

District
Proposal No. 1
Date 3.26.18

11/25/18
Kathy Curridge
Debra Fanning

Article 2.2

Illustration of management rights: When not in conflict with any other provision of law and this Agreement, such inherent management rights shall include, by the way of illustration but not by limitation, the right of the Board and its designated administrative agents to:

- 2.2C Determine the services, supplies and their source, digital tools, equipment and its design; and determine the methods, schedules, and standards of performance; the means, methods, and processes in carrying out the operation of the schools.
- 2.2E Determine the number, design, location and/or relocation of buildings, offices, and facilities, the layout and the equipment, and technology and the work areas.

VEA Proposal #1

District Counter Proposal April 23, 2018

VEA Counter – Verbal “No” 4/24/18

District Counter Proposal April 30, 2018

VEA Counter Proposal May 7, 2018

District Counter Proposal June 19, 2018

VEA Counter Proposal August 8, 2018

District Counter Proposal August 13, 2018 (note: VEA did a verbal counter on 8/13/18, comments in blue)

District Counter Proposal August 15, 2018

TA 8/17/18
12:22 pm
they will re-write
March 26, 2018
Debra Fanning

Article 3.2

Association rights specified: To assist the Association in effecting its responsibilities as the agency exclusively recognized to represent certificated staff, the following rights are provided:

- 3.2A **Use of buildings and equipment:** The right to peaceful entry and use of District buildings and equipment at reasonable times and for reasonable purposes when necessary, ~~with~~ without charge except for appropriate reimbursement for required staff and other reimbursements as outlined in District Policies, to transact Association business with the usage to be scheduled through the proper administrative channels.
- 3.2F **Staff lists and directories:** The Association ~~will~~ shall be provided with the names and addresses of all new teachers and all retiring teachers and with at least four (4) staff directories as soon as they are available electronically each year. The staff directories shall include name, job title, work location, worksite email address, home telephone numbers, and home mailing address. These staff directories are to be used for Association business and are not to be used for private purposes or for partisan political reasons.
- 3.2H **Orientation program:** The Association ~~will~~ shall be provided an opportunity during the District's orientation program (~~twenty~~ thirty minutes) for newly-employed certificated employees to explain the programs and operation of the Association and the rights and responsibilities of staff under the CPA. The agenda or format for this presentation ~~will~~ shall be provided to the District prior to the orientation.
- 3.2K **Building access:** ~~One (1) Any~~ One (1-2) named Association officer ~~representative, or Association President, or authorized representatives of the Association,~~ the employed executive director, and the administrative assistant to the director of the Association shall have access to all district buildings and to certificated employees at such times as will not interfere with the instructional responsibilities of the staff to carry out their assigned responsibilities in the development and administration of the CPA and for general improvement of teacher-administrative communications and relationships for school district operation. An Association officer may, with prior agreement from the District and building principal, bring additional association members into the building. The building principal will shall have final approval of the location and schedule for the visit. Members of the Association's executive board shall have reasonable rights of visitation among the buildings of the District to carry out the responsibilities of their

Needs to have 3 here

offices, outside of the regular student attendance hours, with faculty representatives and Professional Rights and Responsibilities Committee representatives. (Article 5.12)

(Rationale on back)

The principal understands what is going on in the building.

J A 4/24/18
Debra Fanning
Taly Almdge
March 26, 2018

Article 3.3

Association membership and agency representation provisions

Membership an individual choice: Pursuant to RCW 41.59, sections 7, 10, 11, and 15 (c): Membership in the Association is not compulsory. Employees have the right to join, not to join, maintain, or drop their membership in the Association as they see fit. Membership shall be annual and continuous until formal written revocation is provided. The district agrees to begin deductions for new employees at the first available payroll period. The District shall not exert any pressure on or discriminate against any employee regarding such matters.

Article 3.6

- 3.6A **Miscellaneous deductions:** The District agrees to deduct from the salaries of educators represented by the Association such dues and assessments as are provided for in Article 3.3 and 3.4 without cost to the Association.
- 3.6B The total for ~~these~~ dues deductions and fees for each individual shall not be subject to change during a school year unless notified by the Association.
- 3.6C The Association will indemnify, defend, and hold the District harmless against any claims made and against suit instituted against the District on account of any payroll deduction for the Association. The Association agrees to refund to the District any amounts paid to it in error.
- 3.6D The annual deductions authorized will be made monthly in twelve (12) approximately equal amounts.
- 3.6E The District will remit monthly directly to the Association all monies deducted, accompanied by a list of educators from whom the deduction has been made including a report showing any variances in deduction from the month prior.
- 3.6F Each month during the school year, the Association will provide the District with the names of those educators who have joined and/or dropped the Association and paid dues and assessments by means other than through payroll deduction.

TA 8/13/18 Kath Ewidge
Debra Fanning
4:36 pm

District Proposal No. 29
August 2, 2018, (new proposal due to Janus ruling)
VEA Response – August 8, 2018

Article 3.3

Association membership and agency representation provisions

Membership an individual choice: Pursuant to RCW 41.59, sections 7, 10, 11, and 15 (c): Membership in the Association is not compulsory. Employees have the right to join, not to join, maintain, or drop their membership in the Association as they see fit; provided that any decision to drop membership occurs during any annual withdrawal period established by the Association under Article 3.4. ~~The District shall not exert any pressure on or discriminate against any employee regarding such matters. Neither the District nor the Association will interfere with, restrain, coerce, or discriminate against an employee based upon his or her decisions regarding membership in or providing financial support to the Association.~~

Article 3.4

Agency representation fees: Any individual now employed or to be employed in the future in a position in the bargaining unit who fails to sign and deliver to the District or the Association a Dues and Assessment Check-off Authorization and Assignment of Wages Form within then (10) days of commencement of employment, will have a fee equal to the dues required by the Association's Bylaws and Rules to maintain membership deducted by the District at the next payroll and forwarded to the Association as a representation fee.

Article 3.5

Equivalent dues and assignment to a charity: An employee who for bona fide religious tenets or teaching of a church or religious body of which the employee is a member elects the right of non-association with the bargaining unit, shall pay an amount equivalent to the dues and fees as would be required of him/her in subsections B and D of Article 3.6 to a non-religious charity or to another charitable organization mutually agreed upon by the employee and the Association. The employee shall furnish written proof that such payment has been made. If the employee and the Association do not reach agreement on such matter, the Commission shall designate a charitable organization.

Article 3.6-3.4

3.64A Association Dues and Miscellaneous Payroll Deductions: The District agrees to deduct from the salaries of educators, who are members of ~~represented by the~~ Association, ~~such dues and assessments as are provided for in Article 3.4:~~ upon the Association providing written authorization forms executed by individual employees certifying the employee's voluntary decision to be a member and authorizing such payroll deductions. The dues deduction form and authorization shall remain in effect from year to year unless withdrawn in writing by the employee via the association. The written authorization form shall provide the right for the employee to withdraw from membership

and cease deductions of dues and assessments during a thirty (30) day period on not less than an annual basis; provided, however, that Any deductions for political contributions subject to RCW 42.17A.495 will be separately authorized in writing by the employee on forms that comply with WAC 390-17-100, and be revocable by the employee at any time. The District will provide all employees annual notice of their rights regarding payroll deductions for political contributions under WAC 390-17-110.

3.64B Unless otherwise required by Article 3.4A or law, tThe total for these deductions for each individual shall not be subject to change during a school year.

3.64C The Association will indemnify, defend, and hold the District harmless against any claims made and against any suit instituted against the District on account of any payroll deduction for the Association. The Association further agrees to refund to the District any amounts paid to it in error.

3.64D The deductions authorized will be made monthly in twelve (12) approximately equal amounts.

3.64E The District will remit monthly directly to the Association all monies deducted, accompanied by a list of educators from whom the deduction has been made.

3.64F Each month during the school year, the Association will provide the District with the names of those educators who have joined the Association and paid dues and assessments by means other than through payroll deduction. No later than the fifth calendar day of payroll cutoff date for each month, the Association will provide the District with the names of those educators who have withdrawn their written authorization for membership and/or payroll deductions required by this Article 3.4.

VEA Proposal #3
District Counter Proposal, April 23, 2018

TA 4/24/18
Debra Fanning
Kathy Cuddy
March 26, 2018

Article 6.6

Adoption and ~~paternity~~ leave – Compensated

6.6A Adoption leave shall be granted with pay upon timely application to the administrator of human resources to a parent in order to complete the adoption process, providing such leave does not exceed an aggregate of five (5) days in any given year. If both parents are District employees each parent is entitled to adoption leave. Such leave may be used for court and legal procedures, home study and evaluation, and required home visitations by the adoption agency not possible to schedule outside of regular school hours.

6.6B ~~Paternity leave: One (1) ~~five (5)~~ days of paternity leave will be allowed for the birth of a child.~~

6.6C ^{6B} The above provisions are is an additional entitlement and separate leave categories. Adoption and ~~paternity~~ leave does not reduce or offset the employee's entitlement to sick leave and is in addition to any benefit for adoption or ~~paternity~~ leave contained in the Federal Family Medical Leave Act or the Washington State Family Leave Act.

VEA Proposal #4

District Counter Proposal April 23, 2018

VEA Counter Proposal May 7, 2018

District Counter Proposal May 29, 2018

VEA Counter Proposal June 19, 2018

District Counter Proposal August 13, 2018

VEA Counter Proposal August 17, 2018

District Counter Proposal August 17, 2018

VEA Counter Proposal August 21, 2018

District Counter Proposal August 22, 2018 part of the District salary package

VEA Counter Proposal August 23, 2018

District Counter August 23, 2018 – Verbal All PLC

VEA Counter Proposal August 24, 2018

District Counter Proposal August 24, 2018

VEA Counter Proposal August 26, 2018

VSD Verbal Counter Proposal August 27, 2018 – Keep at 40 minutes

VEA Counter Proposal August 27, 2018

March 26, 2018

TA

8/27/2018
time

6.10 G **Professional Learning Community Early Release Days:**

Thirty-one~~two (3132)~~ Mondays during the school year calendar will be on a **forty-minute (40 minute)** ~~one-hour~~ early release schedule. **The early release time will be dedicated to professional learning communities using the DuFour professional learning community (PLC) model. Fifteen**~~Eleven (1511)~~ **of the thirty-one**~~two (3132)~~ days ~~will be guided by the principal. The remaining sixteen (16) days will be member led on-site PLC time. Eleven (11) of the thirty-two (32) days will be PLC time. The remaining ten (10) days will be member directed.~~

The specific work for all 31 32 days shall be guided by the following four questions:

- 1. What do we want our students to learn?**
- 2. How will we know that they have learned it?**
- 3. How will we respond if they didn't learn it?**
- 4. How will we respond if they already knew it?**

PLC groups shall establish and follow group norms to expedite the PLC process.

District

Proposal No: 3

Date: 3.26.18

4/23/18
Kathy Curridge
Debra Fanning

Chapter 7: Professional Placement

7.3B **Assignment:** Assignment is the placement of an individual in an open position. Assignments are classified as:

- i. **Standard assignment:** The placement of an employee serving on a continuing or provisional basic contract of employment into a permanent position opening.
- ii. **Acting assignment:** The placement of a teacher into a position – usually permanent position – for not more than one (1) school year. Permanent positions and/or newly created position openings are filled on an “acting assignment” basis if they occur after the first fifteen (15) school days of the school year. As an exception, an employee hired into a position during the first fifteen (15) school days, which was a known vacancy at the end of the previous school year and for which PIR candidates were available, will be in an acting assignment. An “acting assignment” expires at the close of the current school year and the position becomes subject to the normal PIR or recruiting process. Experience in an acting assignment shall not be used as a qualification requirement.
- iii. **Replacement teacher – Time certain assignment:** The placement of a contracted employee into a permanent or a temporary position as a replacement for a continuing contract teacher on a regular or other leave (RCW 28A.405.900). The replacement may not necessarily serve in the same position vacated by the individual on leave. Replacement teachers will receive the same benefits as all other teachers.
- iv. **Casual day substitute assignment:** The daily on-call employment of an employee in a variety of different positions for an aggregate of thirty (30) days or less in a school year, or the placement of an employee in a specific position for a period of not more than twenty (20) days does not confer benefits and will be paid at the Board approved daily rate. Exceptions to place the employee at (1) a scheduled rate or (2) the negotiated hourly rate may be made by the administrator of human resources when necessary to meet the needs of the District.
- v. **Extended days substitute assignment:** The daily on-call employment of an employee in a variety of different positions for an aggregate of more than thirty (>30) days in a given school year does not confer benefits, and will be paid at 110% of the Board approved daily rate for days worked beyond the initial thirty (30) days. Exceptions to place the employee at (1) a scheduled rate or, (2) the negotiated hourly rate may be made the administrator of human resources when necessary to meet the needs of the District.
- vi. **Emergency replacement Long term replacement substitute assignment:**
 - a. The placement of a substitute into a position for a period of time that is contemplated to be potentially more than twenty (20) work days, but less than ninety-one (91) days to meet a temporary need of uncertain duration when (1) a substitute is placed in a position pending recruitment of a fully qualified employee, (2) a substitute is placed in a

7.36
District

Proposal No: 4

Date: 3.26.18

7/23/18

Debra Fagundes
Kathy Curren

absence) will be provided a list of all current openings and be given preference by seniority for any of those identified openings prior to new employee placement.

