designee. The vote may be done digitally. The meetings may be online. A copy of the results, signed by the principal and head OEA Building Rep will be sent to the OEA president and the District superintendent.

- C. Decisions and policies contrary to the contract must have a waiver from the Association and District, which will have a sunset clause of one year. OEA shall have at least five school days to respond to contract waivers.

The District will notify all administrators of the requirement to complete a waiver request form (Appendix K) and send it to the Association and Superintendent (or their designee) in a timely manner. The waiver must include the results of a secret ballot vote of the bargaining unit members.

- D. All council members must be identified and a list provided to all staff.
- E. All staff will be given a list of subcommittees and their members.
- F. The Association will be provided information copies of proposed building plans, participant lists, etc., in a timely fashion.
- G. Decisions or policies highly egregious to the Association shall be reviewed by the Association and the Superintendent for reconsideration.

Section 13 Professional Learning Communities

- A. Professional Learning Communities (PLC) is defined as a group of educators that shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. Participants in PLCs will have input on who they meet with and what they do. Examples of relevant PLC work include developing common instructional plans and assessments, analyzing student data, and coordinating student intervention processes.
- B. Teachers will engage in PLC work during the weekly 50-minute early release time each Wednesday, with the exception of up to one early release per month that may be used for department or grade level meetings.
- C. PLC time shall not be used for staff meetings or administrative updates. PLC time may be used for professional development sessions/training directly tied to PLC work.
- D. Each PLC group will submit a documentation template, approved by the SLT and district administration (and the State, e.g. when in school of improvement status as identified by OSPI), to summarize activities and outcomes for the purpose of supporting school and district improvement.

Section 14 Employees Who Work Less Than Full-time

Employing part-time employees, those generating less than 1.0 FTE, is an accepted practice of the District. Where it is in the best interest of students and staff, the District will consider all reasonable accommodations for alternative staff schedules. The following pertain only to those employees:

1. When, during their non-teaching time, substituting in the building where they normally teach, the rate of pay shall be at their per diem.
2. They will attend all District scheduled parent conferences and arena if requested by the building administrator.
3. They may attend paid in-service sessions for full pay if a .4 FTE or above. Those below that level of FTE will be paid based on their percentage of FTEness.
4. They will attend early release days that fall within their normal workday.
5. They may attend early release days that fall outside of their normal workday.
6. They will attend faculty meetings that fall within their normal workday.
7. They may attend faculty meetings that fall outside of his /her normal workday.

8. They will receive credit for such items as sick leave, personal leave, planning time, etc. in the same percentage as they generate FTE hours.
9. They may make arrangements to trade teaching time with their teaching partner, if applicable, with the principal's approval.
10. They will be notified in a timely fashion when an unplanned schedule change takes place.
11. They will be compensated at their per diem rate when required by the District to work beyond their contractual time.
12. For additional work days listed in Section 7, the full hours listed shall be paid (via the mechanism specified) to all applicable employees regardless of FTE.

Section 15 Work Assignment

To the maximum extent possible current staff members will be notified of their assignment, supervisor, evaluator, and schedule prior to school being dismissed for the summer break.

Section 16 Moving Building/Rooms

The District will provide one day's per diem pay to an individual transferring to another building in the District. Permanent room-to-room transfers within a building, except secondary teachers with floating assignments, will be compensated at the equivalent of the long-term substitute rate.

Section 17 Exchange Teacher

In circumstances where an Olympia teacher is part of an exchange program and their wages continue to be paid by the District the following shall apply:

1. Staff Development days may be worked at the employee's Olympia worksite or the assigned worksite in the exchange country with per diem paid by the Olympia District.
2. Other compensated time may be worked at the employee's Olympia worksite or the assigned worksite in the exchange country with per diem paid by the Olympia District.
3. In the event the employee chooses not to use the days in number 1 and 2 above, the exchange teacher temporarily working in the Olympia District may utilize the days.
4. The exchange teacher working in the Olympia School District will be considered a guest member of the Olympia Education Association.

Any member requesting and receiving an exchange will be given a copy of this agreement and notify the District of their intent to use this provision prior to leaving.

Section 18 Building Budgets

The status of the following items will be shared with all staff members in October, February and May: General Building Budget, Visitation Days, Staff Development and Inclusion. The Executive Director of Finance and Capital Planning shall see that these reports are sent to the building principal and OEA building representatives.

Section 19 Secondary Advisory

If advisory is implemented, the following parameters will apply: :

1. The advisory class at the secondary level will be scheduled at a separate time from other scheduled classes.
2. To the extent possible, the secondary advisory period will be made up of students who are already assigned to the teacher. If advisory placement is based on a class period, a teacher with a planning period at that time will collaborate with their supervisor to determine an appropriate assignment.
3. The secondary advisory will be up to 2 hours per month, on average. The School Leadership Team (SLT) may determine the need for additional advisory time.

4. Performance in advisory/morning meetings may not influence employee evaluations in any way.
5. No additional planning will be required by the teacher.

Section 20 Itinerant Staff

- A. **Mileage:** An employee whose work assignment requires that the employee travel shall be paid mileage at the current IRS rate when the employee drives their own vehicle. (Mileage can not be claimed for arriving to work or leaving work).
- B. **Travel Time:** An employee traveling from one building to another will receive 35 minutes for travel.
- C. **Itinerant Stipend:** Any employee who works an itinerant* position will receive a \$1,782.51 stipend. It is understood that mileage is not considered compensation for itinerancy.

Room to room itinerancy applies to classroom teachers who are required to carry equipment with them and/or significant amounts of classroom materials to three or more classrooms in the course of a day. Grade books and papers to be distributed to students would not be considered as significant amounts of classroom materials.

*If an employee applies and is hired for two separate positions, they are not considered itinerant.

- D. **Staff Meetings:** Any employee who works at more than one school will work with administrators to establish a meeting schedule that allows them to keep current at each school but not require them to exceed the normal meeting obligations of an employee who works at only one school.
- E. **Preparation Time:** Full-time high school teachers shall be given the equivalent of one class period per day to be used for teacher preparation. Full-time middle school teachers shall be given one class period per day to be used for teacher preparation. Elementary teachers and specialists in grades K-5, special education, and itinerant support personnel will receive 35 continuous minutes per day during the student day for preparation purposes plus an additional 125 minutes per week during the student day (e.g. recess, library, etc.).
- F. Itinerants, specialists, and building support staff will have input into placement for the following school year. Input may be provided individually or through a representative group in collaboration with district administrators or program supervisors. Placement is based on district FTE allocations, and input on placement does not determine allocation.
- G. To the greatest extent possible, the district will provide permanent space for all itinerants.
- H. Art and Music Specialists will have a twenty (20) minute transition time added to their 35 minute travel time.

Section 21 National Board of Professional Teaching Standards and Professional Certification

In an effort to support bargaining unit members who choose to pursue National Board and Professional Certifications the District will provide the following assistance:

- A. Access to video cameras and omni-directional microphones
- B. Free copying of videos, portfolio entries
- C. Members seeking their initial National Board Certification will receive two paid release days
- D. Members may apply to use visitation funds for additional release time for initial or maintenance of National Board Certification.

Section 22 Split Classrooms

The District acknowledges that split classrooms (not part of a planned program) — in which a single teacher is responsible for students from two distinct grade levels — present unique instructional and planning challenges. The District will make every reasonable effort to avoid assigning split classrooms.

In the event that a split classroom is necessary, the following supports shall be provided:

A. Paraeducator Support:

Teachers assigned to split classrooms will receive a minimum of one (1) hour of paraeducator support per day. A teacher with a split that has three grade levels shall be allocated two (2) hours of paraeducator time per day.

1. The use and schedule of this paraeducator time shall be collaboratively determined by the classroom teacher and the building principal, based on instructional needs and student support considerations. Teachers may choose to take this para time as pay at \$200 per month.

B. Release Days:

Teachers in split classrooms will be provided with three (3) days of release time annually.

1. These days are intended to support planning, collaboration, and training specific to effective instructional practices in multi-grade classrooms.

C. Collaboration Hours

1. Each staff member will be allocated (6) hours of collaboration time outside of their contracted hours to meet with other split classroom teachers.

ARTICLE VI STUDENT DISCIPLINE

Student discipline shall be administered consistent with applicable federal and state law and District policy and procedure, including Discipline [RCW 28A.600](#), Exclusion of student from classroom [RCW 28A.600.020](#), and Student Discipline [Policy 3241](#) and [Procedure 3241P](#) (Classroom Management, Discipline & Corrective Action).

- A. In the maintenance of a sound learning environment, acceptable behavior shall be expected of all students who attend school in the District. Discipline shall be enforced fairly and consistently regardless of race, creed, gender, or status. Discipline shall be consistent with applicable federal and state laws and regulations and District policies, rules and regulations.
- B. At least once each year, the building principal shall provide instruction and/or information for all employees concerning applicable federal, state, and local laws as well as District rules, regulations and procedures pertaining to student rights, teacher rights, due process and the processing of student discipline. The building principal shall meet annually with staff members on or before the October in-service day to review the disciplinary procedures and expected enforcement of procedures within each school building.
- C. A building administrator and/or designee shall ordinarily be available to staff during working hours in order to provide assistance and support in discipline cases. Each principal shall have an appropriate plan in place to deal with emergencies when neither is present.

Each secondary school will develop a plan to monitor crowd behavior and to deal with injury situations at extracurricular activities.

Employee Expectations in Physical Confrontations

Staff are expected to contribute to a safe environment and use professional judgment during physical confrontations. They are not required to place themselves in harm's way and should act in accordance with their training and capabilities.

Response to Assault or Injury

The District will support employees affected by assault or injury of a violent nature per District policy and law.

Additionally:

- Administration will apply discipline protocols and inform the staff member as soon as possible.
- Staff may refer students to the Student Support Team (SST).
 - When appropriate, the administrator or SST will create or revise a behavior intervention plan, safety plan, and/or support plan with the student to ensure student success. If the student receives special education services, the SST may initiate the IEP review process.
 - The employee may take leave with pay with District Administration approval on the day of the incident, which will not be charged to any accumulated leave.
- Employees may:
 - Meet with building administration as soon as possible
 - Request support (EAP, behavior specialists, classroom counseling)
 - Access District supports available and appropriate to meet student's needs
 - Request additional leave, subject to HR approval
 - Submit an Employee Incident Report
- If a student is facing legal action or is barred from returning to a classroom or campus due to safety concerns, court orders, or law enforcement directives, the District will comply with all applicable legal requirements, including RCW 28A.600.460.

Threats and Harassment

The District is committed to preventing and addressing harassment and intimidating or threatening behavior directed toward staff. All actions will be taken to ensure a safe and respectful work environment for staff.

If needed, a communication plan will be developed by the principal in collaboration with the employee and, if applicable, the employee's union representative. The plan may designate the principal or designee as the primary point of contact with parents/guardians who have engaged in such behavior.

In addition, if a student threat assessment is needed, one will be administered, and/or student support plans will be developed. Student safety and/or support plans will be shared with the teacher before the student returns to class.

If a credible threat of violence or harm is involved, the District will follow all applicable legal requirements and procedures, including those under Policy 4314 and Procedure 3241 Discipline Matrix.

Parent Communication

- Any communication with parents/guardians about student behavior in the classroom and any corrective action taken without a formal referral, is the responsibility of the employee.
- Communication with parents/guardians about any corrective action taken after a formal referral is the responsibility of the principal or designee.
- If student misconduct interferes with other students (such as when a room needs to be evacuated, or when an assault/injury occurs in the presence of other students), the principal may consult with the District and the teacher to determine the best method and form of communication to parents of the affected students.

ARTICLE VII STAFF DEVELOPMENT

It is recognized that an effective staff development program is necessary to provide continuing opportunities for professional growth. Although recommended, staff development attendance is at the discretion of the employee.

A. Curriculum Adoptions and Implementation

1. OEA bargaining unit members will be included on any district-wide committee charged with curriculum development and development of in-service training projects.
2. In the implementation of major new curriculum programs, the District will develop and implement in-service training for any employee(s) who will be responsible for the new curricular programs.

B. Building Staff Development

1. Schools with more than 1000 students will have one staff development chair. Building staff development chairs are responsible for: building plans, time slips, clock hour forms for building classes, hosting building classes, assisting teachers in learning and using the on-line registration process, and if allowing others to access building classes; collecting forms and pay for clock hours.
2. The building staff will approve the building staff development plan.
3. Any building staff development funds not utilized during any contract year will be carried over to the subsequent year and remain in a budget line designated for staff development.
4. The Executive Director of Teaching and Learning will verify that all building plans are in compliance with funding and other legal requirements and approve funding for all that meet that criteria up to the levels of funding provided in this agreement.

C. District Staff Development

1. The District will provide up to 36 hours staff development work to be compensated at the employee’s regular contractual hourly rate. Beginning the 2026-27 school year, up to 30 hours of staff development work will be provided.
2. Individuals may also utilize conferences or classes for their hours. The classes or conferences must be approved as part of the building staff development plan or by the Executive Director of Teaching and Learning. If a specific class or conference is denied, the individual may appeal the decision to a committee consisting of the Association President and the Director of Human Resources.
3. Staff Development hours may be used through July 31st of the current year. Staff Development compensation for the current year (either direct payment or tuition payment request) must be submitted by August 10th of the contract year for which it is earned.
4. Staff Development days may be worked during the summer preceding the contract year, although time may not be entered in Skyward prior to September 1 of the contract year. No building in-service training shall be held prior to the first day of school unless approved by the building Leadership Team.
5. The composition of staff development hours will follow the guidelines listed below:

# of Hours	Type of Staff Development	Description	How Prorated
12	Teacher Self-Directed	The content of two staff development days (12 hours) will be at the option of the employee. Individuals may utilize conferences or classes for their hours. The classes or conferences must be preapproved as part of the building staff development plan, and by the Executive Director of Teaching and Learning or designee. If a specific class or conference is denied the individual may appeal the decision to a committee consisting of the building or program administrator, the Executive Director	.4 FTE and above receive full 12 hours; below .4 receive prorated amount based on FTE

		<p>of Teaching and Learning, the Association President, and one additional OEA member.</p> <p>Other examples for use could include but not be restricted to work on: school leadership; Danielson framework; Common Core; National Board; RTI; completing the IMC process; collaborative planning; or teacher evaluation tool.</p>	
12	District-Wide Building Directed	<ul style="list-style-type: none"> ● Planning for these days will include a focused attempt to incorporate all certificated employees, and the days will likely occur prior to the beginning of the school year. ● Planning should include building Leadership Teams comprised of OEA members and supervisor(s). Teams are encouraged to offer a wide range of activities which could include collaboration, training, orientation and other district/building initiatives. ● Schools/teams may decide on alternate dates/times for these hours. ● Individuals unable to attend may apply for alternate use of this time, and must be preapproved by their immediate supervisor. If approval is denied, the bargaining unit member may appeal the decision to the Executive Director of Teaching and Learning. ● Hours can be eligible for clock hours. ● Scheduling of this time will be done at the earliest possible date in order to allow for adequate planning by building leadership teams and notification to OEA members. ● Six hours will be designated to Equity training designed to specifically focus on equity issues and cultural responsiveness. 	.4 FTE and above receive full 12 hours; below .4 receive prorated amount based on FTE
6	Supervisor/Teacher Approved These hours are being converted to compensation starting in the 2026-27 school year.	These hours will be used in a mutually accepted way agreed upon in advance between a teacher and their supervisor. Examples for use could include but not be restricted to work on: school leadership; Danielson framework; Common Core; National Board; Pro-Cert; RTI; or teacher evaluation tool.	.4 FTE and above receive full 6 hours; below .4 receive prorated amount based on FTE
6	Technology Training	The funding of these hours is dependent upon successful passage of Tech Levy.	.4 FTE and above receive full 6 hours; below .4 receive

			prorated amount based on FTE
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D. Presenters

Each unit member who acts as a presenter for District or building sponsored professional development will be paid \$75.00/presentation hour. This money is to cover the preparation time. They will also be paid at per diem rate for attending the presentation. The total amount paid per hour will be limited to \$150. If there are more than two presenters the \$150 per hour may be split proportionately.

E. Compensation Options

Compensation for staff development days and the day prior to the beginning of school may be received either as:

1. income, or
2. tuition expense paid directly to the college or university of the employee's choice, or
3. tuition for approved educational conferences or conventions (paid directly to the conference or convention).

Tuition payment requests must be submitted by June 30th of the school year following the year in which it is earned. Tuition payments will be processed by calling the Payroll Office. All banked compensation set aside for tuition that is not used shall be paid to the employee and taxed at the usual rate at the end of the period specified above.

F. District Required Training

Any training required solely by the District shall have all tuition and substitute costs (if any) paid by the District. The individual will be paid at the curriculum development rate if it is a District requirement and not a requirement to meet certification standards. Such training will be offered so that all members needing the training will have as many options as feasible regarding times to complete the courses. The District shall in a timely manner, notify all members of the need to take the training and the dates the classes will be offered. This is not intended to cover routine training in faculty meetings such as Student Discipline Plan updates.

G. Professional Growth Plans (PGPs)

The District shall annually distribute the PESB informational video and resources on Professional Growth Plans (PGPs) through District communication channels. Certificated staff shall be reminded that completion of a PGP may be used for certificate renewal and may generate up to twenty-five (25) clock hours per year, consistent with WAC 181-85 and PESB requirements.

Tutorial: Completing a Professional Growth Plan (PGP)

ARTICLE VIII INDIVIDUAL PROFESSIONAL GROWTH GRANTS (IPGG)

- A. Grants for the support of the professional growth of individual certificated staff members may be granted in areas of need recognized by the District. Use of IPGG funds for National Board and Professional Certification Activities is encouraged.
- B. The District shall fund and expend \$70,000 or the actual amount requested if it is less than the amount budgeted for any given year, for professional growth grants.
- C. A Professional Growth Committee comprised of three teachers from the three levels of instruction appointed by the Association and three members appointed by the Superintendent, shall have the following duties:
 1. Set criteria for awarding grants consistent with identified District and building goals. Such grants shall not exceed \$2,000 in any year for any individual. Should the total amount of money for the year not be allocated

approved grants for more than \$2,000 may be funded until all those eligible have been fully funded or the total fund is expended.

2. Define procedure.
 3. Screen applications.
 4. Recommend candidates to the Superintendent (with explanation in writing of reasons for denial).
 5. Send applications to employees by March 1 and are due back by the last school day in March.
 6. Notify applicants of the status of their grant request by June 1.
 7. Send OEA a list of all grant requests. The list should indicate whether the grant was allocated or denied, the amount requested and granted and the cumulative amount expended for grants during the current year.
- D. The application will be reviewed by the Professional Growth Committee on the following criteria:
1. The relationship of the plan to District goals, building goals or individual professional goals.
 2. Potential for future service in the District and profession.
 3. An attempt to represent the different levels of the District staff.
 4. The impact of the plan on the building or District.
- E. Summer class work will be accepted for consideration from the current or preceding school year.

ARTICLE IX CLASS SIZE/OVERLOADS/CONFERENCES

The District shall attempt to maintain class sizes during the course of a school year within the guidelines and following the process outlined below. To the maximum extent feasible, distribution of students will be balanced in regards to all factors (gender, ability, etc.). Busing students to adjacent buildings is to be considered when class sizes are significantly overloaded at one school and class size is low at the adjacent school. Parent requests may be accepted and approval will be decided by lottery or an alternative system designed by the building staff and administrator(s). An apparent egregious overload situation not otherwise provided for below may be taken to the appropriate Executive Director for review. Their decision may be appealed to the Superintendent or their designee. The term "class size" as referred to in this provision means the ratio between the total number of FTE students in a class and the number of teachers in that class.

The District will make every reasonable attempt to maintain a District-wide student-to-secondary-school counselor ratio of 350:1. Any secondary school counselors will be paid \$17.50 for every five (5) students over their caseload of 250 each month.

Overload payment requests must be submitted by the tenth of the month except for September, which will be submitted by the tenth of October and paid in October. If an employee misses a deadline, they may request an extension by submitting a written request to the Director of Human Resources. Late allowances shall not be granted more than three months beyond a reporting deadline and not more than once in a given school year.

The District shall work toward ratios, which do not exceed the following numbers by grade level:

1) Elementary

Grades	K-2	23 pupils
Grade	3	25 pupils
Grades	4-5	27 pupils

- a) The first overload in an elementary class will be paid \$145 per month. September - May are to be considered the nine covered months. The first student is not eligible for paraeducator time.

- b) The second overload and beyond in an elementary class may receive one hour of paraeducator time per day per student in excess of the guideline or be compensated as in “a” or some combination of paraeducator time and pay. In a circumstance where there is an overload of over three students, the teacher, the principal, the personnel director and an OEA representative will meet to seek an acceptable solution. Any solution reached during this meeting will be put in writing, all parties to the agreement will sign it, and copies will be given to all participants, including OEA.
- c) The class limit for each regular full-time elementary teacher with a split) class, which is not part of a planned program, will be two under the lower class size limit.
- d) For purposes of determining overloads for those choosing to be paid, the first day of the month will be used to establish the overload number with the exception of September when the count will be taken on the official count day (fourth day of school.)
- e) In those situations where teachers are provided paraeducator time on the basis of student overloads, the number of hours of overload time to the excess students' days in class will be matched. Flexibility to the building in scheduling the paraeducator time will be assured, provided that it does not overlap into a subsequent school year. If an overload paraeducator is absent and no substitute is available, the teacher will bank one hour of paraeducator time. In those cases where a teacher cannot utilize their paraeducator time because of the lack of paraeducators, they may request a meeting with the Director of Human Resources and the OEA President in an attempt to reach an acceptable solution, or be paid for unused Paraeducator time. They will be paid \$145 on a pro-rata basis (1/20 per hour).
- f) **Conferences:** A teacher who has more conferences than their class guidelines due to overloaded classes, "double" conferences, or a combination thereof, will receive one hour at the curriculum development rate for each conference over the guideline.

A teacher who has an overload will receive one hour at the curriculum development rate for each student over the guideline, in order to compensate for the additional report cards they must prepare. The employee will receive pay for overloads in each reporting period.

A teacher who has completed their conference schedule may leave school prior to the regularly scheduled ending of their work day. Unit members who do not have conferences, or have infrequently scheduled conferences, during conference week are expected to remain at school until the regularly scheduled end of their work day.

Teachers are not required to do evening conferences unless a building staff decides, as a group, to modify the conference times by including evenings. They may, as a group, exchange like-time from the original schedule.

Conferences may be held in person or via an online platform, such as Zoom, by parental request or special circumstances approved by the building Administrator.

- g) Elementary specialists in PE, integrated arts, and music will be limited to seven 35 minute sessions, which will be considered full time. There will be transition time between sessions of no less than five (5) minutes. Itinerant teachers will be given one session to travel in the course of a workday in which they work at two or more buildings.
- h) The above ratios and limits shall not apply in instances where teachers and administrators by mutual agreement have arranged for special variations in curriculum, instructional methods, or staff organization. The class limits for these classes shall be the average of the class size limits for each of the grades involved.
- i) In the absence of a mutually agreed upon resolution, teachers who are asked to take 5 or more additional students due to program requirements will, upon request, be granted a meeting with the Principal, Personnel Director, Executive Director of Teaching and Learning and an OEA representative, to seek an acceptable solution. Any solution reached during this meeting will be put in writing, all parties to the agreement will sign it and copies will be given to all participants, including OEA.