- e. New or additional listings by an employee not covered by the above circumstances may be allowed at any time at the discretion of the human resources department.
- f. Employees will be given the opportunity when registering for the PIR to indicate their desire for other positions outside of the PIR process. Optional positions may be indicated in the comments area of the registration form by the employee indicating the position(s) in which he/she would like optional consideration should a vacancy occur. Such consideration is discretionary for both the employee and the District and does not otherwise affect the PIR registration or placement procedures.
- iii. The Association and the District agree that it is in the District's and the employee's interests to have reasonable stability within an elementary building and to avoid excessive reassignments. Excess employees who are involuntarily placed in a new building will be exempt from displacement for a period of two (2) years.
- iv. The return of teachers on special assignment to the classroom will be through the same PIR procedures that apply to other teachers.
- v. Employees other than excess employees who accept placement through the PIR, are not again eligible to participate in the PIR until the second school year following placement (i.e., the employee will remain in the new placement for a minimum of two years). As an exception to the two-year rule, certificated employees who accept placement through the PIR to schools where the designated principal changes after placement acceptance, but before the end of the school year in which placement is accepted, may register in the PIR the following year.
- vi. Teachers who accept assignments as math coaches outside of their current school will have a first right of refusal to return to their current school if the math coach assignment terminates and if vacant positions are available at the school for which they are otherwise qualified. Such teachers remain within the bargaining unit and are not considered to be teachers on special assignment.

~~vi. All Excessed employees regardless of contract status shall have access to the PIR process.~~

vi. Excessed employees shall have access to the P.I.R. ~~process~~. KE. *df*

District
Proposal No: 5
Date: 3-26-18

4/23/18
Kathy Euerdy
Debra Fanning

To be located between Article 7.14 (PIR) and 7.15 (Promotion)

Article X.XX

X.xxA **Teacher on Special Assignment (TOSA) Position Defined:** The Teacher on Special Assignment (TOSA) position provides support for implementing the district's mission and vision through supporting curriculum and instruction, technology instruction, mentoring, district coaching, and student management/behavior.

X.xxB **Selection Process:** The District will post, interview, and select certificated teachers for TOSA positions outside of the PIR process.

X.xxC **Supervision and Evaluation:** Supervisors will meet with TOSA yearly in compliance with the collective bargaining agreement to review progress. It is understood that the District and/or the TOSA may determine that the assignment is not a good fit and match. The TOSA will be afforded all rights of the CPA under the bargaining process without a stay-in-place stipulation. This discussion should occur before the PIR closes.

X.xxD **Supplemental Days:** The TOSA will be provided with up to twenty (20) days of supplemental contract time to fulfill TOSA duties. The number of supplemental days will be determined by the supervisor and be included in the job posting. Supplemental contract time will be paid at the employee's per diem rate.

X.xxE TOSA will be provided training to effectively perform the job responsibilities.

X.xxF **Professional Educator Responsibilities:** TOSA will work an additional two days on site to fulfill professional Educator Responsibilities related to position. These days are related to preparing for beginning of and closing of school year. TOSA will collaborate with their supervisor to delineate the difference between professional educator responsibilities and enhanced activities comparable to other VEA members but relevant to the position.

X.xxG **Role Limitation:** TOSA will not act in a supervisory role with or provide input on certificated teacher progress to the administrative unit. A TOSA may provide supervision for extracurricular/athletic activities and student behavior.

xxH.

TOSA's shall have a minimum 30 minute
duty free lunch.

Article 7.15

7.15A Promotional positions: Any opening in the district which offers a "promotion" as defined in this statement of procedures will be posted in the same manner as other openings.

This may be extended based on mutual agreement
between the supervisor and the employee.
If no agreement the default will be 30 minutes.

VEA Proposal #5

VPS Counter Proposal April 30, 2018

VEA Counter Proposal May 7, 2018

VPS Counter Proposal June 19, 2018 (back to original contract language with 1 change)

VEA Counter Proposal Aug 8, 2018

TA 8/13/18

Kathy
Curtis

April 23, 2018

Debra Fung
4:38 pm

Article 7.17

Relocation of teachers: Relocation of a teacher and/or his/her class to another building shall be accomplished with the greatest possible prior notice with possible assistance in packing, transporting, and unpacking materials from the one site to the other to eliminate or reduce the necessity of overtime by the teacher. The District will determine if extra paid work day(s) will be provided in making the transition.

When a building is closed or opened due to remodeling, construction, etc., and a certificated staff member is required to relocate to another site, the District will provide up to two (2), eight (8) hour days, paid at the per diem rate, per affected staff member. Adjustments may be made by mutual agreement of the principal and the staff member(s).

When a temporary disruption due to remodeling, construction, etc., of the workplace requires a staff member to move to another area within the same building (site), ~~the sixteen (16) six (6)~~ eight (8) hours, paid at the per diem rate may be utilized to accomplish the move(s). Distribution of hours worked will be applied in a flexible manner to accomplish the needs of the individual and the District. However, it is recognized that construction contracts may restrict the flexibility requested.

(From 13.5G)

Teachers required to take down their classroom during the school year for room maintenance (e.g., painting, carpeting) will be authorized up to six (6) hours of additional duty, paid at the per diem rate, ~~on a supplemental contract paid at the negotiated hourly rate~~ for the take down and reinstatement of their classroom.

The District shall transport the supplies, materials, and equipment to the designated site or classroom.

In the event that a certificated staff member is required to relocate after the beginning of the school year to a reassignment or is required to change an entire grade level or subject matter, the District will provide a minimum of two (2) days without students for preparation in the new assignment.

Old Proposals Follow

~~**Relocation of teachers:** Relocation of a teacher and/or his/her class to another location within the building or another building shall be accomplished with the greatest possible prior notice with possible assistance in packing, transporting, and unpacking materials from the one site to the other. to eliminate or reduce the necessity of overtime by the teacher. The District will determine if extra paid work day(s) will be provided in making the transition.~~

~~7.17A If a certificated employee is asked by an administrator to move rooms, within a building, the following shall apply:~~

- ~~i. The District shall provide a substitute to cover the employee's class to allow for the move to occur during the work day, during the school year.~~
- ~~ii. If the employee opts to not utilize a substitute and When an employee moves rooms outside of the regular work day or on a non-paid day, he/she shall receive up to eight (8) hours, paid at the per diem rate of pay.~~

~~If a certificated employee independently applies for a vacancy and is selected for the position, he/she does not receive payment for the move.~~

~~7.17B~~ If a certificated employee is required to move buildings due to unpredictable acts such as balancing over-staffing, or under-staffing situations, or reassignment or voluntary transfer during the school year or is involuntarily transferred at any time to another the following shall apply:

- ~~i.~~ The District shall provide a substitute to cover the employee's class to allow for the move to occur during the work day, during the school year.
- ~~ii.~~ If the employee opts to not utilize the substitute and moves to another building outside of the regular work day or during a non-paid day, he/she shall receive up to eight (8) hours, paid at per diem rate of pay.
- ~~iii.~~ If the employee has been informed that they will be administratively transferred for the following year he/she shall be treated as an involuntary transfer. Should he/she apply for other jobs in the district, he/she will not be considered as someone who independently applied for vacancies.

~~7.17B~~ If a certificated employee is required to move buildings due to unpredictable acts such as balancing over-staffing, or under-staffing situations, or reassignment or voluntary transfer during the school year or is involuntarily transferred at any time to another the following shall apply:

- ~~i.~~ The District shall provide a substitute to cover the employee's class to allow for the move to occur during the work day, during the school year.
- ~~ii.~~ If the employee opts to not utilize the substitute and moves to another building outside of the regular work day or during a non-paid day, he/she shall receive up to eight (8) hours, paid at per diem rate of pay.
- ~~iii.~~ If the employee has been informed that they will be administratively transferred for the following year he/she shall be treated as an involuntary transfer. Should he/she apply for other jobs in the district, he/she will not be considered as someone who independently applied for vacancies.

~~7.17C~~ When a building is closed or opened due to remodeling, construction, etc., and a certificated staff member is required to relocate to another site, the District will provide up to two (2), eight (8) hour days per affected staff member. Adjustments may be made by mutual agreement of the principal and the staff member(s). When a temporary disruption due to remodeling, construction, etc., of the workplace requires a staff member to move to another area within the same building (site), the sixteen (16) hours may be utilized to accomplish the move(s). Distribution of hours worked will be applied in a flexible manner to accomplish the needs of the individual and the District. However, it is recognized that construction contracts may restrict the flexibility requested.

~~7.17C~~ **13.5G Maintenance disruption of classroom:** Teachers required to take down their classroom during the school year for room maintenance (e.g., painting, carpeting) will be authorized up to six (6) hours of additional duty on a supplemental contract paid at the negotiated hourly per diem rate for the take down and reinstatement of their classroom.

Moved
from
13.5G

~~7.17D~~ The District shall transport the supplies, materials, and equipment to the designated site or classroom, when asked by the member.

~~7.17E~~ In the event that a certificated staff member is required to relocate after the beginning of the school year to a reassignment or is required to change an entire grade level or subject matter, the District will provide a minimum of two (2) days without students for preparation in the new assignment in addition to the time provided for the move. If it is unfeasible to provide two (2) days without students for preparation for the new assignment, the employee will be paid at the per diem rate.

4/23/18 T A

District
Proposal No. 7
Date: 3-26-18

Debra Fanning
Kathy Everidge

10.6 C Weekly average minimum one hundred sixty (160) minutes of unassigned time:

iii. When substitute teachers are unavailable the provisions in Article 10.7 D apply. Their specific provisions should be applied here: red, underline ^{ok}

- a) The teacher losing ~~pre~~ planning due to unavailable VaPA educators. The principal may preempt a teacher's planning period, which will be compensated at the negotiated hourly rate prorated to the length of the planning period.
- b) Students split between two (2) or more classrooms share the compensation of a full or half-day substitute pay among cooperating teachers.
- c) Itinerants that are requested to fulfill classroom duties rather than their regular assignment are paid at the full day substitute hourly rate for the duration of the classroom time.

iv. Employees who are less than a 1.0 FTE are compensated for preparation time based on FTE.

rev. 4-24-18

TA 4/24/18
Kathy Euerdy
Debra Fanning

10.7 D Secondary preemption of prep periods: Teachers need a period for the preparation and evaluation of their instructional activities and must be able to count on this time being available on a regular basis. When substitute teachers are unavailable the following provisions apply: 11:10 am

- i. The principal may preempt a teacher's planning period which will be compensated at the negotiated hourly rate prorated to the length of the planning period. This provision does not apply to building-based structured learning program teachers who receive benefits under Appendix E for loss of planning periods.
- ii. Teachers who are employed .5 or less may be requested to substitute the remainder of the day at the substitute rate of pay.
- iii. Teachers who are employed more than .5 and less than 1.0, who cover a planning period, will be paid at the approved hourly rate for the length of the class covered. Teachers in this category who choose to substitute for more than one planning period will be paid at the substitute rate of pay (either full or half day). They may not combine approved hourly rate with pay at the half or full day substitute rate.
- iv. ~~may preempt a teacher's planning period which will be compensated at the negotiated hourly rate prorated to the length of the planning period. Teachers in this category who choose to substitute for more than planning period can only do so at the substitute rate of pay for the entire period (i.e., they may not combine planning period at the approved hourly rate and additional hours at the substitute rate).~~

- IV
- v. There is no additional compensation for situations in which teachers must "double up" to cover an absent teacher's class. The District and building principal have an obligation to make every possible effort to employ a substitute teacher or take other action to avoid the need for doubling up.