2) Elementary Specialists

- a) Class Size Overload shall be paid on a prorated basis. Overload for Music/PE/Art specialists shall be paid at \$6.00 per student per month at the same caseload limits as other elementary teachers.
- b) Every effort will be made to avoid combining classes..
- c) The district will make a legitimate attempt to provide permanent space for all specialist classes within space limitations.
- d) Overloads will be compensated at the rate of \$6.00 per student each month. September-May are to be considered the nine covered months.
- e) A check of class size and/or teacher load will be made on the first of each month with the exception of September when the count will be taken on the official count day (fourth day of school.) This will establish the overload level for that month.
- f) Elementary teacher librarians will be paid overload the same as Elementary Specialists when they are part of the specialist rotation.

3) Middle School – High School

Class	Class Size	Caseload
HS English	30	125 total daily caseload
MS English/Block*	29	130 total daily caseload
Other classes	30	135 total daily caseload
P.E.	33	165 total daily caseload
General Music	33	165 total daily caseload
MS Music	45	225 total daily caseload
HS Orchestra	45	225 total daily caseload
HS Band	55	275 total daily caseload
HS Choir	65	330 total daily caseload

*Block classes are defined as those where one teacher has the same students for two or three periods. During that time the teacher may teach two or more different subjects.

- a) Overloads at the secondary level will be compensated at the rate of \$17.50 per student each month. September – May are to be considered the nine covered months. The overload will be determined by adding the total overloads from each period and the total overloads of the daily load. In a circumstance where there is a class size overload of over three students in any one class, the teacher, the principal, the personnel director and an OEA representative will meet to seek an acceptable solution. Any solution reached during this meeting will be put in writing, all parties to the agreement will sign it, and copies will be given to all participants, including OEA.

For purposes of computing teacher daily load at the high school level all five classes are counted. At the middle school level the highest five classes are counted.

Independent study students count for purposes of determining caseload totals, if required or pre-approved by the building principal.

- b) For purposes of determining secondary class overloads, the first day of the month will be used to establish the overload number with the exception of September when the count will be taken on the official count day (fourth day of school.) If a discrepancy or question exists, the bargaining unit member and the supervisor shall seek a mutually agreed upon resolution.
 - c) Daily load calculations for secondary teachers working under a mixture of total daily load provisions will be based on the portion of the day spent in each situation. For example, a high school teacher with two English classes and three history classes would have a composite maximum load of $(.4 \times 125) + (.6 \times 135)$ or 134 students.
 - d) It is intended that individual classes during the scheduling process, would normally be considered closed at three less than the maximum, but could be increased to a maximum on a case-by-case basis; i.e., a counselor or administrator would determine if the excess enrollment is justified.
 - e) Block classes shall be treated as one class per period.
 - f) A teacher who has a zero hour class with mutual agreement of their building principal and with approval of the District will receive a stipend of \$3,565.02 per year. If a teacher is required to teach a zero hour class they will be issued a supplemental contract equal to one period at their salary rate.
 - g) A teacher who has more than 31 conferences due to parent demand will receive one hour at the curriculum development rate for each conference over 31. Overloads for staff in schools that use student led conferences or arena style conferencing are determined by the time involved. The teacher will receive one hour at the curriculum development rate for each 30-minutes that the day is extended.
 - h) Avanti shall be staffed at one FTE teacher for each 25 students.
 - i) The above ratios and limits shall not apply in instances where teachers and administrators by mutual agreement have arranged for special variations in curriculum, instructional methods, or staff organization.
- 4) Secondary Music
- a) The district will make a legitimate attempt to provide permanent space for all music classes within space limitations.
 - b) Secondary zero hour music classes where attendance is taken and grades are given in Skyward, will be considered part of the teacher's FTE.

5) Montessori

The parties agree to maintain the current practice of staffing all Montessori classes with a 1.0 certificated teacher. In addition to this, the district proposes a 6-hour paraeducator allocation for each Montessori class, acknowledging the unique needs of the Montessori program. The paraeducator will not have other duties nor will they be pulled to substitute.

The district acknowledges the importance of maintaining reasonable class sizes in Montessori classes. The following specified class sizes will be maintained.

Caseload

- Lower Elementary class size no smaller than 23
- Upper Elementary class size no smaller than 26

Class Size Overload

Lower Elementary (K-2) No smaller than 23 and no larger than 27

Upper Elementary (3-5) No smaller than 26 and no larger than 31

The District will cover the remaining cost of Montessori certification training once the staff member's individually allotted professional development hours and their tech and safety stipend have been converted to tuition reimbursement and applied toward the certification.

Clock hours issued by an OSPI-approved clock hour provider can be submitted to Human Resources for advancement on the salary schedule.

6) ORLA

All ALE programs staffed at student teacher ratio of no higher than 25:1 FTE

hConnect and MSA staff schedules following guides below:

1.0 FTE

Current schedule 17-19 hours teaching and up to 9 preps and Friday planning or as assigned with 9 hours of planning in a week. Teachers will have the following responsibilities in addition to instruction and to maintain compliance with ALE WACs.

Monthly Progress

Parent/Student meetings

Office Hours on Fridays:

2 hours

Attend progress meeting each month

.8 FTE

Current schedule 14-16 hours teaching and up to 7 preps and Friday planning or as assigned with 7 hours of planning in a week. Teachers will have the following responsibilities in addition to instruction and to maintain compliance with ALE WACs.

Monthly Progress

Parent/Student meetings

Office Hours on Fridays:

2 hours

Attend progress meeting each month

.6 FTE

Current schedule 12-14 hours teaching and up to 5 preps and 5 hours of planning. Teachers will have the following responsibilities in addition to instruction and to maintain compliance with ALE WACs.

Monthly Progress

Parent/Student meetings

Attend progress meetings each month. If not on a regularly scheduled day, staff could time slip.

Office hours as needed within existing planning time

.5 FTE

Current schedule 10 -12 hours teaching and up to 5 preps and up to 5 of planning. Teachers will have the following responsibilities in addition to instruction and to maintain compliance with ALE WACs.

Monthly Progress

Parent/Student meetings

Attend progress meetings each month. If not on a regularly scheduled day, staff could time slip.

Office hours as needed within existing planning time

.4 FTE

Current schedule 7-9 hours teaching and up to 5 preps and 3 hours of planning. Teachers will have the following responsibilities in addition to instruction and to maintain compliance with ALE WACs.

Monthly Progress

Parent/Student meetings

Attend progress meetings each month. If not on a regularly scheduled day, staff could time slip.

Duplicate classes taught in different grade levels bands count as different preps. Repeat classes taught in the same grade level band count as one prep. Classes that are two hour block classes count as one prep.

Teachers have the opportunity to submit class proposals for each semester and due consideration will be given to these ideas. ORLA values teachers having the opportunity within their teaching schedule to experience variety in the types of classes they teach.

Max class size numbers will align with contractual language found in the OEA current contract for traditional schools.

7) Nurses

School nurses may provide input in determining school assignments in collaboration with District administrators and/or program supervisors.

When the nurse is of the opinion that they are unable to safely deliver health related services, upon their request a meeting shall occur which will include the nurse, an OEA representative, appropriate site administrator(s), the program coordinator and the Executive Director of Student Support. Any solution reached during this meeting will be put in writing, all parties to the agreement will sign it, and copies will be given to all participants including OEA.

A person will be identified at each school that has minor first aid responsibility. The District will provide the Association with a list of identified persons each year. First aid and CPR training is mandatory and will be updated regularly. Nurses must have input into training since it affects their own certification.

Nurses hired by the District must meet the following qualifications:

- a) Possesses a current Registered Nurse License in the State of Washington.
- b) Possesses a minimum of an Educational Staff Associate Initial Certificate in School Nursing, or a Bachelor of Science Degree in nursing, and meets requirements to maintain certification.

Employees who have worked in this capacity for the district in the past or current employees of the district are exempt from these requirements and may apply, and be granted an interview, for any permanent position that becomes available.

8) Special Education Teacher

a) Inclusion Model

(1) Accords

- (a) Each building will have access to a listing of all special services funds available to its site.
- (b) The District assumes responsibility for any violations of the legal requirements of reporting that arise as a result of changes in the Inclusion model.

- (c) The District recognizes its legal responsibility to provide an appropriate special education program to meet the needs of students with disabilities. Students will be appropriately placed on a continuum ranging from full inclusion to self-contained special education.
- (d) These programs will be designed individually for students in an Individualized Educational Program (IEP) where services to be provided are detailed. Individual schools will have the right to determine how they will utilize building and itinerant special education staff, group children, and otherwise meet the needs of children. Such decisions shall not be contrary to IEPs or state or federal requirements.
- (e) The Association and the District recognize their responsibility to respond individually to the needs of all students without precluding any possible options along a continuum of alternative placements and/or support services. It is expected that IEP team members at individual schools will utilize legally mandated IEP review processes together with building and District resources in determining either placement options or support services required for appropriate special education programs for students with disabilities. Any member of the IEP team may request such review processes.
- (f) When an employee works in condition of particular risk, either due to assignment or student behavior, the administrator and teacher will develop a safety plan. Such a plan will include procedures for anticipated emergencies, address emergency plans in absence of the building administrator or other supervisor, and when relevant support planning/break/lunch periods for the employee and will support planning/lunch/break periods for the employee. In order to provide time for creation and implementation of the emergency plan, new students may not immediately attend upon registering, to the extent allowable by law. Whenever possible, the emergency plan will be communicated to all employees involved with the plan prior to the student's attendance.
- (g) When a student has significant documented safety concerns, relevant information will be shared with employees who work with the student.
- (h) Four full time program para educators will be assigned each full time certificated teacher in the Transition Academy.

(2) Service Delivery Model

The model is designed to emphasize a continuum of support services based upon student need. Students with special needs will have the opportunity to participate in special services courses, basic education courses or a combination of both.

IEP students with very intense needs could participate in special services classes for the entire day. Most IEP students will receive instruction in a combination of regular classes and special services classes, although some may receive all of their instruction in the regular education class setting.

Elementary DLC students will appear on general education teacher's class rosters and be counted as a student in the teacher's classroom based on the percentage of time they have in gen ed minutes on their IEP.

(3) Funding Formula

The following formula will be used to determine funding levels at each building. Initial funding levels will be based on end of year projections. The formula will disburse funds based on the December 1 attendance figures. Changes in funding will take place based on those numbers.

b) Special Education Documentation, Portfolio Creation and Extended School Year Pay

In order to provide the necessary time required for reviewing transfer records, documenting evaluation results and progress towards IEP goals, preparing special education documents, and scheduling meetings, special education teachers, school psychologists, SLPs, OT/PTs, vision specialists, will work an additional five (5) days

per year. Compensation for these days shall be the per diem rate of the employee. If the employee exceeds five (5) work days in the above mentioned work, they may submit time slips for approval by administration to compensate for time beyond five (5) days. Attendance at IEP and/or Evaluation meetings that continue past contracted time will be time-slipped at per-diem.

The Special Education staff member required to prepare state mandated portfolios will keep a log of their time spent outside the regular workday preparing such portfolio(s) and submit time slips for per diem pay to compensate for the extra time.

Teachers providing extended school year services will be paid at their per diem rate.

c) High School/Secondary Resource

Special education teachers will teach (or act as a consultant to regular education teachers) up to four periods per day with one planning period, and one additional class period for consulting/case management **(this previous sentence does not go into effect with ratification and is subject to an MOU process that will be bargained in the spring of 2026)**. In addition to their responsibilities for managing the referral and assessment processes, School Psychologists may act as consultants for students with special needs. Schedules of special education teachers will reflect the student needs as identified by the individual IEPs and will be assigned by the building principal. The content of these classes may range from core content areas, such as reading/English and math, to organizational and study skills. Students who need assistance with life skills development and/or have significant behavioral needs will also be enrolled in special services classes. Students will enroll in these classes based on their individual needs. Excluding consult duties, special education teachers will be responsible for only the students in their classrooms. However, special education teachers may be asked to tailor their curriculum to address needs identified by regular education teachers. Regular education teachers may also need to adapt their curriculum to meet IEP requirements.

All buildings' annual LID training will include a brief review of where to find IEP and 504 plans so that accommodations are made available by the first student day.

The IEP caseload for any full time special education teacher shall be thirty (30) special education students. If the caseload exceeds thirty (30) the teacher shall be paid \$145 per month, for each student over the total overload guideline.

The district will attempt to maintain 6 hours of para support per 1.0 FTE of resource special education teacher time (prorated for staff that are less than 1.0). If this is not feasible, a meeting will be held to determine appropriate staffing.

The daily caseload for any full time special education teacher shall be 75 students. In a circumstance where the caseload exceeds 78 students, the teacher, the principal, the personnel director, the director of special education and an OEA representative will meet to seek an acceptable solution. Any solution reached during this meeting will be put in writing, all parties to the agreement will sign it, and copies will be given to all participants, including OEA.

d) Middle School Resource

Special education teachers will teach (or act as a consultant to regular education teachers) up to four periods per day with one planning period, and one additional class period for consulting/case management **(this previous sentence does not go into effect with ratification and is subject to an MOU process that will be bargained in the spring of 2026)**. In addition to their responsibilities for managing the referral and assessment processes, School Psychologists may act as consultants for students with special needs. Schedules of special education teachers will reflect the student needs as identified by the individual IEPs and will be assigned by the building principal. The content of these classes may range from core content areas, such as reading/English and math, to organizational and study skills. Students who need assistance with life skills development and/or have significant behavioral needs will also be enrolled in special services classes. Students will enroll in these

classes based on their individual needs. Excluding consult duties, special education teachers will be responsible for only the students in their classrooms. However, special education teachers may be asked to tailor their curriculum to address needs identified by regular education teachers. Regular education teachers may also need to adapt their curriculum to meet IEP requirements.

The IEP caseload for any full time special education teacher shall be thirty (30) special education students. If the caseload exceeds thirty (30) the teacher shall be paid \$145 per month, for each student over the total overload guideline.

The district will attempt to maintain 6 hours of para support per 1.0 FTE of resource special education teacher time (prorated for staff that are less than 1.0). If this is not feasible, a meeting will be held to determine appropriate staffing.

The daily caseload for any full time special education teacher shall be seventy-five (75) students. In a circumstance where the caseload exceeds seventy-eight (78) students, the teacher, the principal, the personnel director, the director of special education and an OEA representative will meet to seek an acceptable solution. Any solution reached during this meeting will be put in writing, all parties to the agreement will sign it, and copies will be given to all participants, including OEA.

e) Elementary School

The model is designed to emphasize a continuum of support services based upon student need. The model is dynamic since the needs of any building's population will change constantly. All alternatives must be available to be instituted as the need arises.

Students with special needs may be served:

- (1) in the general education classroom with specially designed instruction and or related services support (designed, monitored and evaluated by a special education staff member) delivered by the general education classroom teacher.
- (2) Out of the regular classroom (small group, individually, etc.) with specially designed instruction and or related services support (designed, monitored and evaluated by a special education staff member) provided by a paraeducator or special education staff member.
- (3) out of the regular classroom with specially designed instruction/behavioral intervention for high need students provided by a special education staff member.
- (4) in special education classrooms with specially designed instruction provided by a special education staff member.
- (5) In settings outside of the school with specially designed instruction provided by a special education staff member and/or by community organizations.

The workload for elementary school level special education teachers will be twenty-five (25) IEPs per FTE. If the caseload exceeds twenty-five (25) the teacher shall be paid \$145 per month, per student in excess of the guideline. September - May are to be considered the nine covered months.

The district will attempt to maintain 6 hours of para support per 1.0 FTE of resource special education teacher time (prorated for staff that are less than 1.0). If this is not feasible, a meeting will be held to determine appropriate staffing.

Alternatively, if class size is two (2) students over the guideline, the teacher may receive one (1) hour of paraeducator time per day per student in excess of the guideline.

In a circumstance where there is an overload of over three (3) students, the teacher, the principal, the personnel director, the special education director, and an OEA representative will meet to seek an acceptable solution. Any

solution reached during this meeting will be put in writing, all parties to the agreement will sign it, and copies will be given to all participants, including OEA.

f) Infant and Toddler Program

- (1) Class size guideline of an annual average of fifteen (15) identified students. Infant and Toddler teachers will be paid \$145 per month for each full time equivalent over the guideline.
- (2) Infant and Toddler Program teachers shall have the same early release as their school.
- (3) Every reasonable effort shall be made to assure that Infant and Toddler Program teachers have a regularly scheduled gym time.
- (4) (As required by state regulations,) Infant and Toddler teachers will work the same number of contract hours as other teachers over a 12-month calendar. Working hours may occur outside of a typical school day or calendar. Infant and Toddler teachers may plan their schedules with the supervisor to allow for adequate blocks of time off work. Overload compensation during the summer months will be paid only if additional student enrollment results in the employee exceeding the established class size threshold that qualifies for overload.

g) Preschool

- (1) The following guidelines shall be used to determine class size and overload for preschool:
 - (a) A class size of nine (9) students with IEPs per session, with a maximum of nine (9) non-identified students (ECEAP, Title one, tuition-paying, etc.) per session. The number of non-identified students shall not exceed nine (9). The remedy for overload will follow the elementary overload model.
 - (b) The student to staff ratio guideline shall be 6:1 (one certificated staff person per class, with additional classified (or agency) personnel to meet ratio). The remedy for ratio overload will follow the elementary overload model. A ratio overload is independently determined from class size overload.
 - (c) At any time where there is a ratio or class size overload, the teacher may request a meeting with the principal, the Director of Human Resources, the special education director, and an OEA representative in order to discuss different options. Any solution reached during this meeting will be put in writing, all parties to the agreement will sign it, and copies will be given to all participants, including OEA.

Overload payment requests must be submitted by the tenth of the month except for September, which will be submitted by the tenth of October and paid in October. If an employee misses the deadline because of unforeseen circumstances, they may request a meeting with the Director of Human Resources and the OEA President to seek an acceptable solution. Late allowances shall not be granted more than three months beyond the reporting deadline.

- (2) Preschool teachers shall have the same early release as their school.
- (3) Every reasonable effort shall be made to assure that Preschool teachers have a regularly scheduled gym time.
- (4) Preschool teachers will be granted the equivalent of three (3) days of substitute release time per year to do IEPs and kindergarten transition meetings.
- (5) Full-Time Preschool teachers will have a minimum of 52 total hours per week of paraeducator time to support 18 IEP students. The classroom teacher and Special Education Director shall have the flexibility to collaboratively schedule the work schedules of the paraprofessionals for the purpose of program effectiveness.
- (6) For full-time classrooms that are at the minimum number of paraprofessional hours listed in #5 above, each classroom shall also have a bank of seventy-two (72) unscheduled paraprofessional hours per

school-year per full-time teacher. These hours are intended to create additional time for classroom staff to address emergencies, transition time, and to plan for unusual or unforeseen classroom/student services. The hours may be used flexibly and scheduled at the discretion of the team. At no time may additional scheduled hours create an overtime situation for a paraprofessional without the prior approval of the Special Education Director.

- (7) For classrooms that have more than the minimum staffing listed in #5 above, additional hours may be accessed for emergency or unusual circumstances with the preapproval of the Early Childhood Special Education Director.

h) District Self-contained Classrooms

- (1) Self-contained teachers will be paid \$145 per month per student in excess of the guideline.
- (2) When working to provide paraeducator coverage at the beginning and end of the day, school administration will work with self-contained teachers to stagger paraeducator start and end times. This will ensure that all programs will have the capacity to cover arrival and dismissal for the self-contained classrooms.
- (3) Self-contained classroom staffing ratios described below (paragraphs 4-7) will be staffed with one certificated teacher with sufficient para support to maintain ratio, rounded up to the nearest whole 6-hour para position. This ratio shall not include 1:1 paraeducators assigned to a specific student (or those students). All self-contained classrooms will have a minimum of two paras. The staff ratios described will be seen as minimum staffing ratios. Teachers in need of additional resources may use the Documentation of Supports form located under the Student Support Department page in the OSD Intranet.
- (4) District Self-contained classrooms at the elementary and middle school level which serve mildly delayed and moderately delayed students shall be staffed at a student to staff ratio of ten to three (10:3).
- (5) District Self-contained classrooms at the high school level and the transition program which serve mildly and moderately delayed students not in need of significant health care or hygiene maintenance shall be staffed at a student to staff ratio of twelve to three (12:3). If the ratio calculation results in a partial para allocation, the number will be rounded up.
- (6) District Self-contained classrooms which serve severe and severe/profoundly delayed students in need of significant health care and/or hygiene maintenance or training shall be staffed at a one to three (1:3) adult/student ratio. These classrooms will be provided with paraeducator time to match student time. In addition, up to sixty (60) minutes per week will be provided for team planning and made available either through schedule changes or additional time.

By mutual agreement of the administrator and the team serving students with severe and/or profound delays, medically fragile concerns, severe behavior disorders, or others as may be identified, a request to access additional planning time may be made.

Additional planning time is for the Core Team which includes certificated teacher(s), paraeducator(s), social service providers, building administrator, and other specialists if needed and available. This planning time of up to sixty (60) minutes per week may be made available through building coverage, schedule changes or additional time and is to be approved by the appropriate administrator.

- (7) Self-Contained Classroom for the Emotionally/Behavior Disorder
The maximum caseload for each Emotionally/Behaviorally Disordered Special Education instructor shall be ten (10) students per full-time certificated teacher. Classrooms will be staffed at a student to staff ratio of ten to three (10:3).

- i) Designated Program Staff (Communication Disorders Specialists, Speech and Language Pathologists, Occupational Therapists, Physical Therapists, Adaptive Physical Education Specialists, Teachers of the Deaf and Hard of Hearing, Teachers of the Visually Impaired, multilingual Specialists).

In accordance with this agreement, Designated Program staff's total length of the instructional workday shall not exceed seven hours, inclusive of a thirty-minute duty-free lunch, which shall include scheduled preparation time. It is recognized that the majority of related services, as provided by Designated Program Staff, are direct student services, and that consultation and assessment activities are also ongoing requirements throughout the work year.

The calculation of years of service for staff in ESA positions regulated under Title 18 RCW will include experience in schools and other non-school positions requiring equivalent certification or licensure. The calculation shall be that one year of service in non-school position counts as one year of service.

If documentation of employment cannot be supported by "third party" evidence meeting the criteria in WAC 392-121-280(5)(b), such as in situations of self-employment or employment with an employer that has gone out of business, documentation of employment should be supported by other evidence, such as:

- tax returns
- social security records

The following documents are considered to be insufficient evidence of employment:

- resumes
- job applications
- sworn affidavits

It is further recognized that Designated Programs are generally provided as a "support service" to students within the framework of an Individual Education Plan (IEP). Designated Programs may be a required component of that plan or in some cases may constitute an IEP by itself. Scheduling for provision of Designated Programs, planning time with classroom teachers, paraeducators and parents, direct service time with students, assessment/evaluation time, record keeping, travel time and required IEP meeting time are all integral parts of caseloads for Designated Programs Staff.

Designated Programs Staff are uniquely responsible for planning, organizing and providing their specialized services in that their assignments may be itinerant, availability of students for services may vary according to school schedules, planning time may be daily or weekly. Decisions about method, level and frequency of services are determined during the student's IEP with input and agreement from all IEP team members, including the Designated Programs Staff Member.

The District recognizes that adequate space, materials, and tests are necessary for proper delivery of services. Adequate space is defined as a location that allows for confidential work, to conduct evaluations and/or therapy in a quiet space, a place where therapy supplies/materials are not readily available to all staff/students. A space with a desk and a locking cabinet is necessary.

The Special Education Department will attempt to finalize itinerant staff assignments for the beginning of the school year by June of the prior year.