District
Proposal No. 9
Date 3.26.18

4/23/18 TA

Kathy Aueridge

Debra Fanning

Article 10.14

10.14A Requests for instructional equipment: Instructional personnel will be invited to submit requests for the non-consumable equipment, technology, and work orders that each teacher may identify as important and necessary for effective instruction in the curriculum for which he/she is responsible. These requests will be responded to by the appropriate administrator as quickly as information is available regarding the disposition of the request (not more than thirty (30) days after the original request) regarding the level of priority which has been assigned to each at the building and or the District level and the date it may be accomplished if known.

TA 4/24/18
Debra Fanning
Kathy Curridy
March 26, 2018

VEA Proposal #9

District Counter Proposal April 23, 2018

Article 10.16

Basic education class size

10.156**Number of students:** The number of students in a class and the kinds of students in a class are major factors that heavily impact the workload of a teacher. Every reasonable effort will be made to equalize the work load among the teachers of a school as early in the year as possible and at certain specified times during the year. In the event an enhanced teacher is deployed for work load or class size relief, the principal, impacted affected teachers, and enhanced teacher shall meet to determine a plan for equitable work relief to serve the impacted students.

9/2/2018

Kathy Euerdy
Debra Fanning

VEA Proposal #10

March 26, 2018

District Counter Proposal April 23, 2018

VEA Counter Proposal April 30, 2018

District Counter Proposal May 29, 2018

VEA Counter Proposal August 8, 2019 Withdraw to 2016-18 Contract Language (with addition of science and CTE)

District Counter Proposal August 12, 2018

VEA Counter Proposal (verbal) August 13, 2018 (agree to strike language on CTE; keep language on HS science involving labs)

District Counter Proposal August 15, 2018

VEA Counter Proposal August 17, 2018,

District Package Proposal w/salary 8/21/18 (Article 10.18 will be adjusted to reflect these new numbers if approved)

VEA Counter Proposal August 26, 2018

Article 10.17

Class size determinations

10.17B Elementary individual classroom maximum and secondary student-teacher maximum daily contacts:

- i. Grades K-3 – A maximum of ~~twenty-four (24)~~ **twenty-four (24)** ~~five (25)~~ students is established
- ii. Grades 4-5 – A maximum of ~~twenty-seven (27)~~ **twenty-seven (27)** ~~twenty-eight (28)~~ students is established

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10.17C Middle School: The maximum number of student-teacher daily contacts is based on ~~twenty-eight (28)~~ times the number of classes a teacher is required to teach in his/her duty day, up to based on **twenty-eight (28)** ~~twenty-nine (29)~~ times the number of classes a teacher is required to teach in his/her duty day, up to ~~one hundred sixty-eight (168)~~ **seventy-four (74)** students.

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- i. This ratio is intended to result in maximum class sizes of 29:1 in a seven (7) period day and 29:1 in a six (6) period day. This ratio is intended to result in maximum class sizes of ~~28~~ 29:1 in a seven period day. and 29:1 in a six-period day.

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- ii. Any classes, other than music (band and choral groups) and physical education that exceed these sizes ~~will this size shall~~ require review by the principals, VEA, and District administration.

i. The maximum number of student-teacher daily contacts is based on ~~twenty-eight~~

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- iii. ~~(28) times the number of classes a teacher is required to teach in a seven (7) period day, or twenty-nine (29) times the number of classes a teacher is required to teach in a six (6) period day.~~ The maximum number of student teacher daily contacts is based on **twenty-eight (28)** ~~twenty-nine (29)~~ times the number of classes a teacher is required to teach in a seven (7) period day., or twenty-nine (29) in a six (6) period day. No teacher will ~~shall~~ be assigned more than one (1) instructional period per trimester in excess of thirty **(30)** ~~(31)~~ students in a seven (7) period day. or thirty-one (31) in a six (6) period day. However, a teacher shall not be considered in overload if the total student-teacher count

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VEA Proposal #10

March 26, 2018

District Counter Proposal April 23, 2018

VEA Counter Proposal April 30, 2018

District Counter Proposal May 29, 2018

VEA Counter Proposal August 8, 2019 Withdraw to 2016-18 Contract Language (with addition of science and CTE)

District Counter Proposal August 12, 2018

VEA Counter Proposal (verbal) August 13, 2018 (agree to strike language on CTE; keep language on HS science involving labs)

District Counter Proposal August 15, 2018

VEA Counter Proposal August 17, 2018,

District Package Proposal w/salary 8/21/18 (Article 10.18 will be adjusted to reflect these new numbers if approved)

VEA Counter Proposal August 26, 2018

remains less than one hundred **sixty-nine (169)** ~~seventy-four (174)~~ students in a seven (7) period day. or one hundred forty-six (146) students in a six (6) period day.

iv. Overload situations shall be addressed as provided in Article 10.18, 10.19 and 10.21.

ii. —

10.17D **High School** – The maximum number of student-teacher daily contacts is based on **thirty (30)** ~~thirty-one (31)~~ times the number of classes a teacher is required to teach in his/her duty day. No teacher will ~~shall~~ be assigned more than one (1) instructional period per semester in excess of **thirty-two (32)** ~~thirty-three (33)~~ students. However, a teacher shall not be considered in overload if the total student-teacher count remains less than one hundred **fifty-one (151)** ~~fifty-six (156)~~ students.

i. High school PE/Career Choices – The maximum number of students per class is thirty-eight (38) with a total aggregate of one hundred ninety (190). When the aggregate exceeds 190, overload language will ~~shall~~ be invoked. When regular PE classes exceed thirty-eight (38) students, overload relief will ~~shall~~ be invoked and a safety review will ~~shall~~ be conducted by the administrator with the teacher and a VEA building representative. Safety concerns that are not resolved in the review meeting will ~~shall~~ be forwarded to the director of secondary education and the VEA executive director for further review and consultation. Class size and overload does not apply when a teacher requests a larger class for weight or circuit training.

ii. Special education students shall be figured in calculating the basic education class sizes when those students are receiving instruction from the basic education teacher.

iii. Any on-line delivery program that is considered to be "the teacher of record" will ~~shall~~ cap student enrollment each period based on the number of computers or licenses available.

~~iii. iv. All High School Science classes that have a laboratory component shall be limited to no more than twenty-eight (28) students per class.~~

iv. Due to safety concerns, ~~for~~ all High School Science lab classes over thirty-one (31) students per period, ~~shall conduct a safety review, shall be limited to no more than 30 students per class. The safety review will be~~

be
a safety review

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VEA Proposal #10

March 26, 2018

District Counter Proposal April 23, 2018

VEA Counter Proposal April 30, 2018

District Counter Proposal May 29, 2018

VEA Counter Proposal August 8, 2019 Withdraw to 2016-18 Contract Language (with addition of science and CTE)

District Counter Proposal August 12, 2018

VEA Counter Proposal (verbal) August 13, 2018 (agree to strike language on CTE; keep language on HS science involving labs)

District Counter Proposal August 15, 2018

VEA Counter Proposal August 17, 2018,

District Package Proposal w/salary 8/21/18 (Article 10.18 will be adjusted to reflect these new numbers if approved)

VEA Counter Proposal August 26, 2018

conducted by the administrator with the teacher and a VEA building representative. Safety concerns that are not resolved in the review meeting will shall be forwarded to the director of secondary education and the VEA executive director for further review and consultation.

~~10.17E Career and Technical Education. The maximum number of student-teacher daily contacts is based on twenty-eight (28) times the number of classes a teacher is required to teach in his/her duty day, up to based on twenty-eight (28) times the number of classes a teacher is required to teach in his/her duty day, up to one hundred forty (140) students in high school and one hundred sixty-eight (168) students in middle school.~~

~~i. No teacher shall be assigned more than one (1) instructional period per semester/trimester in excess of twenty-nine (29) students.~~

10.17EE The first option to meeting the provisions of Article 10.17 is to balance the class sizes in all buildings to meet the unique needs of students in a school. Deviations from the class size provisions may occur. For example, K-3 elementary teachers agree to have more than **twenty-four (24)** ~~five (25)~~ students in their classroom in order to avoid a combination classroom arrangement. When a deviation occurs, the reasons for the deviation shall be agreed to in writing by the affected teacher(s) and principal. The form (appendix K) must be completed and copies sent to the Association and the administrator for elementary or secondary education within three (3) days of the decision to deviate.

10.17F FVaPA educators ~~will~~ will shall not be required to double up from existing basic education classes. The class composition shall be comparable to that of the basic education teacher sending the students.

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VEA Proposal #11

VEA Re-Proposal #11 April 30, 2018

District Counter Proposal June 19, 2018

VEA Counter Proposal August 28, 2018 (original language except add Lab Science and CTE)

District Counter Proposal August 12, 2018

VEA Counter Proposal (verbal) August 12, 2018 (agree to remove language on CTE and keep language on Lab Science)

District Counter Proposal August 15, 2018

VEA Counter Proposal August 17, 2018

District Counter Proposal, August 26, 2018, #1. Counter proposal # 2, if VEA agrees with this counter, than the District will agree with VEA #10 proposal dated 8/26/18. VEA is requesting to hold on a TA until agreement on a financial package.

Article 10.18

Classroom overload relief

Administrators with teachers in overload will-shall limit TRI demands on teacher's time compared to teachers not in overload. Administrators, where possible, will-shall assure that teachers in overload one year are not again placed in overload the following year.

Teachers who experience overloads will-shall be paid at the base substitute rate as follows based on overloads in existence on the October and February count day for all schools. Overloads in existence on interim count days (e.g., November, March, etc.) that are first-time overloads or that exceed the range for which overloads have already been granted will-shall result in an allocation equal to one-half of the amount applicable for the full half school year. Overload exists when students exceed one hundred fifty (150) for high school, ~~one hundred forty (140) for high school lab science~~, one hundred sixty-eight (168) for middle school, twenty-seven (27) for grades 4-5, and ~~twenty-four (24) for grades K-3~~, ~~one hundred sixty-eight 168 for middle school CTE~~, ~~145 for high school CTE~~.

Elementary: Aggregate overload of 1-3 ~~4~~ students equals 3 days paid at the base substitute rate, 4-5 ~~5-7~~ students equal 4 days paid at the base substitute rate, and 6 ~~8~~ or more equals 6 days paid at the base substitute rate.

Middle and High, and CTE: Aggregate overload of 1-3 ~~4~~ students equals 2 days paid at the base substitute rate, 4-5 ~~5-7~~ students equal 4 days paid at the base substitute rate, 6-8 ~~9~~ students equal 6 days paid at the base substitute rate, 9-10 ~~10-11~~ students equal 7 days paid at the base substitute rate, ~~11-14~~ **12-15** or more students equal 8 days paid at the base substitute rate, and ~~15~~ **16** or more students equal 10 days paid at the base substitute rate.

Class Size Range	# of Students Over						Relief
ES:	1-3 4	4-5 5-7	6-8				Days compensated at base substitute rate OR
(K-3) 24	3	4	6				
(4-5) 27	3	4	6				
MS:	1-3 4	4-5 5-7	6-8 8-9	9-10 10-11	11-12 12-15	15-16	Additional paraeducator hours as defined
(7 per) 168 (6 per) 145	2	4	6	7	8	10	
HS:	1-3 4	4-5 5-7	6-8 8-9	9-10 10-11	11-14 12-15	15-16	

Lab Science 140	<u>2</u>	<u>-4</u>	<u>6</u>	<u>-7</u>	<u>8</u>	<u>10</u>
<u>CTE:</u>	<u>1-3</u>	<u>4-5</u>	<u>6-8</u>	<u>9-10</u>	<u>11-14</u>	<u>15</u>
MS 168	<u>2</u>	<u>-4</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>10</u>
HS 145	<u>2</u>	<u>-4</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>10</u>

Basic Ed Overload Resolution Form CPA Chapter 10.18 & 10.21

Teacher Name _____

School _____

Date in Overload _____

Elementary	Grade Level:	No. of Students:
Secondary	Subject	No. of Students
Period 0		
Period 1		
Period 2		
Period 3		
Period 4		
Period 5		
Period 6		
Period 7		
Period 8		
Total No. of Students:		

VSD Consideration: Per Article 10.21, one or more of the following options should be considered as mutually determined by the superintendent/designee, principal, and impacted teacher(s), in coordination with the Association to alleviate or mitigate the overload situation.