- j) Speech and Language Pathologists/Occupational and Physical Therapists, Teachers of the Deaf and Hard of Hearing, Teachers of the Visually Impaired, multilingual Specialists

When one or more of the following factors exist, the individual staff member may request a meeting with a member of the Special Services Administration, a second district level administrator such as an Executive Director or Director of Human Resources and an OEA representative to seek an acceptable solution. When two or more of the following factors exist, the individual staff member, a member of the Student Support Administration, a second district level administrator such as an Executive Director or Director of Human Resources and an OEA representative shall meet to seek an acceptable solution. These may include any of the

following, but not limited to: equalization of caseloads among staff, assignment of additional staff, contracting with other agencies for the provision of services, scheduling additional time and compensation for existing staff, zero hour time (paid at per diem rate), overload pay (\$145), or other support strategies as may be determined.

Counting students who receive supports to school personnel as part of an IEP: Each 90 minutes (across students) of regularly scheduled support to school personnel per month can be combined to be counted as one student on a caseload. To claim overload, the tracking form in Appendix R must be submitted with an overload claim.

Certificated Therapists who supervise a SLPA or COTA or PTA are allowed to claim the overload of the assistant at .5 per student and IEP preparation time. The maximum number of students served on the combined caseload of the therapist and assistant will be 1.5 times the caseload referenced in the contract. The therapist will have an opportunity to meet with the director of student support prior to an assistant being assigned. The caseload allocation between the therapist and assistant will be determined by the supervising therapist to allow time for appropriate supervision with supervisor approval.

(1) Speech and Language Pathologist

- (a) Number of students with IEPs receiving direct or related services, exceeds forty-eight per FTE.
- (b) Number of schools served exceeds three. For every school over three, the SLP will be given an additional one student of overload pay per month.
- (c) When the workload requirements exceed the time available to complete the work, the employee may request a meeting to reach a mutually agreeable solution. The meeting will include the member, an OEA representative and the Executive Director of Student Support or designee. Any solution reached during this meeting will be put in writing, all parties to the agreement will sign it, and copies will be given to all participants including OEA.

(2) Occupational Therapists

- (a) Number of students with IEPs receiving direct services or related, exceeds forty-five per FTE.
- (b) Number of schools served exceeds five. For every school over five, the OT will be given an additional one student of overload pay per month.
- (c) When the workload requirements exceed the time available to complete the work, the employee may request a meeting to reach a mutually agreeable solution. The meeting will include the member, an OEA representative and the Executive Director of Student Support or designee. Any solution reached during this meeting will be put in writing, all parties to the agreement will sign it, and copies will be given to all participants including OEA.

(3) Physical Therapists

- (a) Number of students with IEPs receiving direct services or related, exceeds forty per FTE.
- (b) Number of schools served exceeds five. For every school over five, the PT will be given an additional one student of overload pay per month.
- (c) When the workload requirements exceed the time available to complete the work, the employee may request a meeting to reach a mutually agreeable solution. The meeting will include the member, an OEA representative and the Executive Director of Student Support or designee. Any solution reached during this meeting will be put in writing, all parties to the agreement will sign it, and copies will be given to all participants including OEA.

(4) Multilingual Learner Specialists (MLLS)

- (a) Number of students qualifying ML support receiving direct services, exceeds 80 per FTE at the elementary level or 60 at the secondary level.

- (b) Number of schools exceeds five (5).
 - (c) When the workload requirements exceed the time available to complete the work, the employee may request a meeting to reach a mutually agreeable solution. The meeting will include the member, an OEA representative and the Director of ML Learner Services designee. Any solution reached during this meeting will be put in writing, all parties to the agreement will sign it, and copies will be given to all participants including OEA.
 - (d) Para-educator time to match Specialists FTE will be provided. Elementary specialists working 0.5 to 1.0 FTE will receive support from one paraeducator at 6 hours per day. Secondary specialists working 0.8 to 1.0 FTE will receive support from two paraeducators at 6 hours per day. Specialists working less than these ratios will receive prorated paraeducator time.
 - (e) The MLLS will be able to schedule their students with the registrar, appropriately placing them in all courses, at the secondary level, and clustering by teacher as deemed appropriate by the MLLS at K-12 levels.
 - (f) A scheduled work space shall be designated at each school for MLLS and support staff.
 - (g) All MLLS will be placed in their respective school(s) by October 15th and shall not be moved without engaging in the process referred to in part c.
- (5) Teacher of the Visually Impaired:
- (a) Number of students with IEPs receiving direct or related services, exceeds 20 per FTE.
 - (b) When the workload requirements exceed the time available to complete the work, the employee may request a meeting to reach a mutually agreeable solution. The meeting will include the member, an OEA representative and the Executive Director of Student Support or designee. Any solution reached during this meeting will be put in writing, all parties to the agreement will sign it, and copies will be given to all participants including OEA.
 - (c) Para-educator time to match Specialists FTE will be provided.
- (6) Teacher of the Deaf and Hard of Hearing:
- (a) Number of students with IEPs receiving direct or related services, exceeds 20 per FTE.
 - (b) When the workload requirements exceed the time available to complete the work, the employee may request a meeting to reach a mutually agreeable solution. The meeting will include the member, an OEA representative and the Executive Director of Student Support or designee. Any solution reached during this meeting will be put in writing, all parties to the agreement will sign it, and copies will be given to all participants including OEA.
- (7) Elementary Counselors and Social Workers serving as Elementary Counselors
- (a) When the workload requirements exceed the time available to complete the work, the employee may request a meeting to reach a mutually agreeable solution. The meeting will include the member, an OEA representative and the Executive Director of Student Support or designee. Any solution reached during this meeting will be put in writing, all parties to the agreement will sign it, and copies will be given to all participants including OEA.
 - (b) Additional Work Duties: Elementary Counselors and Social Workers serving in the elementary counselor role may be eligible for a stipend of \$5,793.16 for completing all of the following additional work duties: coordinating 504 plans, planning/ implementing Tier 1 and Tier 2 student interventions, Problem Solving and SST planning / documentation, and meeting with parents. Stipend may be prorated based on their FTE.

k) Support System

The Association and the District are committed to providing a program that meets the needs of all students. Processes should be designed to deal with program issues that arise in Student Support and are designed to be fair, equitable and clear. These issues may take the form of financial needs, service delivery needs, curricular issues, and staff development. Needs are addressed by providing a support structure that allows staff and administration to have a process for addressing issues.

l) Class Size Grievances

It is understood that class size issues shall be subject to the grievance procedure only through the Superintendent's level and shall not be subject to arbitration.

Upon the request of the Association, an OEA representative may meet with the Superintendent and/or their designee to raise concerns regarding class size in any school situation where ratios are being exceeded and where an exemption from ratios does not exist. The Superintendent or their designee shall respond to these concerns within ten school days and make a good faith effort to correct the problem within the financial, organizational and physical limitations prevailing in the situation(s).

The kinds of measures taken to correct overloads may include, but are not limited to, payment for additional work incurred at the rate stipulated, the addition of paraeducator time, the addition of a class or section, the diversion of students. It is agreed that the only part of this provision subject to the grievance procedure is whether there has been a good faith effort to remedy the instance(s) of class sizes over the applicable ratios as drawn to the attention of the principal, supervisor and/or District level administrator. As stated above, class size grievances shall be limited to the Superintendent's level.

m) School Psychologist

School psychs will make an election of either 3 hours per week of para time or, alternatively, \$145.00 (pro-rated by building FTE) per month, by the end of September. The use of this time is limited to support of the School Psychologist and the delegation of that time is determined by that individual. In addition, School Psychologist will work an extended year (See Appendix B) and shall extend their work day by 45 minutes three times a week, which is equivalent to fifteen (15) additional days at per diem, beyond their 180-day contract for the purpose of reviewing student records, completing file reviews, meeting with parents, and ensuring appropriate placement. Part-time employees shall receive a prorated number of days based on their FTE.

The District will staff psychologists at a ratio of no more than one FTE per 800 (1:800) students per assignment. In the event sufficient qualified staff are unavailable, and/or when caseload is exceeded for other reasons, the school psychologist may request a meeting with an OEA representative, and the Executive Director of Student Support or designee. Solutions to remedy caseload overload may include super FTE, overload pay, per diem pay, evaluation for dollars, and other solutions, as agreed upon by the team.

The school will make every reasonable effort to provide a work environment that supports the need for confidentiality.

The Completion of 60 evaluations (initials, re-evaluations, Functional behavior assessments) by a School Psychologist during a school year, will trigger overload pay of 6 hours per diem pay, per additional evaluation. School Psychologists will provide a courtesy notification that they have completed 60 evaluations in writing to the Executive Director of Student Support or designee.

The projected number of evaluations for the remainder of the year will be communicated at the same time. The employee will request, and is entitled to a meeting within 10 school days for a mutually agreeable plan for the additional evaluations for the remainder of the year. The meeting will include the member, an OEA representative and the Executive Director of Student Support or designee.

On completion of 69 evaluations, the employee will notify the Executive Director of Student Support or designee. The remedy at 70 evaluations and above may be retroactive super FTE OR 2 additional hours per diem per evaluation, whichever benefits the member. If the member elects for the super FTE, any amount time-slipped prior to the super FTE being issued will be deducted from the employee's next paycheck. The member/ employee will notify the Executive Director of Student support or designee at evaluation #70 and indicate in that notification, their preferred remedy as provided in the contract.

OSD will consider the 3 year average number of evals/re-evals/FBAs when making assignments. The psychologist department lead will provide input to Student Support directors regarding psychologist placement for the following school year. District will count all district program students as 1.5 for purposes of enrollment ratio.

OSD will support the school psychology intern program. The school psychologist assigned to supervise the intern will be paid a stipend of \$500. Where more than one school psychologist supervises the intern, the stipend will be shared accordingly.

n) School Social Workers

To the maximum extent possible, SSWs will be notified of their assignment and evaluator prior to school being dismissed for the summer break.

Due to the unique roles of SSWs, and their role within the Student Support Department, the District will make every reasonable effort to have SSWs evaluated by staff within the Student Support department.

When the workload requirements exceed the time available to complete the work, the employee may request a meeting to reach a mutually agreeable solution. The meeting will include the member, an OEA representative and the Executive Director of Student Support or designee.

o) Student Evaluation for Eligibility

Special Education teachers already in overload may use the overload form to submit for extra time in their work evaluating students without current IEPs to determine their eligibility.

ARTICLE X CLASSROOM VISITORS

The District encourages patrons to become familiar with the educational program and, to that end, parents and others are welcome as visitors to the schools and classrooms of the District. In the interest of assuring that classroom visits be most productive, the following guidelines will be followed:

1. Except in those situations in which the teacher has made prior arrangements for classroom visits, arrangements for such visits will be made after the principal has conferred with the teacher.
2. If, in the principal's and teacher's opinion, the requested visit would be disruptive, the visit will be canceled. If they disagree, a mutually agreed alternate arrangement will be made.
3. Visits to a classroom during the school day shall not be times for parent-teacher conferences.
4. The maximum number of visitors to a classroom at any one time shall be determined by the principal after consultation with the teacher.
5. An opportunity shall be provided for the teacher to confer with the observer before or after the visit.

ARTICLE XI CERTIFICATED SUPPORT PERSONNEL

Section 1 Teacher-librarians

Teacher-librarians hired by the District must possess a state library endorsement or attain a state library endorsement within three years. Those members who have worked as a school teacher-librarian for the district prior to 1997, and continue to work in that capacity, are exempt from these requirements.

When a teacher-librarian deems the library budget and/or building support to be inequitable or inadequate, they may call a meeting to seek an acceptable solution. Such a meeting would include the teacher-librarian, the principal, an OEA representative, and the Executive Director of K-12 Teaching and Learning. Any solution reached during this meeting will be put in writing, all parties to the agreement will sign it, and copies will be given to all participants, including OEA.

Teacher-librarians, who have classroom teaching responsibilities in addition to their teacher-librarian FTE, will either have an increased contract or will have a written reduction in library responsibilities. A meeting to review the written reduction will include the teacher-librarian and the principal, and may include an OEA representative and the Executive Director of K-12 Teaching and Learning.

Teacher-librarians will not be left solely responsible for an overloaded class without appropriate staffing. Appropriate staffing may include a classroom teacher, a paraeducator, and/or principal.

Section 2 District Instructional Coach

The district may employ district instructional coaches to support the ongoing work of educators in the school district. It is understood that this work involves contact time with educators and administrators during the regular contract day as well as outside of the regular contract day. It is also understood that the total number of hours instructional coaches work in a year is not meant to exceed the total number of contract hours for certificated employees unless utilizing the provisions below.

Daily/Yearly Schedule: Collaboration should take place between the coach and the immediate supervisor to create a mutually agreed upon schedule that allows for flexibility to address the needs for coaching, preparing for trainings, and providing trainings. It is understood that work before and after the school year may be requested by an immediate supervisor and agreed to by the employee.

Flex Time: The employee will have the option of flex time in order to meet the needs of trainings or meetings that occur outside of a regular contract day. The use of flex time will be mutually agreed to by the supervisor and the employee. Split day scheduling will not be required.

Preparation for Trainings: The supervisor and the employee will collaborate to create a schedule that allows time during the regular contract day for the purposes of preparing for trainings. Should there not be sufficient time during the contract day to prepare for a training, a coach shall have the ability to access the Presenter Fee as outlined in Article VII, of the collective bargaining agreement.

Work beyond the Contract Day or Year: When an employee agrees to perform work outside of the regular contract day or year, when flex time is not available or appropriate, a timeslip may be submitted at a per diem rate of pay for the completed work.

In the event that a mutually agreed upon schedule cannot be decided, the teacher, the supervisor, the HR Director and an OEA representative will meet to seek an acceptable solution. Any solution reached during this meeting will be put in writing, all parties to the agreement will sign it and a copy will be given to all participants, including OEA.

Section 3 Mentor Teachers

The Olympia School District will maintain a mentor teacher program funded at the level of funding provided by the state. The funds will be appropriated as follows: 30% of the individual state allocation for the mentor, 15% of the individual state allocation for the mentee, 10% of the total state allocation for that year for the program coordinator and 45% of the total state allocation for that year for release time, workshops and/or supplies/materials. If TAP funding from the state ceases the district and association agree to discuss possible alternatives. The distribution of funds may

be changed by mutual agreement of the district and association. Teachers with at least 16 years of experience will be considered first when selecting mentors. If all else is equal they will be given the assignment.

Section 4 Student Teachers and Interns

Certificated employees are under no legal obligations to the District or to a college/university involved to accept placement of a student teacher, a September experience student or college student. If the certificated employee does accept this responsibility, they do so on a voluntary basis.

The college/university and the District shall not assign a student teacher or a September experience student to a certificated employee without first contacting that certificated employee and reaching agreement. The certificated employee may request an interview with the student teacher prior to making a final decision regarding placement.

In the event that the certificated employee feels the situation has become untenable they shall have the right to choose to discontinue the use of the student teacher. Such discontinuance shall require prior consultation at the earliest possible time between the certificated employee, the District, and the college/university. The certificated employee shall provide an explanation to the building principal, the college supervisor, and the student teacher involved. Certificated employees requested to supervise a student teacher must have had three years experience and be certificated in the role being supervised.

Section 5 Reading Interventionist

The District will make every reasonable attempt to hire or place reading interventionists who possess a reading endorsement, credential, or relevant training/experience in reading intervention.

ARTICLE XII LEAVES

Leave situations — including pregnancy, childbirth, family care, and personal health — can vary depending on your individual circumstances. Eligibility for FMLA, Paid Family and Medical Leave (PFML), and use of sick or personal leave depends on factors such as employment history and available leave balances. Because every situation is different, certificated staff should contact Human Resources directly to discuss options and next steps.

Section 1 Sick Leave

At the beginning of each school year each regular full time employee covered by this Agreement shall be credited with a sick leave allowance of twelve days in September. In the event of illness of an employee or the employee's family member, the appropriate deduction will be made. Sick leave shall accumulate to 180 days.

Sick leave is based on a 6 hour day. Beginning the 2026-27 school year, sick leave will be based on a 7 hour day.

Individual employees may donate sick leave each year in accordance with applicable state regulations. Donations may be made on the Shared Leave Transfer Form (Appendix H).

In January of the year following any year in which a minimum of sixty days of leave for illness or injury is accrued, and each January thereafter, any eligible employee may exercise an option to receive remuneration for unused leave for illness or injury accumulated in the previous year at a rate equal to one day's monetary compensation of the employee for each four full days of accrued leave for illness or injury in excess of sixty days. Leave for illness or injury for which compensation has been received shall be deducted from accrued leave for illness or injury at the rate of four days for every one day's monetary compensation: PROVIDED, that no employee may receive compensation under this section for any portion of leave for illness or injury accumulated at a rate in excess of one day per month. Each employee shall be given a monthly accounting of sick leave entitlement.

At the time of separation from District employment due to retirement or death an eligible employee or the employee's estate shall receive remuneration at a rate equal to one day's current monetary compensation of the employee for each four full days accrued leave for illness or injury. Employees eligible to separate from service under RCW 28A.400.210, may opt to contribute their sick leave remuneration into a Sick Leave Conversion Medical Reimbursement Plan identified by the Association.

Any former employee, upon return to employment with the District, shall be credited with the balance of unused sick leave accumulated at the time of termination of employment with the District. Employees new to the District will be credited with their sick leave balance from any other Washington State School District, the Office of the Superintendent of Public Instruction, or other qualifying agencies (RCW 28A.400.300).

Section 2 Disability Leave

Any employee covered by this Agreement shall be entitled to use sick leave for a temporary disability. Written notification of need for sick leave for the purpose of a temporary disability shall be made at least three weeks prior, if possible, to the date of intended absence. Sick leave may be used for the period of actual disability and recovery there from. An employee exhausting sick leave may request an unpaid leave of absence as provided in Article XII, Section 5 of this Agreement. The District may require a physician's certification of an employee's disability and necessary recovery period.

Section 3 Military Leave

Any employee covered by this Agreement shall be granted military leave consistent with Federal and State statutes. The employee granted military leave shall retain all benefits consistent with the terms of this Agreement, including salary placement. Reservists ordered to active training shall be granted a maximum of twenty-one days leave for such duty; PROVIDED, that such reservist shall present evidence to the District that they have made an effort to arrange for such duty during the summer months or other school vacation period.

Section 4 Jury Duty and Subpoena Leave

Leave of absence with pay shall be granted for jury duty. Any compensation received for jury duty performed on contracted days shall be deducted from the employee's salary. The employee shall notify the District when notification to serve on jury duty is received.

Leave of absence with pay shall be granted when an employee is subpoenaed to appear in a court of law resulting from service as a District employee in actions to which the employee is not a party. If any witness fees are paid, that amount shall be deducted from the employee's regular pay.

Section 5 Leave for Personal Health and/or Family Hardship

Upon recommendation of the Superintendent, the Board of Directors may grant certificated employees leave of absence without pay up to one year for restoration of health (based upon a physician's recommendation) or the alleviation of hardship involving themselves or their immediate families.

Leave requests for child adoption or childcare shall be covered under this section. Leave requests beyond one year shall be considered on a year by year basis.

Certificated employees granted such leave will be re-employed at the beginning of the school year following the year in which the leave was granted or at an earlier date if convenient to the District.

The assignment of the returning teacher will be at the convenience of the District, PROVIDED that the District will make every reasonable effort to assign the returning teacher to the same or an equivalent position.

Section 6 Professional Leave

A professional leave of absence without pay for up to one year may be granted to employees with three years of experience in the District by the Board of Directors upon the recommendation of the Superintendent. Such leave may be granted for professional study, educational travel, exchange teaching in a foreign country or for work in a field which is contributory in specific skill and subordinate to the employee's work assignment.

The District will re-employ an employee on professional leave upon written request received by the District not later than March 15 prior to the school year they intend to return. The employee on leave shall maintain their place on the salary schedule. A year of experience will be recognized for each year of exchange teaching.

The assignment of the returning employee will be at the convenience of the District, PROVIDED that the District will make every reasonable effort to assign the returning employee in the same or an equivalent position.

Section 7 Emergency Leave

In the event of an emergency, an employee may apply for emergency leave, either in advance or retroactively, for a contingency not provided for by statute or other District policies. Such contingencies may include, but are not limited to, accidents which prevent the employee's reporting to work, serious damage to personal property when the employee's absence is necessary to prevent further damage or similar emergencies which make it impossible for the employee to report to work. Emergency leave may be granted only if:

- A. The problem has been suddenly precipitated or is of such nature that preplanning could not have relieved the necessity for the employee's absence.
- B. The problem is serious and not one of minor importance or mere convenience.
- C. An employee has received a reduction-in-force notice, has not accepted a position within the District and needs to interview elsewhere.

Leave granted under this section shall be for an emergency that necessitates an employee's absence. In the event a principal or supervisor grants permission for an employee to leave early because of an emergency, the employee will not be required to submit an Emergency Leave Request Form.

Application for emergency leave under this section shall be made in writing to the Executive Director of Human Resources. Emergency leave will be deducted from sick leave.

Section 8 Personal Leave

An employee will be granted two days per year as personal leave. No more than six personal leave days may be carried forward to the succeeding year. Unused personal leave days may be cashed out in July at teacher request at the member's per diem rate. Any personal days in excess of six days will automatically be cashed out in July at the member's per diem rate and placed into a VEBA account, provided this benefit exists at the time. Personal leave shall not be deducted from the employee's sick leave.

Personal leave usage shall be at the employee's discretion, PROVIDED that:

- A. It shall not be used to extend holidays or vacations, nor shall it be used during the first or last week of school, except when explicitly approved in advance by the Executive Director of Human Resources or upon receipt of a reduction-in-force notice for the purpose of interviewing (see Staff Retention language).
 - 1. Application for an extension may be made up to one calendar year before the actual usage.
 - 2. The District will respond within ten working days of the request.
- B. Twenty-four hours' notice shall be given to the employee's immediate supervisor. Except in cases of emergency, an employee intending to use more than three days in succession shall give at least a week's notice of this intent.
- C. The employee shall provide adequate lesson plans to the substitute;
- D. Usage shall be contingent on the availability of a substitute; and,
- E. Personal leave usage within a given building at one time shall not exceed five employees or twenty percent of the building staff without the approval of the building principal or personnel director.
- F. Retiring employees will be paid for all unused personal leave days at the per diem rate, and this sum will be placed into a VEBA account should the membership elect for VEBA participation during its annual vote, provided this benefit exists at the time. Otherwise the sum will be paid directly to the employee.
- G. An employee whose religious affiliation requires observance of mandatory holy days during the work year, and during work hours, may request up to two additional days of personal leave for religious observance from the Executive Director of Human Resources. For each such additional day used, the employee shall receive their regular pay less substitute costs.

Section 9 Bereavement Leave

- A. Up to five days of bereavement leave with pay will be granted for each occurrence of death in employee's or spouse's immediate family. Immediate family is defined as: parent, sibling, spouse, domestic partner, significant other, child, unborn child, grandchild, grandparents and spouse's parents.
- B. One day will be granted for bereavement for a person of close personal ties. Extensions of up to four days shall be considered by the Executive Director of Human Resources on a case by case basis.

Section 10 Documentation for Approval of Absences or Leaves

In order for any absences to be approved, the District may require documentation of the reason for absence or leave. In matters of personal employee sensitivity, the employee has the option of seeking the leave directly from the Superintendent and the matter will be handled within the sole discretion of the Superintendent. Any discussion on matters of a sensitive nature will remain confidential unless disclosure is required by legal action.

ARTICLE XIII SUPPORT FACILITIES AND EQUIPMENT

Section 1 Facilities and Equipment

The District shall budget for and make available reasonably necessary facilities, equipment, and materials so that all employees can perform their professional assignments.

- A. Art program funding will include a budget for curricular resources and supplies distributed equitably across buildings. Art teachers shall receive an estimated budget by the first student day and a finalized budget by the end of October.

Section 2 Conditions

The District shall maintain all District facilities in a safe and healthful working condition.

ARTICLE XIV OPEN POSITIONS, TRANSFERS AND REASSIGNMENTS

Section 1 Job Postings

- A. Timeline of postings: Job openings will be posted for at least five (5) business days.
- B. Job openings from August 15 through September 15 will be posted for three (3) business days.
- C. Notification of openings:
 - 1. Postings will be emailed to all school buildings and offices, with one copy sent to the Association.
 - 2. All open positions will be advertised by posting them on the OSD website. The information will be updated regularly.

Section 2 Hiring Practices

- 1. Employees newly hired to the District will receive a notice of their job status in their electronic new employee onboarding packet.
- 2. An employee who has been hired on a one year only contract may have their contract status changed to a provisional contract should a continuing position become available in the same building.
- 3. Any staff member who has less than a full time position and applies to become full time may be interviewed for any position for which they are qualified.
- 4. Bargaining unit members who have been involuntarily transferred within the last two years that apply for a posted position for which they are qualified, will be awarded the position. In the event that more than one member with involuntarily transferred status applies for a position, the position will be awarded to the most senior qualified applicant.

5. A bargaining unit member returning from leave who is not reinstated to their previous position, must be offered placement before open positions are posted. Such employees will be considered to be involuntary transferred for the two school years after the employee was notified.
6. Following HR placements (involuntary transfers) and building administrator input, one-year contract renewals will be determined at the District's discretion based on program needs, funding, and enrollment. Employees with satisfactory performance may be considered for continuation; however, renewal is not automatic, and the District reserves the right to modify, repost, or discontinue the position as needed.

Section 3 Application for Open Positions

A. Reassignments within a building shall not be considered open positions.

1. In the event that staffing changes necessitate an elementary teacher to be reassigned three (3) or more grade levels away from their current placement, volunteers will first be sought to fill that position. The District will make every reasonable effort to avoid 3+ grade level reassignments for elementary teachers who do not volunteer to do so. Bargaining unit members who are so reassigned may request a meeting with the building principal, the Assistant Superintendent or designee, an HR representative, and an OEA representative to discuss the circumstances of the reassignment.

B. In-district Movement

1. Any employee who is qualified to teach an open position may apply.
2. No employee shall be denied the opportunity to move to another position solely because of a District desire to maintain them in their current position.

C. Application Process

1. For verification purposes, an employee must apply by email at knox-humanresources@osd.wednet.edu. The District will respond with verification acknowledging receipt of the application. If a rare circumstance exists that will not allow the applicant to apply via email, the applicant may call the H.R. Office to express their interest in the position.
2. An application may be submitted by an employee's designee utilizing the process listed above.
3. Applicants may submit Appendix O in support of their candidacy. Resumes will not be requested for in-district applicants.

D. Qualifications

1. In filling vacancies, the District shall consider the requirements listed on the job announcement and qualifications for the position, which shall include but not be limited to:
 - (a) highly effective instructional skills;
 - (b) appropriate training or commitment to obtain that training within one year.
 - (c) possess appropriate certificate credentials at the level/subject matter of the open position, and
 - (d) satisfactory evaluations within the school district during the past two years.
2. The Association may request an appeal in writing to the Director of Human Resources to seek clarification regarding the qualification criteria for any posted positions. No posted position shall be filled, if such an appeal has been filed, until such time as the appeal has been resolved. In the event that the District and Association cannot reach agreement regarding the qualification criteria, the District may fill the position on a temporary basis or may revise the qualification criteria and re-advertise the position.
3. Decisions on qualification remain a District prerogative, once District officials have posted a position, interviewed applicants, determined who should be appointed to the position, the hiring administrator will provide notification of the selection to all applicants who applied. Such assignment shall be definite;

PROVIDED, that if the job becomes nonexistent (e.g. through a drop in enrollment or “reduction in force”) the District shall not be held to making the appointment. Temporary appointments may be made by the District for a portion of any year. If the District determines at the end of the year that the position will continue, then it will be posted prior to the beginning of the next school year.

4. Any “in-district” applicants deemed to be unqualified must be immediately notified. Any appeal of the decision must be made within three (3) days of notification. During the appeal process no outside applicant may be hired. The appeal will be heard by the Director of Human Resources, Executive Director of Teaching and Learning and the Association President. It is understood that reposting may continue during the appeal process. Each applicant shall, upon request, be entitled to an explanation from the Superintendent or Director of Human Resources delineating the reasons for non-qualification.

E. Interview for Applicants

1. All internal applicants who qualify for the position are guaranteed an interview. Qualified external applicants shall make up at least 25% of those interviewed. **The Olympia Education Association and Olympia School District are committed to increasing the diversity of staff in our schools. OSD will make every reasonable, lawful effort to recruit candidates who can contribute to this goal.**
 - i) When an employee with involuntary transfer status has applied for a position no additional candidates will be interviewed for the two school years after the employee was notified.
 - ii) In the event that external applicants make up less than 25% of the applicant pool after all reasonable recruitment efforts, the District must interview all qualified external applicants.
2. Consideration shall be given to the following criteria: assessment of competence/education; years of experience in the respective field (the employees certificate determines teaching “field”); length of service in a given school or department. These criteria shall be considered in the order listed.
3. Each applicant shall, upon request, be entitled to a written explanation from the Superintendent or Director of Human Resources delineating the reasons for non-selection and/or a conference with the Principal/Supervisor.
4. The District will consider applications for positions becoming open during the school year, provided that the District may choose to continue the successful applicant’s current assignment for the remainder of the year and to fill their new assignment with a temporary employee during that period.
5. If a job is offered to an in-district candidate, they have two days to accept or reject the position. If a position is offered on a Friday, the applicant has until Monday to accept or reject.

Section 4 Teacher Exchanges

Two teachers may exchange positions within the District, outside of the normal transfer procedure, if they receive the approval of both principals. At the end of the year both teachers will return to their original positions unless all parties agree to continue the exchange permanently.

Section 5 Involuntary Transfers and Reassignments Between Schools

- A. In the event of a need for an involuntary transfer, prior to the start of the school year, the District will seek volunteers willing to move. No staff vacancy or new position shall be filled by means of an involuntary transfer if there is a volunteer available who meets the qualifications of the position.
- B. Notice of an involuntary transfer or reassignment shall be given to the certificated employee as soon as practicable. Except in an emergency, such notice shall be given not later than the last regularly scheduled day of school. A copy of such notice shall also be sent to the Association.
- C. When an involuntary transfer or reassignment becomes necessary, decisions shall be based on the following criteria: assessment of competence/education (all continuing contract staff in good standing, not involved in a probation or a written plan of assistance, are considered equal); years of experience in the respective field (least) (The employees certificate determines teaching “field”); length of service in the District (least); length of service in a given school or district department (least). These criteria shall be considered in the order listed. In the event of

ties, the decision would move to the next criteria. If all criteria still do not establish the most senior person the number of credits past a BA degree as of October 1st, will be the determining factor. If that too results in a tie a coin toss will decide the issue.

- D. Opportunity shall be given for the employee to discuss the proposed transfer or reassignment with the Director of Human Resources. If the employee believes that the transfer or reassignment would be unjustified or unfair, he may appeal to the Superintendent, and subsequently to the Board, as provided for in the District grievance policy.
- E. An employee being transferred or reassigned may request assignment to a vacancy that has been announced, and shall be given preference over other equally qualified applicants.
- F. The District will provide one days per diem pay to an individual transferring to another building in the District. Permanent room-to-room transfers within a building except secondary teachers with floating assignments will be compensated at the equivalent of the long-term substitute rate.
- G. An involuntarily transferred employee who takes a position in an alternative/choice program or school (such as Lincoln, Montessori, ALPS, Avanti, The Farm, Hansen Alternative Program, Jefferson Academy of Math and Science, etc.) may be offered one (1) release day, at the District's discretion, to support onboarding and familiarization with the unique needs and methods of the program or school.
- H. The District will make every reasonable effort to assure that an employee will not be involuntarily transferred in two (2) consecutive school years.
- I. Employees who have been involuntarily reassigned to a grade level or subject area which they have not previously taught or in which they do not possess an undergraduate minor, or endorsement, issued within the last five years, will not be subject to probable cause for the non-renewal of an employee's contract for the first year of their involuntary assignment.

ARTICLE XV EVALUATION

Sections 1-7 of this article apply to employees being evaluated in the traditional evaluation system.

Sections 8-16 of this article apply to those being evaluated in the Teacher Principal Evaluation Project (T.P.E.P.) Such employees include all classroom teachers, specifically those employees who provide academically focused instruction with an assigned group of students.

The term "classroom teacher" includes general education, special education, and ML teachers, online instructors, and elementary teacher-librarians. It does not include secondary teacher-librarians, ESAs, Counselors, Nurses, Media Specialists, TOSAs, Instructional Coaches, Curriculum Specialists, and other employees who do not work with regularly recurring and specifically defined groups of students.

Section 1 General

Certificated classroom teachers and certificated support personnel holding non-administrative positions (collectively referred to as "employees" herein) shall be evaluated during each school year in accordance with the procedures and criteria set forth herein.

Section 2 Responsibility for Evaluation

Within each school the principal shall be responsible for the evaluation of employees assigned to the school. The administrative organization plan of the District shall be used to determine lines of responsibility for evaluation for any employee who is not regularly assigned to any school. Any principal or other supervisor may designate other supervisory or administrative staff or other certificated staff members to assist in the observation process; except that an employee's request that they be observed for the purposes of evaluation only by administrative or supervisory staff shall be granted. Department heads shall not be considered supervisory staff for the purposes of evaluation.

It is understood that at times non-administrative certificated staff members may evaluate a classified employee. In those cases where a non-administrative certificated staff member is responsible for the evaluation process they may

hold evaluation conferences. However, under no circumstances shall a non-administrative certificated staff member be included in an evaluation conference where an administrator is also attending. If probation or discharge is contemplated an administrator will take over the evaluation process.

Section 3 Evaluation Form

Each employee within thirty days of their employment or within thirty days from the commencement of the school year shall be given a copy of the evaluation form to be used and shall be apprised of the specific criteria upon which they will be evaluated.

The District shall make reasonable effort to inform each employee of District policies and rules and regulations related to instructional decisions and school and classroom procedures.

[See Addendum F].

Section 4 Observation/Evaluation Frequency and Timelines

A. Provisional Employees

1. All provisional employees (newly employed by the District) shall be observed at least two times and evaluated twice during the first year of employment.
 - (a) The first observations and evaluation shall be made within the first ninety calendar days of employment observation(s) and evaluation must be completed before May 15 of the school year.
 - (b) The observations prior to evaluation are to total at least sixty minutes.
 - (c) An employee in the third year of provisional status shall be observed at least three times in the performance of their duties and the total observation time for the school year shall not be less than ninety minutes.
 - (d) A written report of the observations will be given to the employee within five days of the observation.
 - (e) Within five days of the employee's receipt of the Evaluation Report, the employee may submit signed comments concerning the report, which shall be attached to the report in the employee's file and considered with the Evaluation Report.

2. Continuing Employees

All non-provisional employees shall be evaluated at least once a year, such evaluations to be completed no later than May 15 of the school year; EXCEPT if the principal or other supervisor contemplates recommending that an employee be placed on probation. In that case an evaluation of such employee shall be completed no later than January 15.

3. Long Form:

- (a) For the purpose of evaluation, all employees shall be observed at least twice in the performance of their assigned duties.
- (b) The observations prior to evaluation are to total at least sixty minutes.
- (c) A written report of the observations will be given to the employee within five days of the observation.
- (d) Within five days of the employee's receipt of the Evaluation Report, the employee may submit signed comments concerning the report, which shall be attached to the report in the employee's file and considered with the Evaluation Report.
- (e) After an employee has four years of satisfactory evaluations the District may use a short form evaluation.

- (f) The regular evaluation process set forth in this agreement shall be followed at least once every five years and an employee or evaluator may request that the regular evaluation process be conducted in any given school year.

4. Short Form:

- (a) The short form evaluation shall include either:

1. A thirty minute observation during the school year with a written summary of the observation and a signed short form evaluation, or
2. A signed short form evaluation based on at least two observations during the school year totaling at least sixty minutes without a written summary of such observations being prepared.

- (b) The short form evaluation process may not be used as a basis for determining probable cause for the non-renewal of an employee's contract.

5. Growth Option: (see Section 6)

- (a) Staff members may choose to have an additional observation done by a supervisor/peer within their field. They may also choose to have the building administrator join that supervisor/peer in the observation and/or observation conference.
- (b) It is understood that in order to be useful to the employees, observations need to be scheduled in a timely manner. Employees and administrators need to work collaboratively to schedule observations in a time frame that will allow for improvement of instruction.

6. Additional Evaluations

- (a) In addition to the evaluations required under Section 4(A) above, principals and other supervisors may make evaluations during the school year.

Section 5 Evaluation Report Procedures

Each evaluation described in Section 4 above shall be reported by the principal or other supervisor on the appropriate evaluation report form: Evaluation Report (Certificated Support Personnel), Addendum C.

- A. The principal or other supervisor shall prepare a written statement in each category of the Evaluation Report. The statement shall be based upon the applicable evaluation criteria: Evaluation Criteria (Certificated Support Personnel), Addendum D.
- B. As a part of the evaluation process the principal or other supervisor shall hold a conference with the employee and discuss the Evaluation Report with the employee. (If the administrator finds that the employee has not met the levels of expectation, the reasons therefore shall be set forth in specific terms. An identification of the specific ways in which the employee is to improve, and/or the types of assistance that shall be given by the principal, supervisor or other staff members shall be specified.)
- C. The Evaluation Report shall be prepared in triplicate and signed by the employee. One copy shall be retained by the employee, one copy retained by the principal or other supervisor and one copy placed in the employee's personnel file.
- D. Within five days of the employee's receipt of the Evaluation Report, the employee may submit signed comments concerning the report, which shall be attached to the report in the employee's personnel file and considered with the Evaluation Report.

Section 6 Growth Option

The Growth Option process is intended to:

- Improve student learning.
- Encourage employee goal setting.
- Promote collaboration, visitations, and sharing among teaching and support staff.
- Provide opportunities to develop individualized professional experiences, learning and expertise.
- Provide opportunities to try new instructional approaches/strategies.
- Promote a supportive environment for achieving identified educational goals.

Participation in the Professional Growth Option is strictly voluntary and is contingent upon completion of four years of successful teaching and/or support services. Individuals who are approved for participation must develop a plan, which includes collaborative opportunities for the employee(s) and administrator to share and/or observe in order to monitor progress toward the goal.

Materials, records and/or portfolios expressly developed as a result of the individual's participation in the professional growth plan shall be the property of the certificated staff member and shall not be retained in the employee's personnel file.

Itinerant and support staff with their supervisor of record and a site administrator shall determine the site and the administrator for the professional growth option.

Employees may opt for the Growth Option in lieu of the short form evaluation. However, the regular evaluation process set forth in this agreement shall be followed at least once every five years and an employee or evaluator may request that the regular evaluation process be conducted in any given school year. The Growth Option process may not be used as a basis for determining probable cause for the non-renewal of an employee's contract.

A. Professional Growth Option Procedures

1. In the fall of each school year, staff must declare their intention to participate in the Professional Growth Option process by submitting the Participation Request Form to the supervising administrator by October 15.
 2. In order to establish meaningful goals that will result in an individual's professional growth, a collaborative goal setting process between the supervisor and employee(s) is essential. The purpose of goal setting is to focus on activities that will improve employee skills and student learning. The number of goals is not as important as the quality of the goals and the efforts made to achieve them. It is, therefore, important for the individual to identify one to three goals that will result in improved student learning.
 3. The plan must include stated goal(s), activities/procedures, and resources to accomplish goal(s), documentation/evidence of learning and self-assessment/reflection. The participant and their evaluator must complete the Professional Growth Planning Form on or before November 15.
 4. Collaboration and sharing are encouraged throughout the school year. The District will allocate a minimum of the equivalent of two long term substitute days in pay for each accepted PGO candidate. Members may apply for building visitation funds and may be used for professional growth opportunities including workshops, materials or visitations that would support the established goal. Funding is contingent upon unexpended in-service funds from the previous year. Funds may be accessed through application with the principal.
 5. Upon completion of the plan a staff member must sign the Professional Growth Option Verification Form with the administrator by June 1.
 6. Use of PGO funds for work in National Board and Professional Certification activities is encouraged where appropriate.
- B. If a supervisor has reason to believe that an employee who is in the professional growth option is experiencing difficulties in the performance of their professional responsibilities, the supervisor shall inform the employee in writing that an alternate form of evaluation shall be conducted. This must be done on or before January 15.

The employee may choose to return to the short form evaluation process if written notice is given no later than March 15.

Section 7 Probation

A. Supervisor's Report

In the event that a principal or other supervisor determines on the basis of the evaluation criteria that the performance of an employee under their supervision is Unsatisfactory, the supervisor shall report the same in writing to the Superintendent at least 10 days prior to the beginning of the probationary period. The report shall include the following:

1. The evaluation report prepared pursuant to the provisions of Section 4 above;
2. A recommended specific and reasonable program designed to assist and specific types of assistance for the employee in improving their performance.

B. Establishment of Probationary Period

If the Superintendent concurs with the supervisor's judgment that the performance of the employee is Unsatisfactory, the Superintendent shall place the employee in a probationary status for a duration of 60 school days. On or before the first day of the probationary period, the employee shall be given written notice of the action of the Superintendent including:

1. Specific areas of performance deficiencies;
2. A suggested specific and reasonable program for improvement. This plan shall include a prescription for remediation which spells out courses of action which provide the employee the opportunity to demonstrate an acceptable level of performance;
3. A statement indicating: a) the duration of the probationary period and b.) that the purpose of the probationary period is to give the employee the opportunity to demonstrate improvement in their area or areas of deficiency; and
4. A prescription for assistance, when deemed appropriate in the reasonable judgment of the Superintendent, whereby the employee will be assisted in improving the level of performance to an acceptable level.

C. Evaluation During the Probationary Period

1. At or about the time of the delivery of a probationary letter, the principal or other supervisor shall hold a personal conference with the probationary employee to discuss performance deficiencies and the remedial measures to be taken. When appropriate in the judgment of the principal or supervisor, they may authorize one additional supervisory or administrative employee to observe the probationer and to aid the employee in improving their areas of deficiency.
2. During the probationary period the principal or supervisor shall meet with the probationary employee at least twice during each 20 school day period to supervise and make a written evaluation of the progress, if any, made by the employee. After each meeting required by this section the principal or supervisor shall prepare a memorandum summarizing the matters discussed at the meeting, including an evaluation of the progress, if any, being made by the employee.
3. The probationary employee may be removed from probation at any time if they have demonstrated improvement to the satisfaction of the principal or other supervisor in those areas specifically detailed in their notice of probation.

D. Following each observation, or series of observations, the observer shall promptly document the results of the observation on the appropriate Observation Report, Addendum B. The employee shall be provided with a copy thereof within three school days following the preparation of the document.

E. Documentation during any probationary period shall be accomplished as follows:

- (a) Observations shall be documented as provided above
- (b) After each meeting required by Section 7.C.2 of this article, the principal or supervisor shall prepare a memorandum summarizing the matters discussed at the meeting including an evaluation of the progress, if any, being made by the employee: and
- (c) At the end of the probationary period, the principal or supervisor shall prepare an Evaluation Report.

F. Supervisor’s Post-Probation Report

Unless the probationary employee has previously been removed from probation, the principal or other supervisor shall submit a written report to the Superintendent or his designee at the end of the probationary period. The report shall identify whether the performance of the probationary employee has improved and which shall set forth one of the following recommendations for further action:

- 1. That the employee has demonstrated sufficient improvement in the stated areas of deficiency to justify the removal of the probationary status; or
- 2. That the employee has demonstrated sufficient improvement in the stated areas of deficiency to justify the removal of the probationary status if accompanied by a letter identifying areas where further improvement is required; or
- 3. That the employee has not demonstrated sufficient improvement in the stated areas of deficiency and action should be taken to non-renew the employment contract of the employee.

G. Action of the Superintendent

Following a review of any report submitted pursuant to section 7.E, the Superintendent shall determine which of the alternative courses of action is proper and shall take appropriate action to implement such determination.

H. Open Observation

All monitoring or observation of the performance of an employee shall be conducted openly. If the observation is to be used for discharge, demotion, suspension or probation purposes, it shall be in writing, shown to and discussed with the employee and included in the employee’s personnel file.

Section 8 Teacher Principal Evaluation Project (T.P.E.P.)

The OSD and OEA believe that evaluations are primarily an interactive process to develop growth in educational practices. We also believe that meaningful and sustainable growth will best occur in a culture of trust, respect, professionalism, and authentic interactions. To this end, we seek to mutually establish the following principles during the evaluation process.

- A. Evaluations and conferences for evaluations should be a process where educators and evaluators can speak openly about areas to improve and how to accomplish that improvement over time. It is understood that these conversations may be difficult, but they should always be respectful and professional.
- B. Authentic and sustainable growth is measured over time and needs to be supported with honest, effective, and consistent evaluations and also by support with available resources.
- C. Both educators and evaluators will share the responsibility for finding and providing opportunities for growth and improvement.
- D. Knowing that the rules and Washington State law are evolving, we believe that this needs to be a flexible process and differences in understanding and changes to the system will be discussed and clarified on an ongoing basis

Section 9 Definitions

- 1. Criteria shall mean one of the eight (8) state defined categories utilizing the Danielson Frameworks for Teaching.

2. Component shall mean the sub-section of each criterion.
3. Evaluator shall mean a certificated evaluator who has been trained in observation, evaluation, the use of the specific instructional framework, rubrics, and any relevant state or federal requirements. The evaluator shall assist the teacher by providing support and resources. The evaluator will have successfully been trained to provide inter-rater reliability.
4. Artifacts and Evidence: shall mean any products generated, developed or used by a certificated teacher. Evidence, examples or observable practices of the teacher’s ability and skill in relation to the instructional framework rubric should be gathered from the normal course of employment.
5. Not Satisfactory shall mean:
 - a. **Level 1: Unsatisfactory** – Receiving a summative score of 1 is not considered satisfactory performance.
 - b. **Level 2: Basic** – If the classroom teacher is on a continuing contract with more than five years of teaching experience and if a summative score of 2 has been received two years in a row or two years within a consecutive three-year period, the teacher is not considered performing at a satisfactory level. Teachers who rate Basic are NOT considered Unsatisfactory during their Provisional Status.
6. Student Growth Data: shall mean the change in student achievement between two points in time within the same school year. At least two different assessments are to be used to demonstrate growth and must be appropriate, relevant, and may include both formative and summative assessments. Student Growth sample documents will be shared with teachers annually.

Section 10 Evaluation:

Within each school or program, the trained evaluator shall be responsible for the evaluation of employees assigned to the school. The administrative organization plan of the District shall be used to determine lines of responsibility for evaluation for any employee who is not regularly assigned to any school. Any principal or program director may appoint a trained evaluator to assist in the evaluation process. An employee may also request to be evaluated by an alternative evaluator. This request will be considered. Department heads shall not be considered supervisory staff for the purposes of evaluation. An employee may request that a lesson be observed in its entirety. This request may be honored at the discretion of the evaluator.