☒ ~~To be completed by Principal, Executive Director of Teaching and Learning, Assistant Superintendent of Human Resources, and Assistant Superintendent, Chief Academic Officer~~

☐ Reassign students into different classrooms within the school or, where feasible, create combination classes; bus students to another school; or rescind boundary exceptions for certain students

☐ Employ an additional full or part-time certificated teacher if the building aggregate overload qualifies

☐ Employ a new paraeducator, redirect the use of a current paraeducator, or increase the hours of a currently employed paraeducator to be utilized in duties or during hours as will best alleviate the condition of overload

☐ Identify times or events during the year where the teacher will have an especially heavy workload and allow for additional support during that period

When the above options cannot be accomplished within available resources, the District will continue to monitor the overload situation and take action at the first opportunity to eliminate the overload. The principal is responsible for assuring that teachers are treated equitably with regard to overload situations (i.e., the teacher will not be subjected to repeated overloads in successive years when other teachers have no overload).

Teacher Recommendation: *(If not resolved above) To be completed by teacher.*

☐ Elect supplemental contract pay based on overload numbers.

Please indicate option that was used to solve the problem and any additional adjustments that will be made.

Aggregate Class Loads (Article 10.18).

Teachers who experience overloads will be paid at the base substitute rate as follows based on overloads in existence on the and February count days for all schools. Overloads in existence on interim count days (e.g., November, March, etc.) that are first time overloads or that exceed the range for which overloads have already been granted will result in an allocation equal to one half the amount applicable for the full half school year. Overload exists when students exceed 150 for high school, 168 for middle school, twenty-seven (27) for grades 4/5, twenty-four (24) for grades K-3.

Elementary: Aggregate overload of ~~1-3~~ **1-4** students equals three (3) days, paid at the base substitute rate, ~~4-5~~ **5-7** students equal four (4) days paid at the base substitute rate, and ~~six (6)~~ **eight (8)** or more equal six (6) days paid at the base substitute rate.

Middle and High: Aggregate overload of ~~1-3~~ **1-4** students equal two (2) days paid at the base substitute rate, ~~4-5~~ **5-7** students equal four (4) days paid at the base substitute rate, ~~6-8~~ **8-9** students equal six (6) days paid at the base substitute rate, ~~9-10~~ **10-11** students equal seven (7) days paid at the base substitute rate, ~~11-14~~ **12-15** students equal eight (8) days, paid at the base substitute rate, and ~~fifteen (15)~~ **sixteen (16)** or more students equals ten (10) days paid at the base substitute rate.

☐ I elect supplemental contract pay based on overload numbers.

Impacted Teacher

Administrator

Building Representative

Date sent to District Office & VEA

Forward all unresolved situations to the Executive Director of Teaching and Learning with a copy provided to VEA. Please include any recommendations appropriate for consideration at the district level.

VEA/VSD Decision:

VEA Exec. Director or President

Executive Director of Teaching and Learning

Date

Date

8-15-18 6:07pm

VEA Proposal #12

District Counter Proposal April 19, 2018

VEA Counter Proposal May 29, 2018

District Counter Proposal June 19, 2018

VEA Counter Proposal August 8, 2018

District Counter Proposal August 15, 2018

District agrees to VEA Proposal August 15, 2018

March 26, 2018

Debra Fanning
Kathy Eversley

Article 10.23

Certificated staff allocation: Special services

Preamble: Staff allocation varies by program based upon student need (severity of disability), nature of the program model, number of students in the program, other support available in a given setting, ability to hire appropriately qualified staff or contract for services, task demands for a given job, available program revenue, and legal requirements.

Building based special education self-contained classroom teachers shall have an equivalent planning time, which shall be provided by scheduling students into other special or general education classes as determined by the professional group. This will be scheduled within the first week of students starting. These activities may include recess, lunch, and/or academic classes, which allow the self-contained classroom teachers a planning time. The school District is required (WAC 392.172A.020.65) to ensure that each student eligible for special education participates with nondisabled students in extracurricular services and activities to the maximum extent appropriate to the needs of the student. The stipend contained in Appendix E for lost planning does not supersede this above section.

There are Washington Administrative Codes, Individuals with Disabilities Education Act, Americans with Disabilities Act, case law requirements, and other special circumstances that may influence staff configuration and allocation. In these situations, the Association and the District in consultation and written agreement with the impacted certificated staff and building principal, may agree to an alternative delivery model different from those provided in the remainder of this Article (10.24). The District shall only act in the absence of such agreement when essential for legal compliance or equally compelling circumstances. The District shall inform the Association in advance of any such action and the Association reserves the right to challenge such action. These provisions are not intended to circumvent the staffing model. In some special education programs, particularly at the secondary level, student attendance can be very sporadic. Consequently, the program enrollment shall be determined on a daily average attendance basis across each month.

In the event additional staffing is needed, ~~per October and February count date caseloads~~, **per October and February count date caseloads**, substitutes shall be deployed within ten (10) school days of the ~~October and February~~ **October and February** count day until permanent staffing is hired. Beginning after the tenth (10th) school day from the beginning of the school year, ~~the October count day and February count day~~ **the October and February count day** if a paraeducator substitute is not provided, the teacher shall be reimbursed at the paraeducator substitute rate for each day until a paraeducator is hired. This will be tracked on a supplemental contract and submitted monthly.

The following factors may impact or may require adjustments in assigned caseload:

- Number of schools (including the paid travel time and set up/breakdown time to which the specialist is assigned).

- ~~Each 30 minutes of travel between school sites will reduce the therapist maximum caseload by 1 student.~~
- ~~Assignment to a preschool team (considered to be .2 of an assignment)~~
- ~~Disability and therapy needs of each student assigned to a specialist's caseload; student's requiring augmentative communication, autism/PDD and/or need for assistive technology count as 2.5 students toward caseload maximums.~~
- ~~School schedules and school calendar~~
- ~~Early and late starting times~~
- ~~Preschool am and pm sessions~~
- ~~Availability of space in which to work with students at site~~
- ~~Being assigned to both elementary and secondary schools~~
- ~~Legal timelines on special education assessments and paperwork~~
- ~~Staff communication, community contacts, meeting responsibilities~~
- ~~Demands of technology — child specific, ACC devices, assistive technology, access to needed technology~~
- ~~Supervision of classified employees, including paras, along with the legal requirement for supervision and monitoring of student programs/progress.~~

10.23J Administrative actions for alleviation of overload situations for self-contained programs for self-contained programs due to enrollment increases: One (1) or more of the following actions shall be utilized as is mutually determined through the consultation of the appropriate District administrator, building administrator, and appropriate building multidisciplinary team. The options are not necessarily listed in a mandated order of priority and each is subject to the availability of funds at the time the decision is made, ability to hire appropriately qualified staff, and the imposition of any legal requirements beyond this Agreement. Overload situations must exist from one month to another based on state caseload counts on the ~~designated state count~~ **designated state count** ~~first~~ day of each month in order to assure a stable population requiring action.

- Following the next reporting period, reassign students into different classrooms within the school or, where feasible, create a new class.
- Provide overload relief as per article 10.18.
- When a special education teacher experiences a **disproportionately high turnover of special education students and a resulting** increase in the number of IEP's, **the educator may shall meet with the building administrator who will engage the special education administrator to identify appropriate relief.** ~~beyond the stated caseload for the program, the teacher will be eligible for two hours per diem compensation per IEP.~~

10.23A Structured Learning Centers and Fir Grove/Vista: Structured Learning Centers (SLCs) serve students with social/emotional/behavioral delays/skills with specially designed instruction to prepare them to access the general educational environment.

Fir Grove (Grades K-5/Vista Grades 6-12) Day Treatment Programs serve students with significant social/emotional/behavioral delays/skills with specially designed instruction to prepare them for a less restrictive placement.

Insert
10.23J
Language
into the
preamble

Remove
10.23J
from
original
contract

Inserting
District
Proposal
#11 dated
March 26,
2018

- i. Fir Grove: One (1) teacher and two (2) paraeducators for up to ten (10) students. A psychologist or social worker, secretary, mental health specialist, custodian, and an administrator are also on site.
- ii. Structured Learning Centers: One (1) teacher, two (2) paraeducators for up to ~~ten to~~ twelve (~~10-12~~) students. ~~Program paraeducators shall count as the first one (1) one-on-one paraeducator.~~ Students in these classrooms shall have the opportunity to access general education experiences based on their IEP.

Structured Learning Center, Social Communication Center and Fir Grove also receive clinical supervision time equaling two (2) hours per week over thirty-six (36) weeks will be provided to each teacher and program paraeducators for the purpose of program planning and connection with community agencies and/or joint skill training. One-on-one paraeducators shall not participate in these meetings unless it is agreed by the executive director of special services and building principal.

- 10.23B Developmental/Transitional Skills: Developmental/Transitional Skills Program provides specially designed instruction for those students who have significant delays and/or disabilities that interfere with their cognitive, physical, and/or behavioral abilities to the extent that they need a significantly modified curriculum. The Developmental/Transitional Skills program is designed to provide each student with the adaptive skills necessary to eventually live as independently as possible. Students in these classrooms shall have the opportunity to access general education experiences based on their IEP.

One (1) teacher and two (2) paraeducators for up to ten (10) students. ~~Program paraeducators shall count as the first one-on-one paraeducator.~~

- 10.23C Intensive Academic Centers (IAC): The Intensive Academic classrooms provide specially designed instruction for those students who need specific instruction in academics and moderate intervention in life skills in a sheltered environment for at least 25% of their academics. Students in these classrooms shall have the opportunity to access general education experiences based on their IEP.

One (1) teacher and ~~two (2) one (1)~~ two (2) paraeducators for up to ~~thirteen (13) ten to twelve (10-12)~~ elementary students and ~~sixteen (16) fifteen (15)~~ secondary students. ~~Program paraeducators shall count as the first one-on-one paraeducator.~~

- 10.23D Structured Communications Centers: These classrooms serve students who are eligible under the category of Autism Spectrum Disorder or have related disabilities with significant communication, behavior, organizational, and sensory needs. Instruction shall take place in a self-contained environment designed for safety of students and staff with opportunities for generalization of learned skills in the school and community as deemed appropriate for each individual student. Students in these classrooms shall have the opportunity to access general education experiences based on their IEP.

One (1) teacher and ~~three (3)~~ two (2) paraeducators for up to ~~ten (10) seven to nine (7-9)~~ students. ~~Program paraeducators shall count as the first one-on-one paraeducators.~~

- 10.23E Supported Communications Programs: These classrooms serve students who are eligible under the category of Autism Spectrum Disorder, have High Functioning Autism/Asperger's Syndrome or related disabilities with significant social communication,

organizational, and sensory needs and who may require remediation of academic deficits. Specially designed instruction shall support the communication, organizational, sensory, and academic needs of these students. Students in these programs have the opportunity to access the general education curriculum and practice their newly learned social, organization, and sensory skills with their general education peers as written in their IEP.

One (1) teacher and ~~three (3)~~ two (2) paraeducators to up to ~~fourteen (14)~~ ten to thirteen (10-13) students. ~~Program paraeducators will count as the first one-on-one paraeducators.~~

- 10.23F GATE: Eighteen to twenty-one (18-21) year olds: Provides opportunities for students with disabilities to receive specially designed instruction, for example, in continued opportunities to develop work experiences and gain a sense of independence.