The state evaluation criteria are:

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 data elements to modify instruction and improve student learning,
7. Communicating and collaborating with parents and the school community, and
8. Exhibiting collaborative and collegial practices focused on improving instructional practices and student learning.

The adopted evidence-based instructional framework shall be the framework developed by Charlotte Danielson and approved by OSPI.

Summative Performance Rating

A classroom teacher shall receive a summative performance rating for each of the eight (8) state evaluation criteria. The overall summative score is determined by totaling the eight (8) criterion-level scores as follows:

- 8-14—Unsatisfactory

- 15-21—Basic
- 22-28—Proficient
- 29-32—Distinguished

Student Growth Criterion Score

Embedded in the instructional framework are components designated as student growth components. These components are embedded in criteria as SG 3.1, SG 3.2, SG 6.1, SG 6.2, and SG 8.1. Evaluators add up the raw score on these components and the employee is given a score of low, average or high based on the scores below:

- 5-12—Low
- 13-17—Average
- 18-20—High

Student growth data will be taken from multiple sources, and must be appropriate and relevant to the teacher’s assignment. It will include teacher initiated formal and informal assessments of student progress. Student achievement that is not calibrated to show growth between two points in time in the current school year shall not be used to calculate a teacher’s student growth criterion score.

If a teacher receives a 4 – Distinguished summative score and a Low student growth score, they must be automatically moved to the 3 – Proficient level for their summative score. If a teacher receives a Low student growth score on the summative evaluation, the teacher and evaluator will mutually agree to engage in one of the following:

- Triangulate student growth measure with other evidence (including observation, artifacts and student evidence) and additional levels of student growth based on classroom, school, District and state-based tools;
- Examine extenuating circumstances possibly including: goal setting process expectations, student attendance, and curriculum/assessment alignment;
- Schedule monthly conferences with evaluator to discuss/revise goals, progress toward meeting goals, and best practices;

Should both parties be unable to mutually agree upon one of the above, the final decision will be made by the Executive Director of Elementary or Secondary Education.

The employee’s summative score shall be aligned with the requirements of Washington State Law Chapter 392-191A WAC

Section 11 Evaluation Form

Each employee within thirty days of their employment or within thirty days from the commencement of the school year shall be given a copy of the evaluation forms and criteria to be used in the employee’s evaluation process.

The District shall make reasonable effort to inform each employee of District policies and rules and regulations related to instructional decisions and school and classroom procedures.

Section 12 Definition of Classroom Teachers

When a classroom teacher is with a class or classes all day, including ORLA, it is a given that they are “Classroom Teachers (See list below).” This will also include all provisional and probationary employees not excluded by the law.

Agreed Definition of Classroom Teacher

- English/LA
- Math
- Science

- D. SPED (Resource or Pull-out)
- E. Music/Art
- F. PE
- G. CTE
- H. Foreign Language
- I. Social Studies
- J. Electives
- K. Elementary
- L. Teacher Librarians
- M. Instrumental and Vocal Music Specialist
- N. Physical Education Specialist
- O. Literacy Coaches who have a classroom with students on a regular basis
- P. Teaches on Special Assignments who have a classroom with students on a regular basis
- Q. Content Area Specialists who have a classroom with students on a regular basis

Section 13 Comprehensive Evaluations

For the purpose of evaluation, all Classroom Teachers shall be observed at least twice in the performance of their duties. All provisional and probationary teachers will be evaluated using the Comprehensive Evaluation System. Teacher-Librarians will be evaluated using Charlotte Danielson's framework for Teacher-Librarians, including the "Comprehensive TPEP Evaluation Form - Teacher-librarian". All other eligible employees must participate in the Comprehensive process at least once every six (6) years. Either the administration may determine or the employee may request that the employee be evaluated on a Comprehensive Evaluation within the first 90 days of the school year. All probationary employees will be evaluated using the Comprehensive Evaluation beginning immediately upon notification of Probationary status.

A. Provisional Classroom Teachers

1. Provisional classroom (newly employed by the District) teachers within their first school year with the Olympia School District shall be observed at least twice, not less than 60 minutes total, and evaluated using the Comprehensive Evaluation form during their provisional period.
 - (a) For employees who are new to the District, the first observation shall be made within the first ninety calendar days beginning with the first student day of employment. An evaluation will be completed by the end of the ninety day period. The remaining observations will be completed to give sufficient time to hold a summative evaluation conference by May 15th.
 - (b) For all Provisional employees, the observation time will total at least sixty minutes during the evaluation period. Observations should take place with an educationally appropriate amount of time elapsing between them. It is understood that documented informal observations may be included in this time requirement.
 - (c) An employee in the third year of provisional status shall be observed at least three times in the performance of their duties and the total observation time for the school year shall not be less than ninety minutes.
 - (d) A pre-observation conference shall be held prior to formal observations at least two times over the course of the year. Additional conferences may take place at the request of the supervisor or teacher. Conferences may include such topics as discussion of goals, establishment of dates of formal observations, discussion of professional activities, and observable evidence to meet the

scoring criteria. A pre-observation conference should be scheduled to be followed closely by an observation.

- (e) A post-observation conference should be scheduled to occur within a reasonable time period following the completion of the observations and prior to a summative evaluation conference.
 - (f) A written report of the observations will be given to the employee within five days of the observation. Informal observations will also occur. Informal observations will not require pre or post conferences but should result from normal work interactions. If during the course of such an informal observation the evaluator concludes that an area of concern exists, the evaluator will send written notice on the Informal Evaluation Form (attached) of such within five days of the informal observation.
 - (g) For provisional employees who may receive a summative score of Unsatisfactory, preliminary notification of this status will occur on or before March 15. Provisional employees hired for less than the full school year would have this date adjusted proportionately. Should circumstances occur that would potentially change a final summative score to Unsatisfactory after March 15, the employee and the OEA will be promptly notified. Notification shall be provided to the employee and the Association via the form located in Addendum H.
 - (h) A final summative evaluation conference for provisional employees will be held during which time the evaluator and teacher shall meet to determine the teacher's final summative score. The final summative score, including the student growth score must be determined by an analysis of evidence. All evidence, measures, and observations, shall be used in developing a final summative evaluation score must be a product of the school year in which the evaluation is conducted. If the evaluator assigns a final summative score below, Basic the evaluator must provide evidence-based justification for each criterion scored as Unsatisfactory. It is understood that a scores of Unsatisfactory should be clearly discussed throughout the evaluation process if that score will be likely be given at the final summative evaluation unless there are extenuating circumstances. Prior, timely notice should be provided to the provisional employee who receives an Unsatisfactory determination.
 - (i) Following the employee's receipt of the Final Evaluation Report (receipt must occur by May 15th), the employee may submit signed comments, not later than May 31st. All signed comments shall be attached to the report in the employee's file and considered with the Comprehensive Evaluation Report.
 - (j) During the implementation of the T.P.E.P model, ongoing discussions will be held between the OSD administration and OEA leadership to ensure fairness of the criterion scoring with the understanding that both OSD and OEA members will be learning a new evaluation system.
2. Other Provisional Certificated Staff/Teachers not required by law and not listed above will be evaluated utilizing the traditional model set forth in Sections 1-7 above.
3. Continuing Certificated Staff Members on Teacher and Principal Evaluation Project (TPEP) System utilizing the Comprehensive evaluation model.
- (a) The final evaluation must be completed on or before May 15 of the school year.
 - (b) Observation time will total at least sixty minutes during the evaluation period. Observations should take place with an educationally appropriate amount of time elapsing between them. It is understood that documented informal observations may be included in this time requirement.
 - (c) A pre-observation conference should be held prior to formal observations at least two times over the course of the year. Additional conferences may take place at the request of the supervisor or teacher. Conferences may include such topics as discussion of goals, establishment of dates of formal observations, discussion of professional activities, and observable evidence to meet the

scoring criteria. A pre-observation conference should be scheduled to be followed closely by an observation.

- (d) A post-observation conference should be scheduled to occur within a reasonable time period following the completion of the observations and prior to a summative evaluation conference.
- (e) A written report of the observations will be given to the employee within five days of the observation. Informal observations will also occur. Informal observations will not require pre or post conferences but should result from normal work interactions. If during the course of such an informal observation the evaluator concludes that an area of concern exists, the evaluator will send written notice on the Informal Evaluation Form (attached) of such within five days of the informal observation.
- (f) For employees who may receive a summative score of Basic or Unsatisfactory, preliminary notification of this status will occur on or before March 15. Employees returning from a leave of absence who work less than the full school year would have this date adjusted proportionately. Should circumstances occur that would potentially change a final summative score to Basic or Unsatisfactory after March 15, the employee and the OEA will be promptly notified.
- (g) A final summative evaluation conference for employees will be held during which time the evaluator and teacher shall meet to determine the teacher's final summative score. The final summative score, including the student growth score must be determined by an analysis of evidence. All evidence, measures, and observations, shall be used in developing a final summative evaluation score must be a product of the school year in which the evaluation is conducted. If the evaluator assigns a final summative score below Proficient, the evaluator must provide evidence-based justification for each criterion scored as Basic or Unsatisfactory. It is understood that scores of Basic or Unsatisfactory should be clearly discussed throughout the evaluation process if that score will likely be given at the final summative evaluation unless there are extenuating circumstances. Prior, timely notice should be provided to the employee who receives a Basic or Unsatisfactory determination. Employees with a final summative score below proficient must be evaluated using the comprehensive model during the following school year.
- (h) Following the employee's receipt of the Final Evaluation Report (receipt must occur by May 15th), the employee may submit signed comments, not later than May 31st. All signed comments shall be attached to the report in the employee's file and considered with the Comprehensive Evaluation Report.
- (i) During the implementation of the T.P.E.P model, ongoing discussions will be held between the OSD administration and OEA leadership to ensure fairness of the criterion scoring with the understanding that both OSD and OEA members will be learning a new evaluation system.

Section 14 Focused Evaluations

The Focused Evaluation is for employees who are not provisional or probationary employees, and who are being evaluated using the TPEP model, but not on the Comprehensive Evaluation. Employees being evaluated using the Focused Evaluation will receive their Final Evaluation not later than June 1.

A. The "Focused" evaluation shall include:

- 1. At least 60 minutes of observation during the school year with a written summary of the observation and a completed "Focused Evaluation Form."
- 2. A selected area of focus with the approval of the evaluator which may or may not include a focus that is immediately observable in a classroom setting, but must include a student growth component.

B. Staff members may choose to have an additional observation done by a supervisor/peer within their field in order to demonstrate skills or growth. They may also choose to have the building administrator join that supervisor/peer in the observation and/or observation conference.

- C. It is understood that in order to be useful to the employees, observations need to be scheduled in a timely manner. Employees and administrators need to work collaboratively to schedule observations in a time frame that will allow for improvement of instruction.
- D. In addition to the evaluations required above, principals and other supervisors may conduct additional observations in order to complete the final evaluation.
- E. The criteria to be evaluated may be proposed by the teacher prior to or at the first observation conference and must be approved by the evaluator. If the employee chooses criterion 1, 2, 4, 5, or 7 they must also complete the student growth components in criterion 3 or 6.

Section 15 Evaluation Report Procedures

Each evaluation shall be reported by the evaluator utilizing the Danielson and the State 8 criteria as prescribed by the appropriate evaluation form:

Section 16 Probation

A. Supervisor's Report

In the event that an evaluator determines on the basis of the evaluation criteria that the performance of an employee is Basic or Unsatisfactory, the evaluator shall report the same in writing to the Superintendent at least 10 days prior to the beginning of any probationary period. A non-provisional employee with a final cumulative score of Unsatisfactory will be recommended for probation. A non-provisional employee will also be recommended for probation if they receive a final cumulative score of Basic in two consecutive years or two Basic scores within a three year period. Should an evaluator determine that concerns exist early enough in the year in order to adequately complete a Comprehensive Evaluation, the employee may be moved from Focused to Comprehensive at that time. Should this occur, the scores may be used to determine probationary status. The Superintendent or their designee shall notify OEA leadership of the proposed probationary status of the employee. The report shall include the following:

1. The evaluation report
2. A recommended specific and reasonable program designed to assist the employee in improving their performance. Such a program will include clear expectations for the employee as well areas of support the District will provide.
3. Student Growth tools that will be utilized.

B. Establishment of Probationary Period

If the Superintendent concurs with the evaluator's judgment that the performance of the employee warrants probation as described above, the Superintendent shall place the employee in a probationary status for a duration of no less than 60 school days. Days may be added if deemed necessary to complete a program for improvement and evaluate the probationer's performance, as long as the probationary period is concluded before May 15th of the same school year.

On or before the first day of the probationary period, the employee shall be given written notice of the action of the Superintendent which notice shall contain the following information:

1. Specific areas of performance deficiencies;
2. A suggested specific and reasonable program for improvement. This plan shall include a prescription for remediation which spells out courses of action which provide the employee the opportunity to demonstrate an acceptable measurable level of performance;
3. A statement indicating: a) the duration of the probationary period and b.) that the purpose of the probationary period is to give the employee the opportunity to demonstrate improvement in their area or areas of deficiency; and

4. A prescription for assistance to include available resources, when deemed appropriate, in the reasonable judgment of the Superintendent, whereby the employee will be assisted in improving the level of performance to an acceptable level.

C. Evaluation During the Probationary Period

1. At or about the time of the delivery of a probationary letter, the evaluator or other supervisor shall hold a conference with the probationary employee to discuss performance deficiencies and the remedial measures to be taken. When appropriate in the judgment of the evaluator or other supervisor, they may authorize additional supervisory or administrative personnel to observe or aid the employee. They may also authorize additional certificated or WEA representatives to aid the employee in improving their areas of deficiency or providing additional feedback. Any additional support shall be provided as a result of a discussion between the employee and the evaluator.
 2. During the probationary period the evaluator or other supervisor shall meet with the probationary employee at least twice during each 20 school day period to supervise and make a written evaluation of the progress, if any, made by the employee. After each meeting required by this section the evaluator or other supervisor shall prepare a memorandum summarizing the matters discussed at the meeting, including an evaluation of the progress, if any, being made by the employee.
 3. If a procedural error occurs in the implementation of a program for improvement, the error does not invalidate the probationer's plan for improvement or evaluation activities unless the error materially affects the effectiveness of the plan or the ability to evaluate the probationer's performance.
- D. Following each observation, or series of observations, the observer shall promptly document the results of the observation on the observation form. The employee shall be provided with a copy thereof within five days of the observation.

Documentation during any probationary period shall be accomplished as follows:

- (a) Observations shall be documented as provided above
- (b) After each twice monthly meeting the principal or supervisor shall prepare a memorandum summarizing the matters discussed at the meeting, including an evaluation of the progress, if any, being made by the employee. The summary shall include a report of the matters discussed at the meeting including an evaluation of the progress, if any being made by the employee: and
- (c) At the end of the probationary period, the principal or supervisor shall prepare a Final Evaluation Report.

E. Supervisor's Post-Probation Report

The evaluator or other supervisor shall submit a written report to the Superintendent or his designee at the end of the probationary period. The report shall identify whether the performance of the probationary employee has improved and which shall set forth one of the following recommendations for further action:

1. That the employee has demonstrated sufficient improvement in the stated areas of deficiency to justify the removal of the probationary status; or
2. That the employee has not demonstrated sufficient improvement in the stated areas of deficiency and action should be taken to non-renew the employment contract of the employee.

F. Action of the Superintendent

Following a review of any report submitted, the Superintendent shall determine which of the alternative courses of action is proper and shall take appropriate action to implement such determination.

G. Open Observation

All monitoring or observation of the performance of an employee shall be conducted openly. If the observation is to be used for probation purposes, it shall be in writing, shown to and discussed with the employee and included in the employee's personnel file.

ADDENDUM A Observation Report-Classroom Teacher

OBSERVATION REPORT

(Classroom Teacher)

Name: _____ Date: _____

School: _____ Time: From _____ To _____

Class Situation Observed: _____

My signature below indicates that I have seen this observation. It does not necessarily indicate agreement with the findings. I know that I am permitted to attach a written response, which shall accompany this report.

Employee's Signature

Observer's Signature

The employee shall be given a copy of this report within five days of the observation.

ADDENDUM B Observation Report-Certificated Support Personnel

OBSERVATION REPORT

(Certificated Support Personnel)

Name: _____

Date: _____

School: _____

Time: From _____ To _____

Assignment: _____

Situation Observed: _____

My signature below indicates that I have seen this observation. It does not necessarily indicate agreement with the findings. I know that I am permitted to attach a written response, which shall accompany this report.

Employee's Signature

Observer's Signature

The employee shall be given a copy of this report within five days of the observation.

ADDENDUM C Evaluation Report-Certificated Support Personnel

EVALUATION REPORT

(Certificated Support Personnel)

	Type of Evaluation
Name: _____	_____ Annual
School: _____	_____ 90-Day
Teaching Assignment: _____ (If less than full-time specify.)	_____ Other

Date: _____ Evaluator's Signature: _____

This evaluation is based in part upon observations for the purpose of evaluation, which occurred on the dates and for the durations indicated as follows:

CRITERIA: STRENGTH, WEAKNESSES, SUGGESTIONS FOR IMPROVEMENT

(Refer to list of evaluation criteria) (Comments must be made in each category)

Knowledge and Scholarship in Special Field:

Specialized Skills:

Management of Special and Technical Environments:

Assisting Pupils, Parents and Educational Personnel:

Effort Toward Improvement When Needed:

Staff Relationships and General School Service:

Additional Comments:

My signature below indicates that I have seen this evaluation report. It does not necessarily indicate agreement with the findings. I know that I am permitted to attach a written response, which shall accompany this report.

Date: _____ Evaluator's Signature: _____

Copies to: Evaluator, Employee, Human Resources

Within five days of the employee's receipt of the Evaluation Report, the employee may submit signed comments concerning the report, which shall be attached to the report in the employee's file and considered with the Evaluation Report.

ADDENDUM D Evaluation Criteria-Certificated Support Personnel

EVALUATION CRITERIA

(Certificated Support Personnel)

As related to the employee's assignment the following criteria shall be used in the evaluation of certificated support personnel:

A. Knowledge and Scholarship in Special Field

1. Has a theoretical rationale for their use of various procedures.
2. Applies the theoretical rationale in the delivery of services.
3. Demonstrates understanding of the basic principles of human growth and development as related to assigned responsibilities.
4. Demonstrates awareness of personal and professional limitations and the ability and knowledge to make appropriate referrals.
5. Relates and applies knowledge, research findings and theory derived from their specialized field to the development and implementation of programs and services.
6. Keeps abreast of developments in their specialized field and related community resources.

B. Specialized Skills

1. Designs and conducts program and services utilizing the specialized skills of their specialized field.
2. Demonstrates the ability to assess the effectiveness of their programs and services and make necessary corrections.

C. Management of Special and Technical Environments

1. Selects or recommends the resources appropriate to student and program needs.
2. Demonstrates the appropriate use of, and an understanding of the limitations of, devices, materials and procedures related to their specialized field.
3. Maintains records and provides information consistent with codes of ethics, federal and state regulations and District policies and regulations.
4. Maintains inventory and control over and supervision of assigned resources when appropriate.

D. Assisting Pupils, Parents and Educational Personnel

1. Provides specialized assistance in consultation with school staff members and others regarding programs and services designed to meet student needs.
2. Demonstrates the interest and ability to interpret school programs and the characteristics and needs of students to staff, parents and others.
3. Demonstrates the ability to assist other staff members in developing and utilizing the knowledge and skills deriving from their specialized field.
4. Demonstrates the interest and ability to relate effectively to students individually or in-groups in the delivery of programs or services relating to their area of specialization.

E. Effort Toward Improvement When Needed

1. Is responsive to constructive criticism.
2. Implements suggestions for improvement.
3. Participates in appropriate in-service and career development activities.

4. Uses self-assessment in identification of personal strengths, needs, and limitations.
- F. Staff Relationships and General School Service
1. Follows District policies and rules and regulations related to instructional decisions and school and classroom procedures.
 2. Deals in a confidential manner with communications regarding other staff members, parents and students.
 3. Takes responsibility for supervision and guidance of students beyond regular classroom contacts:
 - (a) during the work day;
 - (b) and at school sponsored activities when assigned to supervise such activities.
 4. Communicates concerns for improvement in the school program through established District channels.

ADDENDUM E Professional Growth Option

Participation Request Form

After reading the information about the Professional Growth Option and having recorded four successful years of service, I request participation in the Professional Growth Option process during the _____ school year.

I further understand that this form must be filled out and turned in to my administrator for consideration by _____.

Signature of employee: _____ Date: _____

This certifies that the above district employee has recorded four successful years of service and is approved for participation in the Professional Growth Option process.

Signature of evaluator: _____ Date: _____

(Form must be submitted to the building principal by October 15.)

Original to administrator; copy to participant

ADDENDUM F Professional Growth Option

Planning Form

Staff Member: _____

School Year: _____

Goal(s): _____

Activities, procedures and resources to accomplish goal

Documentation/evidence of learning: (portfolios, surveys, testing, etc.)

Plan for Self-Assessment

Plan for sharing with others (optional)

Signature of employee: _____ Date: _____

Signature of evaluator: _____ Date: _____

(Form must be submitted to the building principal by November 15)

Verification Form

Teacher Name: _____ Date: _____

Principal: _____

School and Assignment: _____

School Year: _____

This report verifies that the above-listed certificated employee complied with the guidelines and requirements established and set forth in state statute, school district policies and regulations and the bargaining agreement between the district and the Olympia Education Association related to the Professional Growth Option Process. In order for this report to be complete, all of the following statements must be validated by a check.

___ The employee did complete a Professional Growth Option Planning Form which included the establishment of goals and a plan to achieve those goals.

___ The employee and administrator met to share and/or observe progress toward the goal.

Dates: _____

___ The employee shared a self-evaluation assessment with the administrator.

___ This is to certify that the Professional Growth Option process did occur.

Signature of employee: _____ Date: _____

Signature of evaluator: _____ Date: _____

(Form must be submitted to the building principal by June 1)

ADDENDUM H Notification of Summative Score less than Proficient

This form is to be utilized to notify staff and the Association of the likelihood of an employee's final summative score falling below the proficient level.

Name of Employee: _____

Projected Summative Score: _____

Proposed Next Steps:

Evaluator Signature

Employee Signature

Date

Section 1 Reduction in Force

The terms and conditions of Staff Retention procedures as previously agreed to by the District and the Association, and as shown in Appendix A of this Agreement, shall be made a part of this Agreement to the extent applicable to the members of the Association bargaining unit. This article shall in no way affect staff retention procedures as they relate to other District employees.

ARTICLE XVII GRIEVANCE PROCEDURE

Section 1 Purpose

The purpose of this article is to provide for the orderly and expeditious adjustment of grievances of individual certificated employees of the District.

Section 2 Definitions

As used in this article:

- A. "Grievance" means an alleged misinterpretation or misapplication of a term(s) of this agreement. To be accepted, a grievance must be identified and submitted no later than forty-five working days from the event or condition on which the grievance is based. ("Working days" shall be defined as those days on which the individual(s) involved in filing the grievance would be on duty.)
- B. The applicability of this grievance procedure to evaluation and probation shall be limited to the failure of any principal or other supervisor to comply with the procedures for evaluation set forth in Article XIV of this Agreement, PROVIDED, that the evaluation judgments made by a principal or other supervisor shall be limited to such grievance provisions through Step II, Office of the Superintendent, and PROVIDED further that the pendency of any grievance proceeding hereunder shall not limit or affect the authority of the District to proceed with probationary, non-renewal or discharge action pursuant to the requirements of state law.
- C. "Grievant" means an employee, a group of employees or the Association having a grievance.