~~Up to eighteen (18)~~ Fifteen to sixteen (15-16) students per FTE teacher and ~~three (3)~~ two (2) paraeducators. ~~Program paraeducators shall count as the first one-on-one paraeducator.~~

District Proposal No. 11
Date: March 26, 2018
VEA Counter April 23, 2018 – Verbal No
District Counter August 22, 2018
VEA Counter Proposal August 23, 2018
District Counter August 25, 2018
VEA Counter Proposal August 26, 2018

TA 8/26/18

9:47 am
Talia Aludje
Debra Fung

Article 10.23

Certificated staff allocation: Special services

Preamble – 10.23F TAed VEA #12

10.23G **Hard of hearing/deaf:** Staff allocation for the hard of hearing/deaf program is based upon the severity of the served population and number as follows: one (1) teacher, one (1) paraeducator for up to ~~nine (9)~~ FTE **twenty (20)** students.

- i. Sign language interpreters will be considered on a case-by-case basis

10.23H **Early childhood special education:** Early childhood special education provides specially designed instruction to meet the individual needs of students ages three to five, in the following areas: cognitive/pre-academic, communication, fine motor, sensory processing, gross motor, adaptive/daily living skills, social/emotional/behavioral development, and/or visual motor.

This is
VEA #13

~~For ECSE classrooms, a caseload cap of 18 and class size of 10 for non-categorical ECSE classrooms shall be set. For SCC ECSE classrooms, a class size of 8 students shall be set.~~
For ECSE classrooms, a caseload cap of 21 shall be set. In staffing ECSE classrooms, efforts shall be made to equalize the workload on each classroom and teacher, based on the number of students in class and number of IEPs written.

~~For ECSE classrooms, a caseload cap of 16-21 shall be set. Students will attend four days per week in the AM. Students will also attend in the PM (four days per week) with a class size of 8-9 (for a total caseload of 16-21 students).~~

~~Students shall attend four days per week in an AM or a PM session, with a class size of 10 (for a total caseload of 20 students).~~

Classroom program staff allocation is based upon the severity of the served population and numbers as follows: One (1) teacher and two (2) full-time ~~six~~ and one-half (~~6.5~~) hour paraeducators for up to ~~twelve~~ ~~ten (12-10)~~ ~~10.5~~ **eleven (11)** students per one-half (1/2) day session. If three-fourths (3/4) of the sessions are at capacity from one month to another based on caseload counts on the first (1st) of each month, a new session shall be opened within thirty to forty-five (30-45) school days, if space and/or staff is available. If either space or staff is unavailable, VEA leadership and the Executive Director of Special Services ~~will~~ **shall** meet to decide relief options. **When 50% of ECSE sections caseloads reach 920-21 students,** this shall require a meeting between VEA, ECSE teachers, and Special Services to come up with an agreed-upon overload resolution. **an additional section shall be opened to accommodate projected incoming students.** Immediately upon reaching overload, while waiting for new classroom to open or other agreed-upon long-term solution to go into effect, ECSE teachers will be provided with either \$20/student/day in overload or equivalent paraeducator hours, if staffing is available, teacher choice. If no paraeducator can be hired, teacher shall receive \$20 stipend/student/day. This is in addition to the district overload pay for writing IEPs.

At the start of the school year, classroom assignments of students will be made in a way that would enable any ECSE teacher to participate on the evaluation team, either in the

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AM or in the PM (one session of a teacher's classroom will be filled before the second session is open) based on count. Once the teacher's session is full and the second session needs to be opened, that teacher will be moved from the evaluation team into their classroom full time.

10.23I **Learning support:** Original Contract Language with all "will" to "shall" (~~will~~ **shall**) except:

Staff Conversions:

Elementary Learning Support Conversions:

1. .5 teacher, ~~0 3~~ para hours for ~~1-8 20~~ up to 16 students, substitute days equivalent pay per semester – 0.
2. 1 teacher, 0 para hours for ~~9-15 21-25~~ students, substitute days equivalent pay or semester – 0.
3. 1 teacher, ~~3 6~~ para hours for ~~16-25 26-30~~ 17-25 students, substitute days equivalent pay per semester – 2
4. 1 teacher, ~~6 9~~ para hours for ~~26-32 31-35~~ 26-32 students, substitute days equivalent pay per semester – 2.
5. *Option A: 1 teacher, 12 para hours for ~~36-33-42~~ students, substitute days equivalent pay per semester – 3. Or,
 *Option B: 1.5 teacher, 6 para hours for ~~36-33-42~~ students, substitute days equivalent pay per semester – 3. If option B is selected by impacted teacher, Option A ~~will~~ **shall** be implemented until the .5 FTE teacher is realized. Final approval ~~will~~ **shall** be determined by the Executive Director of Special Services after consulting with the Executive Director of VEA.
6. 1.5 teacher, 12 para hours for 43-50 students, substitute days equivalent pay per semester – 3.

Elementary Learning Support Conversions:

Students	Teacher FTE	Paraeducator Hours	Substitute Days Equivalent Pay
1-8 0-20 Up to 16	0.5	0 3	0
9 – 15 21-25	1	0	0
16 - 25 26-30 17 – 25	1	3 6	2
26 – 32 31 – 35	1	6 9	2
33 - 42 36 – 42	1	12	3
	or		
	1.5	6	
43 - 50	1.5	12	3

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house-keeping
When student class size reaches the 33-42 range, a meeting ~~will~~ **shall** be held with the principal and impacted learning support teacher to select class size relief. Final approval will be determined by the Executive Director of Special Services after consulting with the Executive Director of VEA.

Secondary Learning Support Conversion: Original Contract Language with all "will" to "shall" (~~will~~ **shall**)

10.23J **Administrative actions for alleviation of overload situations for self-contained programs due to enrollment increases:** One (1) or more of the following actions shall be utilized as is mutually determined through the consultation of the appropriate District administrator, building administrator, and appropriate building multidisciplinary IEP team. The options are not necessarily listed in a mandated order of priority and each is subject to the availability of funds at the time the decision is made, ability to hire appropriately qualified staff, and the imposition of any legal requirements beyond this Agreement. Overload situations must exist from one month to another based on state caseload counts on the designated state count day of each month in order to assure a stable population requiring action.

Housekeeping?

- i. Following the next reporting period, reassign students into different classrooms within the school or, where feasible, create a new class.
- ii. Provide overload relief as per article 10.18.
- iii. When a special education teacher experiences a disproportionately high turnover of special education students and a resulting increase in the number of IEP's, the educator may meet with the building administrator who ~~will~~ **shall** engage the special education administrator to identify appropriate relief.

10.23K Building-based self-contained program teachers and Fir Grove teachers (excluding early childhood special education programs) are compensated for lost planning periods based on a regularly scheduled basis in accordance with the special education self-contained classroom stipend in Appendix E.

8/26/18
When a self-contained program teacher or Fir Grove teacher is directed ~~by their~~ *sure* ~~by their~~ *by their* building administrator to miss the majority of their scheduled planning period to work with students and/or attend meetings, they ~~will~~ **shall** be compensated up to a 1.2 FTE contract. This ~~will~~ **shall** eliminate the stipend in Appendix E. If this occurs during the year, both amounts ~~will~~ **shall** be prorated.

10.23L – 10.23O TAed VEA #15 & 16

10.23P Original 2016-18 Contract Language with all "will" to "shall" (~~will~~ **shall**)

10.23Q **Pre-emption of special education classrooms:** Original 2016-18 Contract Language with all "will" to "shall" (~~will~~ **shall**)

VEA Proposal #15 March 26, 2018

District Counter Proposal April 18, 2018

District Counter Proposal April 30, 2018

VEA Counter Proposal May 7, 2018

District Counter Proposal June 19, 2018

VEA Counter Proposal August 8, 2018

VSD Agrees to VEA Proposal with changes in the language August 13, 2018

8-13-18
Debra Fanning
Kathy Curd
TA -

10.23L **Support service staff general provisions:** Due to the widely varying range of roles and responsibilities of support services staff (psychologists, nurses, SLP, motor team, and counselors) it is difficult to establish average or typical workloads and conditions. Therefore, it is agreed that the review process to resolve concerns in a timely manner is as follows:

- i. ~~The Assistant Director for special services~~ The Special Education Director and/or Area Manager shall conduct an analysis of each employee's state caseload ~~by~~ **based on October count** ~~1 monthly~~ of each school year **and again by in February 1 based on February count of each school year.** ~~by October 1 of each school year and again by February 1 of each school year on October 1 and February 1 count days.~~ The review shall have as its primary objective the balancing of State caseloads among employees with consideration to such things as students assigned severity of cases, geographic dispersion, number of buildings assigned, etc. The results of the analysis and caseload changes shall be shared with all employees of the respective group.
- ii. At any time during the year that an employee believes his/her caseload is disproportionate to other employees, the employee may initiate a discussion with his/her supervisor and appropriate building administrator(s) to problem solve the concern. The employee has the option of VEA representation during the discussion.
- iii. Unresolved situations will become a topic for resolution between the executive director of the VEA and the District executive director for special services.
- iv. Every effort will be made to assure an equitable distribution of the workload. The District administration will meet with the Association **within the first two weeks of October and within the first two weeks of February** ~~within the first two weeks of October and within the first two weeks of February~~ ~~monthly~~ ~~monthly~~ to review caseloads.

TA 5/7/18
Kathy Aardig
Debra Fanning
March 26, 2018

10.23M Educational Staff Associate (ESA)

National ESA Certificate Stipend

1. ~~The District will provide a single stipend in the amount of \$5,000 per school year for each Educational Staff Associate (ESA) who possess one or more of the following recognized national certifications:~~
 - a. ~~Speech Language Pathologists: American Speech Language Hearing Association Certificate of Clinical Competence~~
 - b. ~~Registered Nurses: National School Nurse Certification~~
 - c. ~~Occupational Therapists: National Board for Certification in Occupational Therapy (NBCOT)~~
 - d. ~~Physical Therapists: Federation of State Boards of Physical Therapy (FSBPT)~~
 - e. ~~Psychologists: National Certification in School Psychology (National Association of School Psychologists); or American Board of Professional Psychology Diplomate.~~
2. ~~Payment will be made to the ESA with current board certification as a lump sum in the September paycheck. The employee must provide Human Resources with a copy of his/her national certification by September 1 in order for the stipend to be paid on the September 30 pay warrant. Physical therapists receive board certification once in their career when they sit for their national licensing board exam—state licensure is contingent on passing the national boards and continuing state licensure is proof of national board certification. Educational Support Associates who are newly certified will be paid no later than the pay period immediately following the period in which the district receives a copy of the certification from the employee.~~

Professional Development Funds

ESAs are allowed the flexibility to self-direct the entire annual professional development fund stipend in order to participate in professional development that meets the specific expertise and certification needs of ESAs.

Move to Article 12.6: Professional development program

ESAs may use professional development funds to pay for professional association membership (excluding NEA, WEA, and VEA), as well as annual dues for the following certifications:

- a. Speech Language Pathologists: American Speech-Language-Hearing Association Certificate of Clinical Competence, State of Washington DOH license.
- b. Registered Nurses: National School Nurse Certification, State of Washington DOH license.
- c. Occupational Therapists: National Board for Certification in Occupational Therapy (NBCOT), State of Washington DOH license.
- d. Physical Therapists: State of Washington DOH license, American Physical Therapy Association (APTA) (National, state, and section dues), and American Board of Physical Therapy Specialties (ABPTS).
- e. Psychologists: National Certification in School Psychology (National Association of School Psychologists); or American Board of Professional Psychology Diplomate.
- f. School Counselors: American School Counselor Association; or Washington School Counselor Association.

Facilities and Work Space

Program supervisors and principals shall annually meet with all ESAs to ensure that adequate facilities and work spaces are provided to carry out the goals of the District programs. Adequate facilities and work spaces should include space to conduct private telephone conversations, conduct assessments, therapy, confidential meetings, and other activities specific to the ESA roles and responsibilities. Each facility and work space will provide a locking cabinet to store confidential materials. Workspace will have window or other means to allow walk by visibility. Every reasonable effort shall be made to have this completed prior to December 1st. At the conclusion of this process, the supervisor of facilities will develop alternatives and recommendations that will address the short term and long term needs of those ESAs with inadequate workspace. An annual survey of all EDAs shall be conducted by the facilities manager to determine which specific individuals and sites are inadequate to perform the duties assigned. The results of the survey shall be submitted to the Association office by April 1 of each year.

Professional Responsibilities

- **Roles and Responsibilities**

- i. ESA staff shall not be required to work outside their scope of practice. (For example: OTs should not perform PT assessments, recess duty, etc.)

- **Delegation of Nursing Duties**

- i. The nurse shall be the only person who may delegate any nursing services to unlicensed personnel as specified by the Nursing Practices Act.

ESA Recruitment and Retention

In an effort to be more competitive in both the recruitment and retention of Educational Staff Associates, the District will grant an experience credit. Such credit will recognize all years of qualifying prior professional experience for Educational Staff Associates as determined by Human Resources. Current EDA employees can meet with HR to adjust experience credit and placement on the salary schedule. The experience credit will be calculated and paid as follows:

- A. The employee's salary placement will be calculated based on current state salary placement criteria. Experience credit will be allowed for verified professional work for EDAs. The experience credit will be computed in the same manner as teaching experience and will reflect as year experience on the salary schedule. Verified professional work may include school and non-school settings.
- B. The employee will be placed on the TRI schedule based on all years of professional experience as determined above.

The District and Association will jointly agree to designate for each school year those EDA categories (nurses, counselors, psychologists, SLPs, OTs, PTs) that are considered hard to fill. Hard to fill positions will be indicated by FTE left unfilled by September 30th with the current staff working at their contracted FTE, or job listings that have not generated qualified applicants for 60 calendar days. All members working in a hard to fill

District Counter Proposal April 23, 2018

VEA Counter Proposal April 30, 2018

District Agrees to April 30 Proposal from VEA

job category shall annually receive \$500 (pro-rated for FTE) in the June pay warrant provided they have been employed by the district for at least five (5) months.

This is moved to Appendix E: Extended Year Days

Extended year Allocations

ESAs will receive Extended Year Days, prorated for FTE, which can be used at any time before, during, or after the school year to complete necessary meetings and compliance activities. The Extended Year Days will be given as follows:

Psychologists	10.8 Extended Year days 8 days
Counselors	16.5 Extended Year Days for Secondary 5.0-1 extended Year Days for Elementary
Nurses	3 extended Year Days + (1 day/building or 1 day/every 500 students on caseload over ratio whichever is greater)
Speech Language Pathologists	5.1 Extended Year Days
Occupational Therapists	2.1 Extended Year Days
Physical Therapists	2-1 Extended year days

10.23M~~N~~ IEP conferences shall not eliminate the duty-free lunch period.

10.23N~~O~~ The District shall use equitable procedures and management strategies to keep SLP caseloads at or below ~~fifty-four (54)~~ ~~forty-five (45)~~ ~~fifty (50)~~ **in year one (1) of the contract and at or below fifty-three (53) in year two (2) of the contract per full-time FTE (with an objective of an even lower range).** The objective shall also include heightened efforts to ensure compliance while offering efficient and effective services to students.

The individual caseload for a 1.0 FTE Speech Language Pathologist (SLP) should not exceed forty-five (45). For the start of the school year, SLP caseloads will be assigned at 90% of max. Caseloads will be prorated for FTE as follows:

FTE	Caseload Number	90% of max caseload per FTE
1.0	45	41
0.9	40	36
0.8	36	32
0.7	31	27
0.6	27	23
0.5	22	18
0.4	18	14
0.3	13	9
0.2	9	5
0.1	4	

The Augmentative and Alternative Communication (AAC) teach will be staffed with 0.4 SLP FTE. This FTE will be split between two SLPs with 0.2 FTE assigned for the preschool and elementary level (grades preschool-5th grade) and 0.2 FTE assigned for the secondary level (grades 6-GATE). This FTE is in addition to the SLP FTE staffing for providing therapy and shall not be used for caseload-overload purposes.

SLP Overload: The District will pay overload for caseloads over ~~fifty-four (54)~~ ~~fifty (50)~~ students, or will implement caseload relief by hiring additional SLPs to offset caseloads.

District Counter Proposal April 23, 2018

VEA Counter Proposal April 30, 2018

District Agrees to April 30 Proposal from VEA

When unable to hire additional SLPs, the district will consider hiring SLPAs to offset caseloads. Overload pay will be compensated as per Article 10.18.

10.23OP The Association and the District agree to the following target ratios for specialists' positions:

- i. Nurse ratio 1:~~1,425~~ 1,200 1250 students per full-time FTE
- ii. Psychologists ratio 1:~~1,200~~ 600 950 students per full-time FTE
- iii. PT ratio 1:5,000 students per full-time FTE
- iv. OT ratio 1:3,000 students per full-time FTE
- v. Counselor ratio 1:~~450~~ 350 students per full-time FTE

10.23PQ When a student in special education is included in a general education classroom, the IEP case manager shall orient the classroom teacher to the particular identified instructional needs and accommodations/modifications of each such student.

The District and building IEP teams will consider three (3) factors when considering a full inclusion placement for a student in special education.

- i. The educational benefits available to the student in a general education classroom, supplemented with appropriate aids and services, as compared with the educational benefits of a special education classroom; and
- ii. The non-academic benefits of interaction with children who are not disabled; and
- iii. The positive/negative effect of the student's presence on the other students in the classroom.

For students with disabilities the IEP team is responsible for determining appropriate supplemental aids and services to address instructional needs.

If the student with disabilities is behaviorally disruptive, and there is a detriment to other students' learning, such that other students' learning is negatively impacted, the IEP team shall be reconvened to discuss alternative strategies, evaluations, support plans or placements.

Each building administrator with the assigned responsibility of building supervision shall assure an equitable distribution of students with special needs among general education classrooms. In doing so, items one through three (i-ii-iii) above must be addressed.

When a student who has a life-threatening health condition that may require emergency procedures is placed in any program or classroom, all staff involved will be fully informed in writing of said emergency procedures and district training will be provided.

VEA Proposal #17 March 26, 2018

Crosswalk with

District Proposal #12 March 26, 2018 and

District Counter Proposal to VEA #17 May 7, 2018

VEA Counter Proposal to VSD May 29, 2018

District Counter Proposal August 2, 2018

District Counter Proposal August 21, 2018

VEA Counter Proposal to VSD August 22, 2018

District Counter Proposal August 23, 2018

TA'd 8/23/18
Kathy Eudox
Debra Fanning

Article 10.24

Teacher regulation of student behavior and learning environment

The District will support and uphold an employee in his/her efforts to maintain a "learning environment in the classroom, the school, and activities of the school campus." District regulation 5159 and RCW 28A.600.020, sub paragraph 2, and the procedures of a school's student handbook, if one exists, provide direction for employee action.

Other authorized corrective actions are counseling and conferences, detention, and school probation. Corporal punishment is not a disciplinary option for teachers and administrators. For purposes of this Agreement the term corporal punishment means the infliction by an employee of physical pain upon a student either by spanking or striking.

- i. In the case of teacher exclusion, District policy and state law provides that "any student who creates a disruption of the educational process in violation of the building disciplinary standards while under a teacher's immediate supervision may be excluded by the teacher from his or her individual classroom and instructional or activity area for all or any portion of the remainder of the school day, and up to the following two school days, or until the principal, or designee, and teacher have conferred, whichever occurs first. Except in emergency circumstances, the teacher must attempt one or more alternative forms of corrective action. In no event may an excluded student return to the class during the balance of that class or activity period and the following two school days without the consent of the teacher, unless the principal, or designee, and the teacher have conferred. The student shall be in the custody of a school District employee during the time of exclusion."
- ii. **The school district must provide the student an opportunity to make-up any assignments and tests missed during the classroom exclusion.**
- iii. Whenever a teacher files a referral for student discipline, the administrator responsible shall promptly communicate the outcome of the referral. In the event the referral is not able to be concluded in a timely manner (e.g., 2-3 days), the administrator shall make this and the reasons for the delay known to the teacher.
- iv. Exclusion of a student from a class or activity must be preceded by one or more alternative forms of corrective action, except in an emergency situation where a student may be dangerous to self or others (emergency expulsion or emergency removal).
- v. The District and the Association agree that the term "confer" as it applies to RCW 28A.600.020, Section 2, shall be interpreted to mean that the affected teacher has had the opportunity to provide input on a plan for disciplining the student; the input has received full consideration; and the administrator's discipline decision was discussed with the teacher before the student was returned to the classroom.
- vi. **Teachers must provide an excluded student uninterrupted access to the learning, using tools or resources provided by the District. On-line discussions with other students may be limited if the student behavior warrants such limitation.**
- vii. **Per VPS Policy and Procedure 4314, when a school receives information that indicates a student could be a threat to the safety of students or staff the principal or designee shall provide information to staff who in the judgment of the principal have a need to know such information within two (2) school days.**

- viii. There shall be a disciplinary safety designee when the principal is out of the building.
- ix. ~~Staff must be provided with any safety equipment that may be needed for the situations and clientele they will encounter. The district will provide protective gear to special education staff as requested.~~
- x. ~~Staff will be trained, and receive support from the administration, in the use of crisis prevention and intervention techniques. The district will train and advise the administration in state law regarding allowable disciplinary and defensive actions.~~
- xi. ~~All staff working with students who exhibit harmful behaviors will be trained in de-escalation strategies before working with the student.~~
- xii. ~~Students who present a significant safety risk, or who commit or threaten to commit an act of violence, should be temporarily removed while a more appropriate placement is considered.~~
- xiii. ~~The administration will provide advance notification to all staff who work directly or indirectly with a student who has a history/potential for acts or threats of violence.~~
- xiv. ~~The district will provide communication devices for Special Education staff use at school upon request.~~
- xv. ~~The district will provide a one-on-one, physically capable staff person as a prerequisite to re-entry of a student who has exhibited violent behavior into the same class setting (unless that behavior was directed towards the teacher per WAC 28A.600.460).~~
- xvi. ~~The district will assign more than one staff member always to students exhibiting sexually aggressive or highly violent behaviors.~~
- xvii. Teachers must consider how educational services will enable the excluded student to participate in the general education curriculum. This would include providing an excluded student uninterrupted access to the learning using any necessary technology (WAC 392-400-610) tools or resources provided by the District. On-line discussions with other students may be limited if the student behavior warrants such limitation.

District re-inserts its rationale below contained in District Counter Proposal May 7, 2018 for striking VEA additions 10.24 vii-xv in VEA Counter Proposal dated May 29, 2018

Rationale:

In a building that does not have an associate principal, a staff member will be identified to support student and staff needs, while the principal is out of the building. The identified staff member will communicate with the principal so that he/she is apprised of any circumstances that arise.

Currently there is training every August for administrators to update most current practices regarding student behavior.

The district provides equipment when needed with approval from special services administration.

Each situation with a student is handled individually

FERPA Rights

Building supports for teachers and staff around student behaviors on an ongoing basis

Exclusionary practices WAC 392-400-610

District Counter

3:40 8/17/18

District

Proposal No. 13

Date: March 26, 2018

District Countering a Verbal NO from VEA April 30, 2018

VEA Counter Proposal May 29, 2018

District Counter June 19, 2018

VEA Counter Proposal August 17, 2018

Debra Fanning
Kathy Curedge

Article 10.26

10.26A **Student grades and reporting to parents:** The District and the Association recognize the importance of regular periodic evaluations of the developmental progress of a student in the courses of curriculum to which he/she has been exposed and that these professional conclusions of progress should be justly, efficiently, and effectively communicated to parents, guardians, and other individuals and institutions with a legitimate interest in, and need to know of, a student's welfare. (See R5127, WAC 180.44.010) ~~To facilitate student and parent communication of student progress, employees are required to regularly maintain their electronic gradebook to reflect the student progress toward standard. To facilitate student and parent communication of student progress, employees are required to regularly maintain their gradebook weekly to reflect student progress toward standard, and shall respond to parent inquiries within twenty four (24) seventy-two (72) hours or three (3) school days.~~

acknowledge or

*24 hours
and no
later than
three days*

Rationale:

Restored language to be consistent with original District proposal 13 on March 26, 2018 that mentioned "weekly" gradebook update to "regularly" per verbal negotiation with VEA on this matter. Used the VEA rationale from VEA counter proposal May 29, 2018 to include providing information within 24 hours via e-mail.

Rationale:

Teachers are following the WAC and R5124. Some teachers use non-electronic gradebooks until the standard is completed. If a parent wants an update on the progress toward standard, the teacher can provide that information within 24 hours via email. Students and teachers can communicate daily.