Section 3 Procedure

The adjustment of grievances shall be accomplished as rapidly as possible. To that end, the number of days within which each step is prescribed to be accomplished shall be considered as maximum and every effort shall be made to expedite the process. Under unusual circumstances, the time limits prescribed in this section may be extended by mutual consent of the District and the employee or employees whose grievance is being considered.

Step I – Building Level Concerns

The grievant shall have the choice of one of two options:

- Option 1. The grievant shall take up the problem with their immediate administrative superior (in most cases the Principal) in private conference(s), and every effort shall be made to adjust the problem in an informal manner. Problems addressed in this manner should be reduced to writing on the form entitled "Building Level Concern"; the Principal will have ten working days from the initial contact to reach a satisfactory resolution. If such a resolution is reached, in any subsequent reporting the issue will be referred to by the District or the Association as "resolution of issues at the building level" (as distinguished from grievances). Normally, the person(s) raising the specific problem and the administrative superior will be involved at this level; if the employee wishes to be accompanied by an OEA building representative then the principal should be notified in advance.
- Option 2. If the problem involves the relationship between the employee and their administrative superior, then they may initially present the concern, under Option 2 on the Building Concern Form, to the Executive Director of Human Resources. The Executive Director of Human Resources shall have ten working days from receipt of the written concern to reach a resolution.

If a satisfactory solution is not reached within ten working days, the employee may file a grievance under Step II of this provision.

Step II – Grievance

If the building level concern is not adjusted to the satisfaction of the grievant, then the grievant may initiate a grievance directly to the Superintendent, by submitting a statement in writing to the Superintendent (either the Superintendent or their designee may deal with the grievance). If the grievance is denied the grievant must be notified in writing within the twenty day timeline. The statement of the grievance shall contain:

- A. The facts on which the grievance is based.
- B. A reference to the specific provision(s) of this Agreement which have been allegedly violated; and
- C. The remedy sought.

At all steps the grievant shall be entitled to be accompanied by an OEA Representative.

Step III – Arbitration

If the grievance has not been adjusted to the satisfaction of the grievant the grievance may be submitted to final and binding arbitration. The grievance shall be determined withdrawn if neither party files a request for arbitration within 20 days of the grievant's receipt of the letter of notification of the denial of the grievance. Such arbitration shall be conducted by an arbitrator selected by the grievant and the District and shall be conducted under the rules of the American Arbitration Association.

If the two parties cannot agree upon an arbitrator, an arbitrator shall be selected by the American Arbitration Association.

During the arbitration under this step, neither the District nor the grievant will be permitted to assert any grounds or evidence not previously disclosed to the other party.

Each party shall pay any compensation and expenses relating to its own witnesses or representatives.

The District and the Association shall, by mutual consent, fix the amount of the compensation to be paid for the services of the arbitrator. The Association or the District, whichever is ruled against by the arbitrator, shall pay the compensation of the arbitrator, including necessary expenses.

The total cost of the stenographic record, if requested, will be paid by the party requesting it. If the other party also requests a copy, that party will pay one-half of the stenographic costs.

All decisions arrived at under the provisions of Step III, by the representatives of the District and the Association, or the arbitrator, shall be final and binding upon both parties; provided, however, in arriving at such decisions neither of the parties nor the arbitrator shall have the authority to alter this Agreement in whole or in part.

All individuals involved, and all others who might possibly contribute to the acceptable adjustment of a grievance, may testify with full assurance that no reprisal will follow by reason of such participation.

ARTICLE XVIII DURATION AND GENERAL PROVISIONS

Section 1 Contract Compliance

The Superintendent and their designee shall meet at mutually agreed upon times with the Association President and their designee to discuss matters pertaining to compliance with this Agreement.

Section 2 Conformity to Law

The District and the Association agree that this Agreement shall be binding on both parties, except that if any section or provision is or shall be contrary to law, then such sections or provisions shall not be applicable, performed or enforced except to the extent permitted by law. The remainder of this contract shall not be affected thereby and the

District and the Association shall enter into negotiations concerning alternative provisions for those sections of the Agreement affected.

Section 3 Duration

The period of this Contract shall be September 1, 2025 through August 31, 2028.

Section 4 Waiver and Complete Agreement

This Agreement may be altered, changed, added to, deleted from or modified through the mutual consent of the parties. This Agreement constitutes the entire Agreement between the parties, concluding collective bargaining for its term, except for negotiations over a successor collective bargaining agreement, except as otherwise provided herein. In accordance with Section 3 above, before the expiration of this Agreement the parties shall meet and negotiate at mutually agreeable times in an effort to mutually agree on the terms and conditions of a successor agreement.

ARTICLE XIX NO STRIKE NO LOCKOUT CLAUSE

The Employer and the Association agree that disputes, which may arise between them, shall be settled without resort to strike or lockout. The Employer agrees it will not lock out any or all of its employees during the term of this Agreement and the Association agrees that there will be no strikes during the term of this Agreement.

IN WITNESS WHEREOF, the parties have hereunto set their hands and seal.

Attest:

For the Association:

For the District:

Maribeth Wheeler, President

Patrick C. Murphy, Superintendent
Secretary of the Board

**Signed copies of agreement on file with Human Resources and the Olympia Education Association.*

APPENDIX A STAFF RETENTION

I. Experience/Seniority List

In anticipation of the possibility of a reduction-in-force, the District will annually compile and place on the District website the certificated employee seniority list. Employees will be listed from greatest to least senior using the formula for determining experience/seniority shown below. This list will include the following information: total teaching experience; Olympia School District teaching experience; certifications; and endorsements.

This list will be posted on the District website each January. The District shall notify certificated employees that the posting is available, sending a letter to the last known address of employees on leave. Further, in each communication the District will notify employees that they have twenty (20) working days to report any dispute regarding their experience. Any such dispute must be submitted in writing with supporting documentation to the District and Association. If no such dispute is submitted, it is presumed the employee agrees with their placement. A final list will be posted on the District website each March.

The District will provide a paper copy of each list to each building. Additional paper copies shall be provided to individuals upon request.

Formula for Determining Experience/Seniority:

Years of teaching experience, to include current contract year, will be counted toward seniority.

Ties will be broken in the following order:

- A. Placement on the salary schedule to include consideration of credits within the steps as recorded in the Personnel Office as of October 10th of the current school year
- B. Washington State teaching experience
- C. All teaching experience
- D. Hire date with Olympia School District
- E. If necessary, a drawing of lots conducted by a disinterested third party.

II. General

The Board of Directors shall determine the educational program and services for the District. Such determination is based upon the educational goals of the District and the financial resources available for the following school year. Any decision by the Board that the certificated staff of the District should be reduced for the following school year shall be for financial necessity resulting from levy loss, District wide or site specific declining enrollment, or other loss of revenue, (e.g., a substantial reduction in the state per pupil allocation of funds).

In the event the Board determines the assured financial resources of the District will not be adequate to permit the District to maintain its programs and services at the same levels for the following school year, it shall adopt a reduced plan of programs and services. This plan will be based upon the guidelines set forth in Section III of this process. In the event reductions in certificated staff become necessary, Section IV shall be applied to identify those certificated staff members, if any, who must be laid off.

To ensure consistent, clear and accurate information is disseminated between the District and certificated employees, a communication team will be identified to direct all messages regarding layoff status and updates. This team will include the Association President (or designee), the Communications Director and the District's Human Resource Director (or designee). Information will be made available to all employees through established channels such as email messages, website postings, meetings, phone calls, etc.

III. Guidelines for Retention of Programs and Services

Highest priority shall be given to maintaining the strong basic education program offered during regular school operating hours and minimizing the effect upon students of any reductions made. If the educational program and

services of the District must be reduced due to lack of financial resources, the following guidelines shall be followed in determining the programs and services to be retained, reduced or eliminated:

- A. The Board will consider and initiate budget reductions in non-instructional areas prior to the lay-off of any certificated staff;
- B. The District agrees not to reduce the present salary schedule as a means of maintaining the current educational program, except when agreed to by both the Association and the Board;
- C. Priority will be given to maintaining books, supplies, and equipment used by students in fulfilling basic classroom objectives;
- D. Efforts will be made to maintain programs, which are dependent upon categorical revenues and local expenditures (e.g., special education, vocational education, Title I). Priority will be given to those programs directly related to basic program objectives;
- E. Student activity programs funded by the District are recognized as an integral part of the District's total education program. Some activity programs may be continued at a reduced level of funding. Activity programs which cannot be continued at a reduced level of funding shall be eliminated;
- F. Elimination of supplemental extra-curricular and/or extended day contracts not mandated by retained programs shall occur before the number of certificated personnel is reduced. Exceptions may be made for supplemental extra-curricular and/or extended day contracts deemed necessary for the efficient operation of the District;
- G. Modification in the District transportation program, beginning with the high school level, will be considered as an economic measure prior to the reduction in number of certificated personnel.
- H. When possible, the District shall maintain the ratio of administrative positions to the total number of non-administrative positions existing on the opening day of the current school year.

IV. Certificated Staff Retention

Once determination has been made that certificated staff will be reduced, the District will determine what positions will be retained and reduced.

- A. A preliminary determination of positions to be reduced shall be made following the Board's decision of the necessity for a reduced or modified program. The communication team will notify District employees of the results of this determination in writing within five days.
- B. Vacancies created by leaves, resignations, retirements, etc., will be taken into consideration in determining the number of available certificated positions for the following school year.
- C. The final experience/seniority list published in March will be used to determine which employees will be placed on the reduction-in-force list.
- D. Using the experience/seniority list, employees will be placed into their original job assignments, including employees on leave. The most senior employee whose original position is no longer available to them will be the first person on the reduction-in-force list. Everyone with less seniority than this individual is then placed on the reduction-in-force list.
- E. Notification of placement on the reduction-in-force list will not occur before or during the workday. They will take place after the student day has ended. As much information as possible regarding the number of eliminated positions and the total number of employees receiving reduction-in-force will be included in the notification.
- F. Certificated employees shall be considered for retention in any and all endorsements and/or specialties for which they are qualified.

- G. Starting with the most senior person on the reduction-in-force list, the Human Resources Director or designee will contact individuals to offer positions in conjunction with areas of endorsement. The offer will be:
 - a) to return to the original position if possible or, if A is not possible
 - b) to choose from a total of 5 positions, in any endorsed area(s). These choices will be taken from the least senior on the seniority list.
- H. When there is a choice an employee may not choose an eligible position resulting in the unemployment of another employee with 10 or more years of seniority.
- I. Full-time employees are not obligated to any part-time employment but may choose to accept such employment on a voluntary basis. Part-time employees may not be offered a position of greater FTE.
- J. Individuals have one working day (until 5:00 pm following the day of offer) to accept or decline any of the positions offered.
- K. When all positions have been filled, employment will be terminated for individuals who have not secured a position with the District.
- L. When an employee has received a reduction-in-force notice, and has not yet accepted a position within the District, emergency leave may be used for the purpose of interviewing in another District. The employee may also choose to use personal leave for the same purpose during the last week of school without the explicit consent from the building administrator or human resource director.

V. Additional Considerations

- A. Possession of a valid Washington State Certificate required for the position(s) under consideration shall be a prerequisite for retention. Those teaching out of their endorsed area(s) will be subject to an involuntary transfer for any unendorsed portion of their FTE.
- B. Reduction-in-force language supersedes typical hiring practices through August 31st of the following year or until all individuals from the reduction-in-force list have been placed.
- C. Individuals who do not retain their original position during this reduction-in-force process will be given involuntary transfer status.
- D. When a reduction-in-force occurs within the District, a moratorium will be placed on out-of-district hiring and within-District voluntary transfers until it is determined there are no qualified teachers remaining from the reduction-in-force list.
- E. Employees from the reduction-in-force list who accept a one-year only leave replacement contract will be eligible to apply for positions in the Olympia School District as in-district candidates until August 31st of the following year.
- F. Employees on leave of absence are not precluded from being placed on the reduction-in-force list, nor precluded from reduction-in-force procedures.
- G. Employees whose employment has been terminated as a result of the reduction-in-force have the option of continued participation in insurance programs at their own expense (as per COBRA guidelines); provided such practice is permitted by the insurance companies.

APPENDIX B SUPPLEMENTAL SALARY SCHEDULE

HS Band	\$7,130.05
HS Campus Service	\$7,130.05
HS Choral	\$5,793.16
HS Orchestra	\$5,793.16
Robotics (FRC)	\$5,793.16
Library Chair	\$5,347.53
HS Audio Visual	\$4,901.91
HS ASB Activities Director	\$4,788.00
HS Chemical Storage	\$4,456.28
Copy Center Supervisor	\$4,456.28
HS FBLA Advisor	\$4,456.28
DECA Advisor	\$4,456.28
Drama Advisor	\$4,456.28
HS Family, Career and Community Leaders of America	\$4,010.65
Advanced Business Information Instructor	\$3,565.02
HS FFA Advisor	\$3,565.02
HS Sports Medicine Practicum Supervisor	\$3,565.02
HS Skills USA Advisor	\$3,565.02
HS Yearbook	\$3,565.02
HS HOSA	\$3,565.02
MS Vocal Director	\$3,565.02
MS Band Director	\$3,565.02
MS Orchestra	\$3,565.02
Assistant Robotics (FRC)	\$3,565.02
Preschool	\$2,673.77

Staff Development Chairperson (school with over 1,000 students)	\$2,673.77
HS LINK or Bear Crew	\$2,673.77
HS PA	\$2,228.14
HS Pep Band (10-12 total events for girls and boys basketball)	\$2,228.14
HS Counselor	\$2,228.14
Computer Lab Manager	\$2,205.00
HS Student Store (this position is also allocated 2 hours paraeducator time per day, which can be converted into pay).	\$1,841.66
HS Honor Society	\$1,782.51
HS Social Committee Advisor	\$1,782.51
12th Grade Advisor	\$1,782.51
District Program (DLC, Life Skills, GROW, HOPE, Transition Academy)	\$1,782.51
HS PreSchool Coordinator	\$1,336.88
HS Student Activists Club	\$1,336.88
MS Counselor	\$1,133.12
Elementary Band (per building)	\$891.26
Elementary Orchestra (per building)	\$891.26
Elementary Choral/Vocal (per building)	\$891.26
HS Math Team	\$891.26
Foreign Exchange Student Coordinator	\$891.26
Key Club	\$891.26
Latino Club	\$891.26
Rotary Interact	\$891.26
*Cooperating Teacher in charge of a Student Teacher	\$551.13

**The Cooperating Teacher Stipend is paid for supervision of the FINAL student teaching experience.*

Additional Positions

National Competition

Any coach whose students qualify for national competition and they actually accompany them to the competition will receive a \$891.26 stipend.

Teachers New to the Profession

The District will provide one days per diem pay to teachers new to the profession for the purpose of setting up their room.

District Program Stipend:

DLC, Life skills, and Transition Academy Teachers who were hired prior to the 2022-2023 school year will receive an \$800 stipend in addition to the District Program Stipend per Appendix B, Supplemental Salary schedule in the OEA CBA.

DLC, Life skills, and Transition Academy Teachers hired during or thereafter the 2022-23 school year will receive the District Program Stipend per Appendix B, Supplemental Salary schedule in the OEA CBA.

Testing Coordinator Stipend

- 0-300 students.....\$2,370.74
- 301-500 students.....\$2,963.42
- 501-1000 students.....\$3,556.11
- Over 1000 students.....\$4,148.80

Vocational Education Stipend

A vocational education stipend of \$891.26 for vocational teachers working in classes qualifying as vocational classes. Attendance at conferences and workshops pertaining to vocational education is contingent upon program budget and administrative approval.

Outdoor School

Compensated at the hourly rate of a beginning teacher for all hours worked up to a maximum of 16 hours per day.

Home Visits

An employee who has been directed, or is given approval by their principal, to conduct a home visit, which extends their contract day, will be reimbursed at their regular rate of pay.

International Baccalaureate/Advanced Placement Coordinator

Will receive two (2) release periods for the duties of the position (in addition to the normal planning period).

Dual Credit

Any per student money received from sponsoring universities will be paid directly to the teachers who instruct these classes as compensation.

Department Head Stipend

- 1-3 other teachers \$4,010.65 + 3 days long term substitute pay
- 4-6 other teachers \$4,679.09 + 3 days long term substitute pay
- 7-10 other teachers \$5,347.53 + 3 days long term substitute pay
- 11 or more other teachers \$5,743.00 + 3 days long term substitute pay

Each department head will receive the equivalent of three days substitute pay per year in order to partially compensate them for the loss of preparation time caused by their duties. All high school certificated employees will be assigned an appropriate department.

Extended Days

Persons occupying the following positions shall receive the following additional days:

- Teacher-Librarians 5 days
- High School Counselors 10 days
- Middle School Counselors 10 days
- HS AV Coordinator 2 days
- Nurses (RN) 5 days
- Psychologist 15 days
- Social Workers 10 days

Grant Facilitator

The District will consider applications for stipends from persons planning to apply for grants from Non-District sources and such grants are of direct benefit to students.

Subject area Chairs (PE and Library)

1. Positions are for two-year terms.
2. Positions shall be posted by April 15, and filled by June 1.
3. Positions shall be filled by unit members presently teaching in the respective subject area.

The following positions are required to extend the normal workday by 45 minutes three days per week:

- Educational Specialist (excluding School Social Workers)
- Evaluation Specialist
- District Speech-Language Pathologist Department Lead
- District Counseling Department Lead

- District School Psychologist Lead

As compensation for this time these positions will receive a stipend of \$5,793.16.

Elementary/Middle School Principal Designee

The individual(s) designated to assume the monitoring duties of the building administrator when they are away from the building shall receive compensation based on the number of days of service. For this compensation six hours equals one day. Beginning the 2026-27 school year, seven hours equals one day. Hours are accumulated based on the actual time the designee is performing principal duties. The stipends for this service are as follows:

- 0 to 5 days – \$1,782.51
- 5 to 10 days – \$3,119.39
- more than 10 days – \$4,456.28

The following guidelines are to be followed in documenting the designee's time:

A designee is considered required to perform principal duties when they perform work as a result of one or more of the following:

- principal is ill and unable to report to work.
- principal is out of the district.
- principal is in the district but unable to be recalled to the building.
- They are asked by the office to attend to a problem.

Time increments will be rounded to the nearest half-hour. In no instance shall less than a half-hour be credited.

Secondary Dean of Students

A Dean of Students will work eight (8) hours per day and be compensated through a stipend for an additional hour per day and ten (10) additional work days per year, at their per-diem rate.