Rationale:

In order for parents to support student's progress toward standard, it is important to update gradebook weekly so that parents and teachers can track and monitor student's progress

R5124

District
Proposal No. 14
Date: March 26, 2018
District Counter Proposal April 30, 2018

Willing

TA 8/17/18
Kathy
Everidge
Debra Fung

NO

Article 10.26

10.26B **District and practitioner standards:** A teacher's professional conclusion of a student's performance shall be based on established District grading philosophy policy practices, and procedures. ~~As well as the teacher's own standards and procedures.~~
~~Teachers shall be responsible for the evaluation of each pupil's educational growth and development as defined in District policy and practice.~~

Rationale:

WAC 180-44-010: It shall be the responsibility of the teacher to follow the prescribed courses of study and to enforce the rules and regulations of the school district, the state superintendent of public instruction and the state board of education, maintaining and rendering the appropriate records and reports.

District standard for evaluation enumerated in R5124: Grading will be based upon attainment of learning standards (state and district)...Skills and behaviors that support learning such as effort, attendance, behavior, improvement below academic standards, and ability to meet deadlines may be reported separately using comment codes but may not be included in determining the achievement grade.

Policy: 5124 (same as above)

District
Proposal 15
Date 3.26.18

TA 4/24/18
Kathy Euerdy
Debra Fanning

check
Law
or
Dist
practice

Article 11.19A Documentation deadline for salary adjustment: Documents verifying the completion of outstanding requirements for advancement on the salary schedule must be submitted to the human resources department on or before ~~September 15~~ **September 30** to qualify for salary adjustment for an ensuing school year. Exceptions to the submission date will be permitted only in extreme situations when documentation has not been possible because of delays clearly beyond the control of the employee. All course work must be documented on official transcripts or verified copies thereof.

5275
10/1

VEA Proposal #22

March 26, 2018

VPS Counter Proposal April 23, 2018

Article 11.25

Other expenses: Reimbursement and/or advances for authorized expenses incurred in performing services to and for the District will be made in accordance with the policies and regulations of the District. The district will reimburse each special education and ESA personnel in part or whole, membership dues for professional organizations and/or for attendance at professional conferences related to their discipline in the amount of \$500. This would be in addition to district provided staff development.

Addressed within the professional development section – 12.11B

TA w/dist.

12:27
4/24/2018

1/2/18
part

VEA Proposal #24

VPS Counter Proposal April 23, 2018

VEA Counter Proposal May 7, 2018

TA
5/7/18
Kathy Ewuridge
Debra Fanning

March 26, 2018

11.26G Social media. In the event that the district is made aware, through the report of an employee or other sources, that a social media or other web site is being used to impersonate or defame a member of the bargaining unit, ~~then the district will take the following steps:~~ the Association and District agree that the employee(s) will be provided with notification of the report ~~as soon as practical~~ within two (2) business days unless there are specific reasons for delaying such notification relative to the efficacy of an investigative process. The District will follow policies and practices as they relate to the investigation and response to inappropriate use of technology.

pa. 65
a. a

- i. ~~The district will make a reasonable effort to determine the source of the material.~~
- ii. ~~If the material has been created or posted by a student or students within the district, the district will take disciplinary action against such students due to the nexus between the posted material and the reputation and professional standing of the educator. Such discipline will be administered in a manner consistent with the severity and impact of the Internet content and the legal rights of the offending student.~~
- iii. ~~The district will contact the host of the site on which such material has been posted, alerting them to the false and inflammatory nature of the posted information. The district will request that the entity hosting the site remove the material or, at minimum, clearly tag the material as not being posted or endorsed by the district and its employee.~~
- iv. ~~At the election of the impacted teacher, the offending student will be removed from that teacher's class for the remainder of the academic year. The district will additionally provide any support requested by the teacher in regard to student discipline and communications with the student's parents.~~
- v. ~~The district will initiate a complaint with law enforcement officials at the request of the impacted teacher and will provide support for the investigation and prosecution of any potential or actual charges.~~
- vi. ~~No disciplinary action will be taken against any bargaining unit member as a result of a web or social media posting made by sources other than the member.~~
- vii. ~~No disciplinary action will be taken against any bargaining unit member in regard to a posting made by the member that has no clear and immediate nexus to the employee's work assignment and duties. Any such disciplinary action will be subject to due process and just cause.~~

11.26GH

Student personal property...

District
Proposal No. 16
Date

TA 4/24/18

Debra Tanning
Kathy Eversley

11.26G Student personal property: Each teacher is expected to maintain a positive instructional environment in his/her classroom/activity area. In order to maintain a positive instructional environment, it may be necessary from time to time for a teacher to assume transitive possession of a student's personal property, or district issued device. When assuming transitive possession, the teacher shall take reasonable precautions to protect the student's personal property until it can be returned to the student. If, in the judgment of the supervisor/principal the teacher takes reasonable precautions to protect the student's personal property, and after consultation with the superintendent/designee, the District will defend the teacher from being financially liable (culpable) for the loss or damage of a student's personal property held in transitive possession. This defense is not applicable if in the supervisor's/principal's and/or superintendent's/designee's judgment, the teacher is negligent, or acted for conversion, or acted in a malicious manner.

The supervisor/principal will make every reasonable effort to discourage students from bringing personal property to school that is not pertinent to their instructional assignments. Each supervisor/principal shall establish procedures that teachers will follow when assuming transitive possession of student's personal property or district issued device until such property is returned.

TA 8/30/18

Kathy Everidge

Debra Fanning

District Chapter 12 package – 12.1 – 12.5 August 29, 2018
VEA Counter August 30, 2018
District Counter 12.1 – 12.5 August 30, 2018

CHAPTER 12: TRI and Professional Development Activities

Concept: The TRI program of the Vancouver School District has as its primary objective the enhancement and enrichment of basic education programs for students, including Enrichment TRI and Professional Learning (PL) TRI.

- Enrichment TRI are duties explained in Article 12.1 ~~and one pre-duty day controlled by the principal.~~
- ~~Profession Learning (PL) TRI days are the additional day(s) mandated by the state.~~
Professional Learning (PL) TRI days are explained in 12.X TRI/State Mandated Professional Learning Days

Article 12.1

The following list contains the standard expectations of a professional educator. Until the State more clearly defines the contract expectations, these duties will be compensated by the combined base and TRI salaries.

The professional educator: The expectations below are derived from State or local evaluation criterion and a job description's essential functions.

- ~~Mandatory training modules (Safe Schools)~~ Mandatory training modules (Safe Schools)
- Curriculum night and open house events
- IEP meetings and other professional group meetings
- Professional meetings
- All duties required for preparing classrooms to open the school year and complete check out at the close of the school year
- Active participation in professional learning communities, school improvement planning, and other building professional activities
- Activities required to be proficient in TPEP or Local Evaluations
- Activities connected to evaluation program (e.g. conferences with evaluator, student growth, professional growth)
- Data collection and entering data into recordkeeping systems
- Report cards, progress reports, and grading
- Staff and department/grade level meetings
- Parent conferencing – Sixteen (16) hours of parent conferencing are part of the TRI duties. Parent or teacher requested conferences at other times of the year may occur as necessary and/or requested.
- Professional learning (PL) TRI days as described in Article 12.X
- Any other essential functions included on job description
- ~~Other non-compensated enrichment activities~~
- Additional enrichment activities that are otherwise non-compensated

Article 12.2

~~The primary intent of TRI is to improve the quality of educational services available for students through the performance of compensated additional responsibilities provided by certificated staff. These TRI responsibilities will go beyond those levels possible within the basic education programs as funded by the State Legislature. The Legislature's enactment of RCW 28A.400.200 authorizes the District to participate in supplemental contract payments of salaries and benefits to employees who meet certain specific provisions:~~

- ~~12.2A~~ The payment is not for services included in the mandatory daily average hours of instruction offered students within the one hundred eighty (180) day school year as is required and funded by the Basic Education Act (RCW 28A.150.220), or within any state funded in-service days.
- 12.2B The supplemental contracts will be for one (1) year and not subject to the continuing contract provisions (RCW 28A.405.240).
- 12.2C The funding of TRI responsibilities is subject to funds available from local sources and other funds allocated outside of the **Basic Education Act (BEA)** program. **Professional Learning (PL) TRI is subject to State funding for professional learning (PL) days.**
- ~~12.2D~~ The nature of the supplemental services and level of compensation is negotiable with the Vancouver Education Association.
- 12.2E TRI amounts as reflected in Appendix E ~~are~~ **shall be paid** payable in twelve (12) equal increments, ~~and provide full compensation for the responsibilities listed in Article 12.4.~~
- 12.2F The Association and the District recognize that the responsibilities listed in Article 12.4~~1~~, may involve, due to circumstances, excessive amounts of time. In this regard, the District will exercise reasonable discretion in its expectations of employees, and the Association has the right to meet with the principal and/or central office administrator to resolve unreasonable situations, special events, etc.
- ~~12.2G~~ Building administrators and program managers shall meet with staff to jointly prepare a yearly TRI plan that will guide staff in the implementation of TRI responsibilities. To the extent possible, the plan will provide a schedule of mandatory meetings/events that is balanced relative to individual responsibilities and responsibilities that cannot be scheduled. Copies of the plan will be provided to the VEA building representative and the human resources department.
- ~~12.2H~~ When an employee is in an unavoidable overload situation, the building administrator will minimize demands on the employee's time for TRI responsibilities.

Article 12.3

- 12.3A~~2X~~ **Time:** Time: **(unbolding)** A TRI activity may occur (1) prior to and/or following the one hundred eighty (180) day basic education school year, OR (2) outside of the normal on-site seven and one-half (7 ½) hours **outlined in** provided by the Basic Education Act (Article 10.5B) or any funded in-service days.
- 12.3B~~2X~~ **Location:** Location: **(unbolding)** A TRI activity may be carried out "on-site" or "off-site" as is reasonably appropriate for a particular activity.
- ~~12.3C~~ The TRI schedule shall be the total average of 20% of the Washington K-12 Salary Allocation Schedule for Certificated Instructional Staff across all cells in year one (1) of this contract and shall be the total average of 22% across all cells in year two (2) of this contract. In the event the state legislature allows the one biennium COLA increases (1.2% in 2015/16 and 0.6% in 2016/17) to sunset, the District TRI schedule will be increased by the amount of base salary reductions. See appendix E for TRI schedule. (rationale: 12.2E refers to the appendix E schedule making this unnecessary.)

Article 12.4

Activities included in the TRI program are:

TRI activities:

12.4A Pre duty and semester break days shall be part of TRI along with the four (4) hour post duty day. Teachers will assume responsibility for opening and closing the school year and the classroom, however, administrators will schedule mandatory preplanning meetings with building staff prior to the start of the school year for up to eight (8) hours.

12.4B The one (1) eight hour (8) pre duty day added for the purpose of implementation of TPEP will be moved into TRI. In addition, the two on-site substitute release days created for the purpose of addressing TPEP will be moved into TRI. Teachers will assume the responsibility of all TPEP preparation.

Included in TRI will be all pre duty and semester break days with teachers assuming responsibility for the opening and closing of the school year and the classroom. However, administrators will schedule mandatory preplanning meetings with building staff prior to the start of the school year for up to eight (8) hours.

12.4C Also included in the TRI, will be eight (8) hours of required TRI District sponsored professional development paid at the rate of thirty six dollars (\$36) per hour. The teachers will retain the full amount of their professional development funds which is nine hundred dollars (\$900) per teacher.

Professional development in-service provided by the District will be compensated at the agreed upon hourly rate of thirty six dollars (\$36) over and above TRI obligations and payments reflected in Appendix E. All employees, part-time and full-time, will participate in such in-service and are compensated at the approved hourly rate for such in-service.

Payment for earned TRI professional development up to and including either (8) hours will be included in the employees' pay warrant as soon as possible following the completion of the professional development.

12.4D Parent conferencing by scheduled blocks of time or other special arrangements. Up to two (2) non-student days may be scheduled for parent conferencing within the TRI responsibilities compensation discussed below.