APPENDIX C 2025-26 SALARY SCHEDULE

		OEA Total Compensation (180 work days) 2025-26								
Years of		BA	BA+15	BA+30	BA+45	BA+90	*G+135	MA+0	MA+45	MA+90/PHD
0	Base Salary	\$ 61,238	\$ 62,840	\$ 64,553	\$ 66,270	\$ 71,776	\$ 75,323	\$ 73,359	\$ 78,867	\$ 82,416
	Tech/Safety Stipend	\$ 2,327	\$ 2,388	\$ 2,453	\$ 2,518	\$ 2,727	\$ 2,862	\$ 2,788	\$ 2,997	\$ 3,132
	Staff Development Hours	\$ 2,041	\$ 2,095	\$ 2,152	\$ 2,209	\$ 2,393	\$ 2,511	\$ 2,445	\$ 2,629	\$ 2,747
	Two Additional Days	\$ 680	\$ 698	\$ 717	\$ 736	\$ 798	\$ 837	\$ 815	\$ 876	\$ 916
	Total Available Compensation	\$ 66,287	\$ 68,021	\$ 69,875	\$ 71,734	\$ 77,694	\$ 81,533	\$ 79,407	\$ 85,369	\$ 89,211
1	Base Salary	\$ 62,013	\$ 63,688	\$ 65,423	\$ 67,214	\$ 72,778	\$ 76,304	\$ 74,175	\$ 79,739	\$ 83,265
	Tech/Safety Stipend	\$ 2,356	\$ 2,420	\$ 2,486	\$ 2,554	\$ 2,766	\$ 2,900	\$ 2,819	\$ 3,030	\$ 3,164
	Staff Development Hours	\$ 2,067	\$ 2,123	\$ 2,181	\$ 2,240	\$ 2,426	\$ 2,543	\$ 2,473	\$ 2,658	\$ 2,776
	Two Additional Days	\$ 689	\$ 708	\$ 727	\$ 747	\$ 809	\$ 848	\$ 824	\$ 886	\$ 925
	Total Available Compensation	\$ 67,126	\$ 68,939	\$ 70,817	\$ 72,755	\$ 78,778	\$ 82,595	\$ 80,290	\$ 86,313	\$ 90,130
2	Base Salary	\$ 62,797	\$ 64,489	\$ 66,242	\$ 68,170	\$ 73,719	\$ 77,283	\$ 74,995	\$ 80,543	\$ 84,108
	Tech/Safety Stipend	\$ 2,386	\$ 2,451	\$ 2,517	\$ 2,590	\$ 2,801	\$ 2,937	\$ 2,850	\$ 3,061	\$ 3,196
	Staff Development Hours	\$ 2,093	\$ 2,150	\$ 2,208	\$ 2,272	\$ 2,457	\$ 2,576	\$ 2,500	\$ 2,685	\$ 2,804
	Two Additional Days	\$ 698	\$ 717	\$ 736	\$ 757	\$ 819	\$ 859	\$ 833	\$ 895	\$ 935
	Total Available Compensation	\$ 67,974	\$ 69,806	\$ 71,703	\$ 73,790	\$ 79,797	\$ 83,655	\$ 81,178	\$ 87,183	\$ 91,042
3	Base Salary	\$ 63,606	\$ 65,314	\$ 67,085	\$ 69,077	\$ 74,614	\$ 78,263	\$ 75,775	\$ 81,308	\$ 84,960
	Tech/Safety Stipend	\$ 2,417	\$ 2,482	\$ 2,549	\$ 2,625	\$ 2,835	\$ 2,974	\$ 2,879	\$ 3,090	\$ 3,228
	Staff Development Hours	\$ 2,120	\$ 2,177	\$ 2,236	\$ 2,303	\$ 2,487	\$ 2,609	\$ 2,526	\$ 2,710	\$ 2,832
	Two Additional Days	\$ 707	\$ 726	\$ 745	\$ 768	\$ 829	\$ 870	\$ 842	\$ 903	\$ 944
	Total Available Compensation	\$ 68,850	\$ 70,999	\$ 72,616	\$ 74,772	\$ 80,766	\$ 84,715	\$ 82,022	\$ 88,011	\$ 91,964
4	Base Salary	\$ 64,398	\$ 66,181	\$ 67,964	\$ 70,023	\$ 75,593	\$ 79,270	\$ 76,591	\$ 82,160	\$ 85,840
	Tech/Safety Stipend	\$ 2,447	\$ 2,515	\$ 2,583	\$ 2,661	\$ 2,873	\$ 3,012	\$ 2,910	\$ 3,122	\$ 3,262
	Staff Development Hours	\$ 2,147	\$ 2,206	\$ 2,265	\$ 2,334	\$ 2,520	\$ 2,642	\$ 2,553	\$ 2,739	\$ 2,861
	Two Additional Days	\$ 716	\$ 735	\$ 755	\$ 778	\$ 840	\$ 881	\$ 851	\$ 913	\$ 954
	Total Available Compensation	\$ 69,707	\$ 71,637	\$ 73,567	\$ 75,796	\$ 81,825	\$ 85,805	\$ 82,906	\$ 88,934	\$ 92,917
5	Base Salary	\$ 65,219	\$ 67,009	\$ 68,809	\$ 70,983	\$ 76,532	\$ 80,284	\$ 77,421	\$ 82,971	\$ 86,720
	Tech/Safety Stipend	\$ 2,478	\$ 2,546	\$ 2,615	\$ 2,697	\$ 2,908	\$ 3,051	\$ 2,942	\$ 3,153	\$ 3,295
	Staff Development Hours	\$ 2,174	\$ 2,234	\$ 2,294	\$ 2,366	\$ 2,551	\$ 2,676	\$ 2,581	\$ 2,766	\$ 2,891
	Two Additional Days	\$ 725	\$ 745	\$ 765	\$ 789	\$ 850	\$ 892	\$ 860	\$ 922	\$ 964
	Total Available Compensation	\$ 70,596	\$ 72,534	\$ 74,482	\$ 76,835	\$ 82,842	\$ 86,903	\$ 83,804	\$ 89,811	\$ 93,870
6	Base Salary	\$ 66,059	\$ 67,811	\$ 69,674	\$ 71,956	\$ 77,480	\$ 81,249	\$ 78,270	\$ 83,794	\$ 87,562
	Tech/Safety Stipend	\$ 2,510	\$ 2,577	\$ 2,648	\$ 2,734	\$ 2,944	\$ 3,087	\$ 2,974	\$ 3,184	\$ 3,327
	Staff Development Hours	\$ 2,202	\$ 2,260	\$ 2,322	\$ 2,399	\$ 2,583	\$ 2,708	\$ 2,609	\$ 2,793	\$ 2,919
	Two Days	\$ 734	\$ 753	\$ 774	\$ 800	\$ 861	\$ 903	\$ 870	\$ 931	\$ 973
	Total Available Compensation	\$ 71,505	\$ 73,402	\$ 75,418	\$ 77,888	\$ 83,868	\$ 87,948	\$ 84,723	\$ 90,702	\$ 94,781
7	Base Salary	\$ 67,541	\$ 69,317	\$ 71,202	\$ 73,610	\$ 79,215	\$ 83,089	\$ 79,862	\$ 85,465	\$ 89,341
	Tech/Safety Stipend	\$ 2,567	\$ 2,634	\$ 2,706	\$ 2,797	\$ 3,010	\$ 3,157	\$ 3,035	\$ 3,248	\$ 3,395
	Staff Development Hours	\$ 2,251	\$ 2,311	\$ 2,373	\$ 2,454	\$ 2,641	\$ 2,770	\$ 2,662	\$ 2,849	\$ 2,978
	Two Additional Days	\$ 750	\$ 770	\$ 791	\$ 818	\$ 880	\$ 923	\$ 887	\$ 950	\$ 993
	Total Available Compensation	\$ 73,109	\$ 75,032	\$ 77,072	\$ 79,799	\$ 85,746	\$ 89,939	\$ 86,446	\$ 92,511	\$ 96,707
8	Base Salary	\$ 69,705	\$ 71,580	\$ 73,512	\$ 76,118	\$ 81,798	\$ 85,814	\$ 82,365	\$ 88,048	\$ 92,064
	Tech/Safety Stipend	\$ 2,649	\$ 2,720	\$ 2,793	\$ 2,892	\$ 3,108	\$ 3,261	\$ 3,130	\$ 3,346	\$ 3,498
	Staff Development Hours	\$ 2,324	\$ 2,386	\$ 2,450	\$ 2,537	\$ 2,727	\$ 2,860	\$ 2,746	\$ 2,935	\$ 3,069
	Two Additional Days	\$ 775	\$ 795	\$ 817	\$ 846	\$ 909	\$ 953	\$ 915	\$ 978	\$ 1,023
	Total Available Compensation	\$ 75,452	\$ 77,481	\$ 79,573	\$ 82,394	\$ 88,542	\$ 92,889	\$ 89,156	\$ 95,307	\$ 99,654
9	Base Salary	\$ 69,705	\$ 73,924	\$ 75,950	\$ 78,650	\$ 84,463	\$ 88,618	\$ 84,899	\$ 90,712	\$ 94,868
	Tech/Safety Stipend	\$ 2,649	\$ 2,809	\$ 2,886	\$ 2,989	\$ 3,210	\$ 3,367	\$ 3,226	\$ 3,447	\$ 3,605
	Staff Development Hours	\$ 2,324	\$ 2,464	\$ 2,532	\$ 2,622	\$ 2,815	\$ 2,954	\$ 2,830	\$ 3,024	\$ 3,162
	Two Additional Days	\$ 775	\$ 821	\$ 844	\$ 874	\$ 938	\$ 985	\$ 943	\$ 1,008	\$ 1,054
	Total Available Compensation	\$ 75,452	\$ 80,019	\$ 82,212	\$ 85,134	\$ 91,427	\$ 95,924	\$ 91,898	\$ 98,191	\$ 102,689
10	Base Salary	\$ 69,705	\$ 73,924	\$ 78,420	\$ 81,314	\$ 87,205	\$ 91,498	\$ 87,564	\$ 93,456	\$ 97,745
	Tech/Safety Stipend	\$ 2,649	\$ 2,809	\$ 2,980	\$ 3,090	\$ 3,314	\$ 3,477	\$ 3,327	\$ 3,551	\$ 3,714
	Staff Development Hours	\$ 2,324	\$ 2,464	\$ 2,614	\$ 2,710	\$ 2,907	\$ 3,050	\$ 2,919	\$ 3,115	\$ 3,258
	Two Additional Days	\$ 775	\$ 821	\$ 871	\$ 903	\$ 969	\$ 1,017	\$ 973	\$ 1,038	\$ 1,086
	Total Available Compensation	\$ 75,452	\$ 80,019	\$ 84,885	\$ 88,018	\$ 94,395	\$ 99,042	\$ 94,783	\$ 101,161	\$ 105,804
11	Base Salary	\$ 69,705	\$ 73,924	\$ 78,420	\$ 84,055	\$ 90,074	\$ 94,452	\$ 90,304	\$ 96,324	\$ 100,700
	Tech/Safety Stipend	\$ 2,649	\$ 2,809	\$ 2,980	\$ 3,194	\$ 3,423	\$ 3,589	\$ 3,432	\$ 3,660	\$ 3,827
	Staff Development Hours	\$ 2,324	\$ 2,464	\$ 2,614	\$ 2,802	\$ 3,002	\$ 3,148	\$ 3,010	\$ 3,211	\$ 3,357
	Two Additional Days	\$ 775	\$ 821	\$ 871	\$ 934	\$ 1,001	\$ 1,049	\$ 1,003	\$ 1,070	\$ 1,119
	Total Available Compensation	\$ 75,452	\$ 80,019	\$ 84,885	\$ 90,985	\$ 97,500	\$ 102,239	\$ 97,749	\$ 104,265	\$ 109,002
12	Base Salary	\$ 69,705	\$ 73,924	\$ 78,420	\$ 86,709	\$ 93,020	\$ 97,529	\$ 93,154	\$ 99,269	\$ 103,780
	Tech/Safety Stipend	\$ 2,649	\$ 2,809	\$ 2,980	\$ 3,295	\$ 3,535	\$ 3,706	\$ 3,540	\$ 3,772	\$ 3,944
	Staff Development Hours	\$ 2,324	\$ 2,464	\$ 2,614	\$ 2,890	\$ 3,101	\$ 3,251	\$ 3,105	\$ 3,309	\$ 3,459
	Two Days	\$ 775	\$ 821	\$ 871	\$ 963	\$ 1,034	\$ 1,084	\$ 1,035	\$ 1,103	\$ 1,153
	Total Available Compensation	\$ 75,452	\$ 80,019	\$ 84,885	\$ 93,858	\$ 100,689	\$ 105,570	\$ 100,834	\$ 107,453	\$ 112,336
13	Base Salary	\$ 69,705	\$ 73,924	\$ 78,420	\$ 86,709	\$ 96,039	\$ 100,682	\$ 96,103	\$ 102,289	\$ 106,932
	Tech/Safety Stipend	\$ 2,649	\$ 2,809	\$ 2,980	\$ 3,295	\$ 3,649	\$ 3,826	\$ 3,652	\$ 3,887	\$ 4,063
	Staff Development Hours	\$ 2,324	\$ 2,464	\$ 2,614	\$ 2,890	\$ 3,201	\$ 3,356	\$ 3,203	\$ 3,410	\$ 3,564
	Two Additional Days	\$ 775	\$ 821	\$ 871	\$ 963	\$ 1,067	\$ 1,119	\$ 1,068	\$ 1,137	\$ 1,188
	Total Available Compensation	\$ 75,452	\$ 80,019	\$ 84,885	\$ 93,858	\$ 103,957	\$ 108,983	\$ 104,026	\$ 110,722	\$ 115,748
14	Base Salary	\$ 69,705	\$ 73,924	\$ 78,420	\$ 86,709	\$ 99,071	\$ 103,954	\$ 99,139	\$ 105,521	\$ 110,203

	Tech/Safety Stipend	\$ 2,649	\$ 2,809	\$ 2,980	\$ 3,295	\$ 3,765	\$ 3,950	\$ 3,767	\$ 4,010	\$ 4,188
	Staff Development Hours	\$ 2,324	\$ 2,464	\$ 2,614	\$ 2,890	\$ 3,302	\$ 3,465	\$ 3,305	\$ 3,517	\$ 3,673
**	Two Additional Days	\$ 775	\$ 821	\$ 871	\$ 963	\$ 1,101	\$ 1,155	\$ 1,102	\$ 1,172	\$ 1,224
	Total Available Compensation	\$ 75,452	\$ 80,019	\$ 84,885	\$ 93,858	\$ 107,239	\$ 112,524	\$ 107,312	\$ 114,221	\$ 119,289
15	Base Salary	\$ 69,705	\$ 73,924	\$ 78,420	\$ 86,709	\$ 101,651	\$ 106,658	\$ 101,716	\$ 108,264	\$ 113,068
	Tech/Safety Stipend	\$ 2,649	\$ 2,809	\$ 2,980	\$ 3,295	\$ 3,863	\$ 4,053	\$ 3,865	\$ 4,114	\$ 4,297
	Staff Development Hours	\$ 2,324	\$ 2,464	\$ 2,614	\$ 2,890	\$ 3,388	\$ 3,555	\$ 3,391	\$ 3,609	\$ 3,769
**	Two Additional Days	\$ 775	\$ 821	\$ 871	\$ 963	\$ 1,129	\$ 1,185	\$ 1,130	\$ 1,203	\$ 1,256
	Total Available Compensation	\$ 75,452	\$ 80,019	\$ 84,885	\$ 93,858	\$ 110,032	\$ 115,451	\$ 110,102	\$ 117,190	\$ 122,390
16-19	Base Salary	\$ 69,725	\$ 73,944	\$ 78,441	\$ 86,733	\$ 103,712	\$ 108,820	\$ 103,779	\$ 110,459	\$ 115,362
	Tech/Safety Stipend	\$ 2,650	\$ 2,810	\$ 2,981	\$ 3,296	\$ 3,941	\$ 4,135	\$ 3,944	\$ 4,197	\$ 4,384
	Staff Development Hours	\$ 2,324	\$ 2,465	\$ 2,615	\$ 2,891	\$ 3,457	\$ 3,627	\$ 3,459	\$ 3,682	\$ 3,845
**	Two Additional Days	\$ 775	\$ 822	\$ 872	\$ 964	\$ 1,152	\$ 1,209	\$ 1,153	\$ 1,227	\$ 1,282
	Total Available Compensation	\$ 75,473	\$ 80,020	\$ 84,908	\$ 93,884	\$ 112,262	\$ 117,792	\$ 112,335	\$ 119,566	\$ 124,873
20-21	Base Salary	\$ 69,725	\$ 73,944	\$ 78,441	\$ 86,733	\$ 103,712	\$ 108,820	\$ 103,779	\$ 110,459	\$ 115,362
	1 Experience Day	\$ 387	\$ 411	\$ 436	\$ 482	\$ 576	\$ 605	\$ 577	\$ 614	\$ 641
	Tech/Safety Stipend	\$ 2,650	\$ 2,810	\$ 2,981	\$ 3,296	\$ 3,941	\$ 4,135	\$ 3,944	\$ 4,197	\$ 4,384
	Staff Development Hours	\$ 2,324	\$ 2,465	\$ 2,615	\$ 2,891	\$ 3,457	\$ 3,627	\$ 3,459	\$ 3,682	\$ 3,845
**	Two Additional Days	\$ 775	\$ 822	\$ 872	\$ 964	\$ 1,152	\$ 1,209	\$ 1,153	\$ 1,227	\$ 1,282
	Total Available Compensation	\$ 75,861	\$ 80,451	\$ 85,344	\$ 94,366	\$ 112,839	\$ 118,396	\$ 112,912	\$ 120,179	\$ 125,514
22-23	Base Salary	\$ 69,725	\$ 73,944	\$ 78,441	\$ 86,733	\$ 103,712	\$ 108,820	\$ 103,779	\$ 110,459	\$ 115,362
	2 Experience Days	\$ 775	\$ 822	\$ 872	\$ 964	\$ 1,152	\$ 1,209	\$ 1,153	\$ 1,227	\$ 1,282
	Tech/Safety Stipend	\$ 2,650	\$ 2,810	\$ 2,981	\$ 3,296	\$ 3,941	\$ 4,135	\$ 3,944	\$ 4,197	\$ 4,384
	Staff Development Hours	\$ 2,324	\$ 2,465	\$ 2,615	\$ 2,891	\$ 3,457	\$ 3,627	\$ 3,459	\$ 3,682	\$ 3,845
**	Two Additional Days	\$ 775	\$ 822	\$ 872	\$ 964	\$ 1,152	\$ 1,209	\$ 1,153	\$ 1,227	\$ 1,282
	Total Available Compensation	\$ 76,248	\$ 80,862	\$ 85,780	\$ 94,847	\$ 113,415	\$ 119,001	\$ 113,488	\$ 120,793	\$ 126,155
24-25	Base Salary	\$ 69,725	\$ 73,944	\$ 78,441	\$ 86,733	\$ 103,712	\$ 108,820	\$ 103,779	\$ 110,459	\$ 115,362
	3 Experience Days	\$ 1,162	\$ 1,232	\$ 1,307	\$ 1,446	\$ 1,729	\$ 1,814	\$ 1,730	\$ 1,841	\$ 1,923
	Tech/Safety Stipend	\$ 2,650	\$ 2,810	\$ 2,981	\$ 3,296	\$ 3,941	\$ 4,135	\$ 3,944	\$ 4,197	\$ 4,384
	Staff Development Hours	\$ 2,324	\$ 2,465	\$ 2,615	\$ 2,891	\$ 3,457	\$ 3,627	\$ 3,459	\$ 3,682	\$ 3,845
**	Two Additional Days	\$ 775	\$ 822	\$ 872	\$ 964	\$ 1,152	\$ 1,209	\$ 1,153	\$ 1,227	\$ 1,282
	Total Available Compensation	\$ 76,636	\$ 81,273	\$ 86,215	\$ 95,329	\$ 113,991	\$ 119,605	\$ 114,065	\$ 121,407	\$ 126,796
26-27	Base Salary	\$ 69,725	\$ 73,944	\$ 78,441	\$ 86,733	\$ 103,712	\$ 108,820	\$ 103,779	\$ 110,459	\$ 115,362
	4 Experience Days	\$ 1,549	\$ 1,643	\$ 1,743	\$ 1,927	\$ 2,305	\$ 2,418	\$ 2,306	\$ 2,455	\$ 2,564
	Tech/Safety Stipend	\$ 2,650	\$ 2,810	\$ 2,981	\$ 3,296	\$ 3,941	\$ 4,135	\$ 3,944	\$ 4,197	\$ 4,384
	Staff Development Hours	\$ 2,324	\$ 2,465	\$ 2,615	\$ 2,891	\$ 3,457	\$ 3,627	\$ 3,459	\$ 3,682	\$ 3,845
**	Two Additional Days	\$ 775	\$ 822	\$ 872	\$ 964	\$ 1,152	\$ 1,209	\$ 1,153	\$ 1,227	\$ 1,282
	Total Available Compensation	\$ 77,023	\$ 81,683	\$ 86,651	\$ 95,811	\$ 114,567	\$ 120,210	\$ 114,641	\$ 122,020	\$ 127,437
28-29	Base Salary	\$ 69,725	\$ 73,944	\$ 78,441	\$ 86,733	\$ 103,712	\$ 108,820	\$ 103,779	\$ 110,459	\$ 115,362
	5 Experience Days	\$ 1,937	\$ 2,054	\$ 2,179	\$ 2,409	\$ 2,881	\$ 3,023	\$ 2,883	\$ 3,068	\$ 3,205
	Tech/Safety Stipend	\$ 2,650	\$ 2,810	\$ 2,981	\$ 3,296	\$ 3,941	\$ 4,135	\$ 3,944	\$ 4,197	\$ 4,384
	Staff Development Hours	\$ 2,324	\$ 2,465	\$ 2,615	\$ 2,891	\$ 3,457	\$ 3,627	\$ 3,459	\$ 3,682	\$ 3,845
**	Two Additional Days	\$ 775	\$ 822	\$ 872	\$ 964	\$ 1,152	\$ 1,209	\$ 1,153	\$ 1,227	\$ 1,282
	Total Available Compensation	\$ 77,410	\$ 82,094	\$ 87,087	\$ 96,293	\$ 115,143	\$ 120,814	\$ 115,218	\$ 122,634	\$ 128,077
30	Base Salary	\$ 69,725	\$ 73,944	\$ 78,441	\$ 86,733	\$ 103,712	\$ 108,820	\$ 103,779	\$ 110,459	\$ 115,362
	6 Experience Days	\$ 2,324	\$ 2,465	\$ 2,615	\$ 2,891	\$ 3,457	\$ 3,627	\$ 3,459	\$ 3,682	\$ 3,845
	Tech/Safety Stipend	\$ 2,650	\$ 2,810	\$ 2,981	\$ 3,296	\$ 3,941	\$ 4,135	\$ 3,944	\$ 4,197	\$ 4,384
	Staff Development Hours	\$ 2,324	\$ 2,465	\$ 2,615	\$ 2,891	\$ 3,457	\$ 3,627	\$ 3,459	\$ 3,682	\$ 3,845
**	Two Additional Days	\$ 775	\$ 822	\$ 872	\$ 964	\$ 1,152	\$ 1,209	\$ 1,153	\$ 1,227	\$ 1,282
	Total Available Compensation	\$ 77,798	\$ 82,505	\$ 87,523	\$ 96,775	\$ 115,720	\$ 121,419	\$ 115,794	\$ 123,248	\$ 128,718
31+	Base Salary	\$ 69,725	\$ 73,944	\$ 78,441	\$ 86,733	\$ 103,712	\$ 108,820	\$ 103,779	\$ 110,459	\$ 115,362
	7 Experience Days	\$ 2,712	\$ 2,876	\$ 3,050	\$ 3,373	\$ 4,033	\$ 4,232	\$ 4,036	\$ 4,296	\$ 4,486
	Tech/Safety Stipend	\$ 2,650	\$ 2,810	\$ 2,981	\$ 3,296	\$ 3,941	\$ 4,135	\$ 3,944	\$ 4,197	\$ 4,384
	Staff Development Hours	\$ 2,324	\$ 2,465	\$ 2,615	\$ 2,891	\$ 3,457	\$ 3,627	\$ 3,459	\$ 3,682	\$ 3,845
**	Two Additional Days	\$ 775	\$ 822	\$ 872	\$ 964	\$ 1,152	\$ 1,209	\$ 1,153	\$ 1,227	\$ 1,282
	Total Available Compensation	\$ 78,185	\$ 82,916	\$ 87,959	\$ 97,257	\$ 116,296	\$ 122,023	\$ 116,371	\$ 123,861	\$ 129,359

*The G+135 is a "grandfathered only" salary level and is only available to employees who were previously placed in the salary schedule column and credits were earned prior to 12/31/91. Additional employees will not be added to this column.

** The day before the first day of school and October training day.

APPENDIX D 2025-2026 CALENDAR

OLYMPIA SCHOOL DISTRICT: 2025/26

September 2025							20
S	M	T	W	Th	F	S	
	1	2	3	4	5	6	1 Labor Day
7	8	9	10	11	12	13	3 First Day of School
14	15	16	17	18	19	20	8 First Day Pre & Kinder
21	22	23	24	25	26	27	
28	29	30					

March 2026							22
S	M	T	W	Th	F	S	
1	2	3	4	5	6	7	30-31 1/2 Day ES/MS Conferences
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					

October 2025							22
S	M	T	W	Th	F	S	
			1	2	3	4	3 Non-Student/Staff Day
5	6	7	8	9	10	11	27-31 1/2 Day ES/MS Conferences
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		

April 2026							17
S	M	T	W	Th	F	S	
			1	2	3	4	1-3 1/2 Day ES/MS Conferences
5	6	7	8	9	10	11	6-10 Spring Break
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30			

November 2025							16
S	M	T	W	Th	F	S	
						1	11 Veterans Day Observed
2	3	4	5	6	7	8	26-28 Thanksgiving Break
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30							

May 2026							19
S	M	T	W	Th	F	S	
					1	2	22 Snow Make-up Day (if needed)
3	4	5	6	7	8	9	25 Memorial Day
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

December 2025							15
S	M	T	W	Th	F	S	
	1	2	3	4	5	6	22-31 Winter Break
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				

June 2026							12
S	M	T	W	Th	F	S	
	1	2	3	4	5	6	5 1/2 Day Grading ES
7	8	9	10	11	12	13	16 Last Day = 1/2 day
14	15	16	17	18	19	20	19 Juneteenth
21	22	23	24	25	26	27	
28	29	30					

January 2026							19
S	M	T	W	Th	F	S	
				1	2	3	1-2 Winter Break
4	5	6	7	8	9	10	19 M.L. King Day
11	12	13	14	15	16	17	29-30 1/2 Grading MS/HS
18	19	20	21	22	23	24	30 1/2 Grading ES
25	26	27	28	29	30	31	

July 2026							
S	M	T	W	Th	F	S	
			1	2	3	4	4 Independence Day
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		

February 2026							18
S	M	T	W	Th	F	S	
1	2	3	4	5	6	7	16 Presidents' Day
8	9	10	11	12	13	14	17 Mid-Winter Break
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	

August 2026							
S	M	T	W	Th	F	S	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						

- Additional snow days will be made up at the end of the school year
- 50 min early release Wednesdays
- Number of school days in the calendar month

Semester Dates
 Semester 1: January 30
 Semester 2: June 16

2026 Graduations
 Transition Services: June 5th @ 6:00pm
 Avanti HS: June 6th @ 12:00pm
 Olympia Regional Learning Academy: June 10th @ 6:00pm
 Olympia HS: June 11th @ 7:00pm
 Capital HS: June 12th @ 7:00pm

APPENDIX E BUILDING LEVEL CONCERN (Article XVII, Section 4)

School: _____

Name: _____ Date: _____

Option chosen: _____ I - filed with building principal
 _____ II - filed with Director of Human Resources

Concern:

(Please make 3 extra copies of this form: original to Principal, 1st copy to staff member, 2nd copy to school building representative, 3rd copy to OEA.)

APPENDIX F GRIEVANCE REVIEW REQUEST (Article XII, Section 4)

This form is to be utilized when referring a grievance to the Superintendent as provided in Step II of the Procedure.

Name of Grievant: _____

Dates of private conferences as provided in Step I: _____

Name of Administrator with whom conferences were held: _____

1. Alleged facts on which the grievance is based:

2. Specific provisions of the Agreement between the District and the Olympia Education Association which are alleged to have been violated:

3. Remedy being sought:

Date

Signature of Grievant

(Please make 3 extra copies of this form: original to Principal, 1st copy to staff member, 2nd copy to school building representative, 3rd copy to OEA.)

APPENDIX G EMERGENCY LEAVE REQUEST (Article XII, Section 7)

(To be submitted in duplicate to the Human Resources Office)

I was _____ will be _____ absent from my duties on _____ (date or dates) for the following reason: _____

(refer to Article XII, Section 7).

In situations in which the employee wishes to keep the reasons for the request confidential, the request may be submitted orally to the Director of Human Resources.

Name: _____

Signature: _____ Date: _____

APPENDIX H SHARED LEAVE TRANSFER FORM (Article XII, Section 1)

PLEASE READ THIS PAGE CAREFULLY BEFORE FILLING OUT DONATION FORM. If you have any questions, please call Human Resources at 360-596-6185.

OLYMPIA SCHOOL DISTRICT NO. 111
SHARED LEAVE REQUEST FORM

Purpose: The purpose of the Washington State leave sharing program is to permit state employees, without significantly increasing the cost to the state for leave, to come to the aid of another state employee:

- 1. who is suffering from or has a relative* or household* member suffering from an extraordinary** or severe** illness, injury, impairment or physical or mental condition
2. who has been called to service in the uniformed services
3. consequences of domestic violence, sexual assault, or stalking
4. parental leave to bond with newborn, adoptive, or foster child

AND where the fact of either 1, 2, 3 or 4 has caused or is likely to cause the employee to take leave without pay or terminate his or her employment.

You may request shared leave if you meet the above criteria and follow the guidelines as set forth:

- 1. A copy of Physician or Practitioner Certificate is completed and attached (not required for parental leave to bond with newborn, adoptive, or foster child).
2. All leave has been depleted or will shortly be depleted.
3. No Employee shall receive a total of more than 522 days of leave during length of employment.

EMPLOYEE STATEMENT:

I request the use of shared leave for the medical event(s) described in the Physicians Certification attached. This request is for: (please check one)

- [] A personal illness, injury or cause for which: (please circle yes or no)
- I expect Workers Compensation Benefits Yes No
- I expect Short or Long Term Disability Benefits Yes No

[] Caring for my relative

Name of Relative

Relationship to Relative

[] Parental leave to bond with newborn, adoptive, or foster child

[] If my leave is for parental leave or pregnancy disability, I request that I maintain up to 40 hours of my own annual leave and 40 hours of my own sick leave in reserve and use shared leave instead. I understand that if all shared leave is depleted and I am still out on leave, my own leave reserves will then be used for my absence.

[] By checking this box, I give my permission for the Human Resource Office to send a request to all OSD staff on my behalf. The request will be sent in order to solicit members to donate leave for the individual circumstance. I understand that if I do not give the Olympia School District permission to make this request on my behalf, District staff will not be able to ask for the donation of leave to help fulfill my leave request.

Employee Name (Please Print)

Employee Signature

Date

*Employee's relative, as defined in WAC 392-136A-020, means the leave recipient's spouse, child, stepchild, grandchild, grandparent, parent, sibling or other close relative by blood or marriage. Household member, as defined by in WAC 392-136A-020, means persons who reside in the same home who have reciprocal duties to and do provide financial support for one another.

**Extraordinary or severe, as defined in WAC 392-136A-020, means serious or extreme and/or life threatening.

For Official Use Only:

This request is: [] Approved [] Denied [] Returned

By: _____ Date: _____

APPENDIX I ACCIDENT REPORT (Article III, Section 7)

EMPLOYEE INCIDENT REPORT

PART I: To be completed by EMPLOYEE

PLEASE READ THE BACK PAGE

If you seek medical treatment, call ESD 113 Workers' Compensation Trust at 360-464-6880 to file a claim

Incident Date _____ Hour _____ am/pm Work Phone _____

School District _____ School Name _____

Employee's Name _____ Social Security Number _____

Address _____ City _____ Zip _____

Home Phone _____ Date of Birth _____ Marital Status / Dependents _____

Department _____ Job Title _____ Shift Hours _____ to _____
(Food Service, Transportation, Maintenance, etc.)

Please mark the applicable category with an X:

____ Have not received first aid or medical treatment at this time, but may want to file a claim at a later date.

____ Received first aid (If YES, please describe type and by whom) _____

____ Will or have received medical treatment (**Phone 360-464-6880 to file claim** and add information below):

If receiving medical treatment complete: (Medical Provider's Name / Clinic / Hospital) _____ (Phone Number) _____ (City) _____

Reported the Incident to _____ Date Reported _____

Name(s) of Witness(es) _____

Did Incident Occur On or Off School Premises? _____ Were You Doing Your Regular Work? _____

Where Did Incident Occur? _____
(Breezeway, classroom, garage, grounds, etc.)

Description of Incident (include task being performed; step by step detail of incident; any tool/object involved): _____

Injury _____ Body Part Injured _____ RIGHT or LEFT
(Bruise, sprain, strain, wound, etc.)

EMPLOYEE SIGNATURE _____ **DATE** _____

PART II: To be completed by the SUPERVISOR

FAX TO 360-464-6907 WHEN COMPLETED

Date Investigated _____ Equipment Damaged? YES or NO If yes, describe: _____

Describe incident per your findings: _____

Could the incident have been prevented? YES or NO If yes, how? _____

Describe what was found unsafe (Employee actions, equipment, lighting, clutter etc.) _____

Follow up action to be taken _____ By whom _____ Date _____

Last date worked _____ Return to work date _____ Is light duty work available? YES or NO

SUPERVISOR SIGNATURE _____ Phone # _____ Date _____

TOP copy: To Capital Region ESD 113 Workers' Compensation Trust
Copies to the DISTRICT OFFICE & SAFETY COMMITTEE as marked on the bottom of each page

Revised Sept, 2016

APPENDIX J SELF INSURER ACCIDENT REPORT (Article III, Section 7)

(Select one)
 Language Preference English Spanish Russian Korean
 Chinese Simplified Chinese Traditional Vietnamese
 Laotian Cambodian Other _____



PROVIDER'S INITIAL REPORT

MAIL TO SELF-INSURED COMPANY

A Provider's Initial Report (PIR) completed by the provider and the worker, establishes a claim. When the completed PIR is received by the employer, they must assign a claim number and adjudicate the claim.

1. CLAIM NUMBER

1. NAME OF SELF-INSURED EMPLOYER			PATIENT INFORMATION			
ADDRESS			2. NAME OF INJURED WORKER: FIRST MIDDLE LAST		3. WORKER'S TELEPHONE NO.	
CITY	STATE	ZIP	4. MAILING ADDRESS		5. SOCIAL SECURITY NUMBER	
2. NAME OF SELF-INSURED EMPLOYER'S SERVICE REPRESENTATIVE			6. CITY	STATE	ZIP	7. DATE OF BIRTH
ADDRESS			8. INJURY DATE	9. TIME <input type="checkbox"/> AM <input type="checkbox"/> PM	10. Have you missed work due to your injury? If so, what dates were you off? From: _____ To: _____	
CITY	STATE	ZIP	11. SEX	12A. MARITAL/REGISTERED DOMESTIC PARTNERSHIP STATUS	12B. NUMBER OF DEPENDENTS	
EMPLOYER'S TELEPHONE NUMBER	EMPLOYER'S SERVICE REP PHONE		13. Describe in detail how your injury or exposure occurred:			
Attending Health Care Provider – START HERE						
3. This exam date			14. MEDICAL RELEASE AUTHORIZATION: PURSUANT TO RCW 51.36.060, I HEREBY AUTHORIZE MY HEALTH CARE PROVIDER, HOSPITAL, AGENCY OR ORGANIZATION TO DISCLOSE TO MY EMPLOYER OR MY EMPLOYER'S REPRESENTATIVE OR THE DEPARTMENT OF LABOR & INDUSTRIES ANY RELEVANT MEDICAL RECORDS OR OTHER INFORMATION REGARDING TREATMENT WHICH HAS PREVIOUSLY BEEN FURNISHED TO ME.			
4. Date patient first seen by you for this injury/condition			Worker's Signature _____ Date _____			
a. ICD Dx CODES	b. Diagnosis – specify Right/Left					
5. Are there objective findings to support this diagnosis <input type="checkbox"/> No <input type="checkbox"/> Yes, Specify			15. I have read the statement of Responsibility and the Legal Notice on the next page of this form. Worker's Signature _____ Date _____			
6. Referred for Diagnostic Studies <input type="checkbox"/> No <input type="checkbox"/> Yes, Specify			9. a. Has the worker ever been treated for the same or similar condition? Select one. If YES, describe briefly or attach report. No <input type="checkbox"/> Yes <input type="checkbox"/> _____ b. Is there any pre-existing impairment of the injured area? Select one. If YES, describe briefly or attach report. No <input type="checkbox"/> Yes <input type="checkbox"/> _____ c. Are there any conditions that will prevent or retard recovery? Select one. If YES, describe briefly or attach report. No <input type="checkbox"/> Yes <input type="checkbox"/> _____ d. Was the diagnosed condition caused by this work injury or exposure on a more probable than not basis? (check one) Yes <input type="checkbox"/> Probably (51% or more) <input type="checkbox"/> No <input type="checkbox"/> Possibly (Less than 50%) <input type="checkbox"/>			
7. Treatment Recommendations			10. a. Have you released this worker to return to regular work? No <input type="checkbox"/> Yes <input type="checkbox"/> effective date of return to work _____ b. Have you released this worker to return to light duty? No <input type="checkbox"/> Yes <input type="checkbox"/> effective date of return to work _____ c. What restrictions are placed on light duty return to work? Lifting _____ Bending _____ Standing _____ Sitting _____ Other _____ d. If not released, how many days off work due to the work injury? _____			
8. Did you refer the patient to an L&I medical network provider for follow-up? <input type="checkbox"/> YES <input type="checkbox"/> NO Referred to: Address _____ Phone _____			11. Signature _____		DO NOT SEND THIS FORM TO LABOR & INDUSTRIES	
			12. Phone _____			
			13. Date _____			
			14. Attending Healthcare Provider Name _____			
			15. Address _____			
			City _____ State _____ ZIP _____			
Distribution: White-Employer, Canary-Worker, Pink-Provider 09-2020 version F207-028-000 Check for updates – web address next page			16. L&I Provider Number or NPI _____		17. IRS Account # _____	

APPENDIX K CONTRACT WAIVER REQUEST (Article V, Section 12)

School: _____ Date: _____

Contract provision(s) to be waived:

Proposed change(s) to the contract:

A copy of the results of a secret ballot vote (see Article V, Section 12 for vote procedure) signed by the principal and head OEA Building Rep must be included with the application.

Waivers must be approved by the OEA Executive Board and the Superintendent or their designee. Notification of acceptance will be sent to all staff and the principal following approval. (Article V, Section 12)

(Please make extra copies of this form: original to OEA, 1st copy to Human Resources Office, 2nd copy to school building representative, additional copies to all building bargaining unit members.)

Waivers are for one year only

APPENDIX L DUE PROCESS CONFERENCE FORM (Article III, Section 2)

**Olympia School District
Due Process Conference Form**

Employee's Name: _____

Supervisor's Name: _____

We affirm that a Step I conference was held on this date: _____

(See Article III, Section 2, Right to Due Process)

Briefly summarize the discussion below:

Employee's Signature: _____

My signature below indicates that I have seen this summary. It does not necessarily indicate agreement with the findings. I know that I am permitted to attach a written response, which shall accompany this report.

Supervisor's Signature: _____

APPENDIX M DAMAGE CLAIM FORM (Article III, Section 4)

School: _____

Name: _____ Date: _____

Items stolen, damaged or destroyed:

Cost:

Briefly explain the circumstances that caused the claim:

My personal insurance deductible limit is: _____

I attest that the damage to the property was not caused as a result of personal negligence and all information presented is true.

Signature of Employee: _____ Date: _____

Signature of Principal: _____ Date: _____

One copy of the form should go to the Director of Human Resources, one to OEA and the other to the employee.

APPENDIX N GRADE CHANGE APPEAL PROCESS (Article III, Section 3)

If a student grade is changed the building administrator must notify the teacher within three working days. The teacher has the right to appeal the change. The request must be made in writing to the building principal within three working days of their notification of the changed grade.

At that time the principal will convene an appropriate appeals committee.

The following guidelines pertain to the committee:

A. Composition

- Each year the department chair will submit the names of two members who are willing to serve as a member of an appeals committee.
- When an appeal is called for the principal will randomly select three departments, which have not been involved in the appeal, to serve as the committee.
- The department chair will ask the member in their department, who has not heard an appeal for the greatest time, to serve. If that member is not able to hear the appeal the other member will be selected.

B. Timelines

- The committee will meet within five working days of notification of the teacher's appeal.
- The committee will notify the administrator and the teacher within three working days of hearing the appeal.

C. Testifying

- The teacher, the student and the person who recommended the grade change may submit oral and/or written testimony before the committee.

APPENDIX P CONFERENCE/WORKSHOP APPROVAL AND VISITATION FUND REQUEST

Olympia School District

Conference/Workshop Approval and Visitation Fund Request

STEP 1: Please fill-in-the blanks below regarding the conference/workshop you wish to attend. (Please word process or print clearly.)

Today's Date: _____ School: _____ Date(s) of Conference/Workshop: _____

Name(s): _____

Title of Conference/Workshop: _____

This conference workshop relates to my building assignment and supports the building plan in this way:

I / We will use this conference/workshop in this way:

STEP 2: Please attach a copy of the conference/workshop flyer and completed registration(s) information.

_____ Please complete and attach a District *Travel Request* form, if needed.

STEP 3: Funding: Please check and answer one or more of the blanks below regarding a request for funding.


- A. ___ Building Visitation Funds to pay for conference/workshop registration(s)
 - 1. Total cost of conference/workshop registration(s) fee \$ _____
- B. ___ Building Visitation Funds to pay for substitute(s) at \$175 per day
 - 1. Total cost of Sub Days Needed \$ _____
 - 2. If this is a group request, how many subs are needed per person per day? _____
- C. ___ Building Visitation Funds to pay for other expenses
 - 1. Total Estimated Cost of Other Expenses \$ _____
- D. Explain Other Expenses: _____
- E. Total Visitation Budget Request: \$ _____

STEP 4: If requesting staff development hours or LID make-up hours, please check the item below. *(must occur outside regular school day)


A. _____ * Staff Development Hours A.1. Total # Staff Development Hours Requested _____

B. _____ * Learning Improvement Days (LID) B.1. Total # of LID Hours Requested _____

STEP 5: Return this form with flyer and completed registration to your Staff Development Coordinator or inservice team in your building.

 Building Inservice Approval (SDC or building inservice rep) _____ Yes _____ No

Signature: _____ Date: _____

 Principal's Approval _____ Yes _____ No Building Budget Code: _____

Signature: _____ Date: _____

 District Approval (Staff Development and LID) _____ Yes _____ No _____ Not Applicable

Signature: _____ Date: _____

STEP 6: Once funding is approved, pay registration with the procurement card. See building/ secretary/SDC/principal for the process.

**STEP 7: To claim approved items, submit the applicable documentation to the building Staff Development Coord., secretary or principal:
Compensation Time Slip for staff devel. hours, *Absence Slip* for sub time, *Travel Expense Voucher*, and verification of attendance.**

Out of district conference or workshop clock hours are not included in your School Building Staff Development Plan.

You must apply through the workshop sponsor for credit or clock hours.

APPENDIX Q EXAMPLE OF RATES OF PAY

Examples of Per Diem Pay:

6 hours tech training contingent on tech levy

1 mandatory day before school starts (regular day)

6 days professional development (36 hours per diem)

- Includes 2 district/building directed PD days before the mandatory day (6 hour days)
- Includes 1 professional day in October (6 hour day)
- Includes 2 teacher-directed days (12 hours)
- Includes 1 supervisor/teacher directed day (6 hours)

Technology/Safety hours

Examples of Curriculum Rate of Pay:

Additional Approved Professional Development:

All approved professional development offered by the Olympia School District (outside of the contract day or calendar) will be paid at curriculum rate unless the staff member chooses to use staff development hours if available.

Participants must be approved by the funding entity. (Principals, Tech, Sped, or T and L)

This does not include the 2 district/building directed PD days before the mandatory day or the 1 professional day in October.

Some examples of professional development/training may include the following:

- T-PEP
- Curriculum training and adoptions
- Support of School Improvement Plan
- PBIS
- Safety, Right Response, First Aid
- Common Core
- RTI
- Closing the Gap
- Tech training beyond the 6 hours

District Required Training:

District required training, when offered outside of the contract day or calendar, will be paid at the curriculum rate unless the staff member chooses to use any available staff development hours. District required trainings will be offered during the regular contract day.

District Wide Initiatives:

For District-wide initiatives where the District provides budgetary funding to the buildings, teachers will be compensated at the curriculum rate of pay.

Voluntary approved work outside of the work day:

Voluntary approved work is paid at curriculum rate.

Examples:

- Teacher mentor program
- Curriculum committee
- Report card committee

APPENDIX R SUPPORTS TO SCHOOL PERSONNEL DOCUMENTATION

Supports to School Personnel Documentation

Month: _____

Date	Student	Time	Minutes	Comments

APPENDIX S TECHNOLOGY/SAFETY STIPEND AFFIDAVIT

*Olympia School District NO. 111
Human Resources Office
111 Bethel St NE, Olympia WA 98506*

2025-26 TECHNOLOGY STIPEND AFFIDAVIT

TO:

The Technology Stipend is in recognition of the time teachers spend, above and beyond a regular work day, furthering their own knowledge and skills with current and potentially new hardware and software systems. For the 2025-26 school year, payments for the Technology Stipend were paid in twelve equal payments, the first payment was made on your September payroll and the last payment will be paid on your August payroll. The number of hours allocated for the Technology Stipend are based upon your contract FTE and paid at your per diem rate of pay.

FTE - Hour Allocation Table

Contract FTE	Allocated Hours		Contract FTE	Allocated Hours		Contract FTE	Allocated Hours
1.0 FTE	31 Hours		.70 FTE	21.7 Hours		.40 FTE	12.4 Hours
.90 FTE	27.9 Hours		.60 FTE	18.6 Hours		.30 FTE	9.3 Hours
.80 FTE	24.8 Hours		.50 FTE	15.5 Hours		.20 FTE	6.2 Hours

Please verify the number of your allocated 2025-26 optional hours worked: _____

I, _____, certify under penalty of perjury under the laws of the State of Washington that the foregoing information regarding the number of hours I worked for my 2025-26 Technology Stipend is true and correct.

Employee's Digital Signature

Date Signed

Affidavit is to be completed no later than JUNE 30, 2026.

Failure to do so will result in pay being deducted from your July and August payroll for Technology Stipend pay received.

If further clarification is needed, please contact:

Cassie Lewis (calewis@osd.wednet.edu) Contract Coordinator for Elementary Staff, Psychologists and Nurses
Aja Dale (adale@osd.wednet.edu) Contract Coordinator for Secondary Staff and Therapists

Technology Initiative and Implementation Tools

The Technology Stipend is for furthering your knowledge and skills with the following systems and tools beyond your regular responsibilities and duties.

<p>Skyward</p> <ul style="list-style-type: none"> ● Pay Stub ● Tracking Finance ● Attendance ● Sub Request ● Travel Request/Reimbursement ● Procurement/District Credit Card ● Discipline ● IHP ● Field Trip Requests ● Medicaid Match <p>Schoology</p> <ul style="list-style-type: none"> ● Materials ● Lessons ● Grades ● Feedback <p>Ocr/Accessibility</p> <ul style="list-style-type: none"> ● Grackle <p>School/Class Website Email</p> <ul style="list-style-type: none"> ● Parent Contact ● Organization/Archives ● Best Practices <p>Laptop/Computer Updates</p> <p>Overhead Projectors</p> <p>Telephone</p> <ul style="list-style-type: none"> ● 911/Emergency ● Voicemail <p>Iep Online</p> <p>Report Cards</p> <p>Google Apps</p> <ul style="list-style-type: none"> ● Gmail ● Docs, Sheets, and/or Slides ● Calendar ● Contacts ● Shared Folders/Communication ● Drive 	<p>Microphones</p> <p>Youtube</p> <p>IEPs</p> <p>AAC Devices</p> <p>TPEP</p> <p>PD Enroller</p> <p>Vector Training</p> <p>Chromebook Maintenance</p> <p>Password Reset</p> <p>Assistive Technology</p> <p>1:1 Initiative</p> <p>Discipline Specific Tech & Hardware</p> <p>Theatre, Music, CTE, Woodshop, etc.</p> <p>Curriculum</p> <p>Wonders, Bridges, My Perspectives</p> <p>Noodletools</p> <p>Turnitin.com</p> <p>WA Kids</p> <p>Moby Max</p> <p>ManageBac (IB)</p> <p>Hapara</p> <p>Printers/Copiers</p> <p>Testing</p> <ul style="list-style-type: none"> ● SBAC ● MAP ● IB/AP <p>Smart Monitors</p> <p>Parent Square</p> <p>Edgenuity</p> <p>Digital Timeslips Forms</p> <p>OSD Portal</p> <p>Online Portal</p> <p>Online Payroll Forms</p> <p>PD Hours & Tech</p> <p>Nearpod/Screencastify</p> <p>IXL</p> <p>IEP Student Accommodations</p> <p>School Web Page</p> <p>School Message Center</p> <p>Teacher Web Pages</p> <p>Messenger</p>
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APPENDIX T SITE LEADERSHIP TEAMS

Purpose & Scope:

Site Leadership Teams (SLTs) will act as advisory committees that engage in collaborative decision-making and facilitate communication between administrators and staff. SLTs must be at the forefront of all major decisions in order to ensure stakeholder groups are represented. Goals of the SLT's include supporting the District Improvement Plan & Student Outcomes, facilitating implementation of the School Improvement Plan (SIP), and fostering community and a positive school climate in support of student achievement.

Operating Norms & Decision-making:

SLTs will work to operate in an environment marked by mutual support and respect. To this end, the first SLT meeting of each year shall begin by reviewing group norms and collaboratively adjusting them as needed. SLTs will identify an agreed-upon decision-making model to be used for all major decisions on or before the October inservice day.

Responsibilities:

- Review data and collaborate in the development of the SIP.
- Lead and review the PLC process with PLC teams.
- Review and collaborate on the design of the school's schedule, for example:
 - Professional development plan and schedule within the workday and/or work week
 - Other operation and professional functions (e.g., committee meetings, faculty/staff meetings, grade-level meetings, vertical team meetings, departmental meetings, planning with instructional personnel, data teams, etc.)
- Review and collaborate on the implementation of the District Instructional Plan as it specifically applies to classrooms and grades at the school (for example, prioritizing and sequencing activities within the teacher work week).
- Review data and collaborate in the development of SIP based on the template and planning process.
- Collaborate and identify strategies for increasing enrollment at the school.
- Collaborate to develop communication strategies for regularly reporting student progress to parents.
- Collaborate to implement best instructional practices.