- i. ~~Special education teachers will be available during parent conferencing days for such times that conferences are determined appropriate by the building administrator, special education teacher, and regular education teacher.~~
(Placed somewhere appropriate)

12.4E Individual preparation responsibilities when they occur outside the normal work day:

- i. Media-center activities
- ii. District authorized professional level activities
- iii. Grade level meetings
- iv. In building curriculum/department meetings
- v. Building projects (science fair, culture fair, etc.)
- vi. IEP committee meetings
- vii. Professional group meetings
- viii. Report writing for compliance with IDEA requirements
- ix. Development and implementation of technology
- x. Testing and assessment requirements for regular education and special education
- xi. Progress reports for related services
- xii. School improvement planning
- xiii. Activities associated with opening and closing out the school year and the classroom
- xiv. All TPEP preparation and implementation activities
- xv. Other District authorized activities as identified in the building TRI plan

12.4F Activities as determined by the District or principal with input from his/her Site Based Leadership Team are conducted during hours of service not already compensated within the District established one hundred eighty (180) day school year and routine on site day. The following are illustrative of activities that may be included in mandatory responsibilities:

- i. Administrative or school site or other authorized District meetings called to open and/or close the school year.
- ii. On-site preparation of classroom/instructional environment including preparation of bulletin boards, display tables, lesson planning and scheduling, assembly of texts, audio-visual materials, student work sheets, grade books, and similar kinds of tasks to open/close a school year.
- iii. Evaluating and recording of student progress reports for parents at mid-year or end-of-year and meeting/consultation with other faculty to plan and/or prepare presentation of programs.

- iv. ~~A workshop, class, or special meeting that has been scheduled and deemed critical that designated staff members must be in attendance to participate in discussion and decision making of matters of concern to a specific site or the District, or to be oriented in a new concept that is to be implemented.~~
- v. ~~Employees are compensated at the approved hourly rate for responsibilities actually performed without regard to part time or full time work schedules. Employees who do not perform the full two days (e.g., late start or early departure) will receive a proportionate amount of TRI compensation.~~

Article 12.5: Enrichment TRI consideration for employees who are part-time, and/or on leave:

- i. Employees who are part-time or who do not work the full school year will be compensated proportionately.
- ii. **Part-time or hired after the contract year begins.** ~~Certificated e~~Employees who are part-time or who are hired for a portion of the school year will receive a prorated amount of Enrichment TRI flexible compensation (e.g., a .8 FTE receives .8 of the Enrichment TRI flexible compensation; an employee hired on the ninetieth (90th) school day receives one half (90/180) of the Enrichment TRI flexible compensation Enrichment TRI flexible compensation; an employee hired on the ninetieth (90th) school). An employee's Enrichment-flexible TRI entitlement will be adjusted for FTE changes in the pay cycle following the FTE change. Employees who enter pay status after the first student day of the year, or who depart prior to the last student day of the year, are entitled to Enrichment flexible TRI time for each month in which they work a majority of the scheduled workdays. Unique circumstances will be referred to the human resources department for resolutions.
- iii. ~~Employees, who are on long-term compensated or uncompensated leave for twelve (12) weeks or less, will continue to receive their TRI payment providing they continue to perform TRI activities in association with leave. In such case, the emergency replacement the long-term replacement substitute will not receive TRI payments.~~
- iv. **Long-term leave.** Employees who are on ~~uncompensated or compensated~~ long-term leave **and where a long-term replacement substitute is assigned,** in excess of twelve (12) weeks, or ~~compensated leave for twelve (12) weeks or less,~~ shall meet with their principal building or program administrator to determine a division of the Enrichment TRI payment for the period of time absent prior to the employee going out on leave. **The Enrichment TRI Reconciliation form (Appendix F) shall be used to record the division of Enrichment TRI compensation, if any.** If no agreement is reached, the superintendent's designee shall determine a fair division after consulting with the Executive Director of VEA.

When no long-term substitute is available, employees shall meet with their building or program administrator to determine their Enrichment TRI responsibilities while out on leave. Enrichment TRI payments will be adjusted to reflect the proportion of the Enrichment TRI responsibilities the employee agrees to perform. The Enrichment TRI Reconciliation form (Appendix F) shall be used to record the reduction of Enrichment TRI compensation, if any. If no agreement is reached, the superintendent's designee shall determine a fair division after consulting with the Executive Director of VEA. (rationale: speaks to ESA who do not have a replacement employee)

Note: Appendix F will need to be updated to the language "Enrichment TRI Reconciliation"

District
Proposal No.: 24
April 23, 2018
Dst. Resubmission due to TRI – August 26, 2018

10:04 am TA
Debra F. Tully

8-26-18 note: Language in Chapter 12 will need to reflect the term long-term replacement substitute used below.

APPENDIX F

EMERGENCY REPLACEMENT TRI RECONCILIATION
(Completed upon assignment of an Emergency Replacement)
Reference CPA, Article 12.5

Teachers, who are out on a long-term leave of absence where an Emergency Replacement Employee is involved, shall meet with their principal to determine a division of TRI Payment while on their leave of absence. This determination provided on this reconciliation form should be completed prior to the teachers long-term leave. If no agreement between the principal and teacher, the superintendent's designee shall determine a fair division of TRI after consulting with the Executive Director of VEA

During the period of leave if the Emergency Replacement is paid any installment of TRI, the Teacher's TRI pay will be reduced proportionately.

CERTIFICATED TEACHER (printed) _____ EMERGENCY REPLACEMENT Long Term
(if none, write "VACANCY") _____ Replacement Substitute (printed)

ASSIGNMENT BEGIN DATE: _____ ASSIGNMENT END DATE: _____

Teacher TRI installments _____ Emergency Replacement Long Term Replacement
installments _____
(Full TRI = 10 installments) _____

Part I. The signed form is to be submitted by the building administrator to the Payroll Office at the beginning of the Emergency Replacement assignment. By signing below, the teacher and emergency replacement above commit to perform the TRI responsibilities as outlined in Chapter 12 of the Comprehensive Professional Agreement (see reverse). Payment of TRI proportionate to responsibilities.

Required Signature of Regular Teacher: _____ Date: _____

Required Signature of Emergency Replacement Teacher: _____ Date: _____

Required Signature of Building Administrator: _____ Date: _____

EMERGENCY REPLACEMENT

Part II. To be completed and submitted to the payroll office at the end of the Emergency Replacement assignment or the end of the school year whichever occurs first if the Emergency Replacement was responsible for any TRI duties.

I hereby confirm that the requirements as outlined in Chapter 12 have been performed.

Signature of Emergency Replacement Substitute: _____ Date: _____

Signature of Building Administrator: _____ Date: _____

**EMERGENCY REPLACEMENT
LONG-TERM REPLACEMENT SUBSTITUTE TRI RECONCILIATION**
(Completed upon assignment of an ~~Emergency Replacement~~ Long-term Replacement Substitute)
Reference CPA, Article 12.5

A Teachers-teacher, who are is out on a long-term leave of absence where an ~~Emergency Replacement Employee~~ Long-term Replacement Substitute is ~~involved~~assigned, shall meet with their principal to determine a division of TRI Ppayment while on their leave of absence. This determination, provided on this reconciliation form, should be completed prior to the teacher's long-term leave. If no agreement between the principal and teacher is reached, the superintendent's designee shall determine a fair division of TRI after consulting with the Executive Director of VEA.

During the period of leave, if the ~~Emergency Replacement~~ Long-term Replacement Substitute is paid any installment of TRI, the Teacher's TRI pay will be reduced proportionately.

CERTIFICATED TEACHER (printed)
(if none, write "VACANCY")

~~EMERGENCY REPLACEMENT~~
LONG-TERM REPLACEMENT SUBSTITUTE (printed)

ASSIGNMENT BEGIN DATE: _____ ASSIGNMENT END DATE: _____

Teacher TRI percentage: installments _____ Emergency Replacement Long-term Replacement Substitute installments TRI percentage: _____
(Full TRI = ~~10 installments~~ 100 percent)

Part I. The signed form is to be submitted by the building administrator to the Payroll Office payroll office at the beginning of the ~~Emergency Replacement~~ Long-term Replacement Substitute assignment. By signing below, the teacher and ~~emergency replacement long-term replacement substitute~~ above commit to perform the TRI responsibilities as outlined in Chapter 12 of the ~~Comprehensive Professional Agreement~~ (see reverse). Payment of TRI is proportionate to responsibilities.

Required Signature of Regular Teacher: _____ Date: _____

Required Signature of ~~Emergency Replacement Teacher~~ Long-term Replacement Substitute:

Date: _____

Required Signature of Building Administrator: _____ Date: _____

EMERGENCY REPLACEMENT Long-term Replacement Substitute

Part II. To be completed and submitted to the payroll office at the end of the ~~Emergency Replacement Long-term Replacement Substitute~~ assignment or the end of the school year (whichever occurs first) if the ~~Emergency Replacement Long-term Replacement Substitute~~ was responsible for any TRI duties.

I hereby confirm that the requirements as outlined in Chapter 12 have been performed.

Signature of Emergency Replacement Long-term Replacement Substitute: _____
Date: _____

Signature of Building Administrator: _____ Date: _____

APPENDIX F

TRI ACTIVITIES & PROFESSIONAL DEVELOPMENT PROGRAM

Article 12.4

(Extract from the Comprehensive Professional Agreement)

Activities included in the TRI program are:

- a. Professional development in-service provided by the District will be compensated at the agreed-upon hourly rate of thirty-six dollars (\$36) over and above TRI obligations and payments reflected in Appendix E. All employees, part-time and full-time, will participate in such in-service and are compensated at the approved hourly rate of such in-service.
- b. Parent conferencing by scheduled blocks of time or other special arrangements. Up to two (2) non-student days may be scheduled for parent conferencing within the TRI flexible responsibilities compensation discussed below.

Individual preparation responsibilities when they occur outside the normal work day:

- i. Media center activities
- ii. District authorized professional level activities
- iii. Grade level meetings
- iv. In-building curriculum/department meetings
- v. Building projects (science fair, culture fair, etc.)
- vi. IEP committee meetings
- vii. Professional group meetings
- viii. Report writing for compliance with IDEA requirement
- ix. Development and implementation of technology
- x. Testing and assessment requirements for regular education and special education
- xi. Progress reports for related services
- xii. Schools improvement planning
- xiii. Activities associated with opening and closing out the school year and the classroom
- xiv. All TPEP preparation and implementation activities
- xv. Other District authorized activities as identified in the building TRI plan

CLEANED UP:

LONG-TERM REPLACEMENT SUBSTITUTE TRI RECONCILIATION
(Completed upon assignment of an Long-term Replacement Substitute)
Reference CPA, Article 12:5

A teacher, who is out on a long-term leave of absence where a Long-term Replacement Substitute is assigned, shall meet with their principal to determine a division of TRI payment while on leave of absence. This determination, provided on this reconciliation form, should be completed prior to the teacher's long-term leave. If no agreement between the principal and teacher is reached, the superintendent's designee shall determine a fair division of TRI after consulting with the Executive Director of VEA.

During the period of leave, if the Long-term Replacement Substitute is paid any installment of TRI, the Teacher's TRI pay will be reduced proportionately.

CERTIFICATED TEACHER (printed)
(if none, write "VACANCY")

LONG-TERM REPLACEMENT SUBSTITUTE (printed)

ASSIGNMENT BEGIN DATE: _____ ASSIGNMENT END DATE: _____

Teacher TRI percentage: _____

Long-term Replacement Substitute TRI percentage: _____
(Full TRI = 100 percent)

Part I. The signed form is to be submitted by the building administrator to the payroll office at the beginning of the Long-term Replacement Substitute assignment. By signing below, the teacher and long-term replacement substitute above commit to perform the TRI responsibilities as outlined in Chapter 12. Payment of TRI is proportionate to responsibilities.

Required Signature of Regular Teacher: _____ Date: _____

Required Signature of Long-term Replacement Substitute: _____ Date: _____

Required Signature of Building Administrator: _____ Date: _____

Long-term Replacement Substitute

Part II. To be completed and submitted to the payroll office at the end of the Long-term Replacement Substitute assignment or the end of the school year (whichever occurs first) if the Long-term Replacement Substitute was responsible for any TRI duties.

I hereby confirm that the requirements as outlined in Chapter 12 have been performed.

Signature of Long-term Replacement Substitute: _____ Date: _____

Signature of Building Administrator: _____ Date: _____

TA 8/29/18
Kathy Everdige
Debra Fung

2:19 pm

March 26, 2018

VEA Proposal #27

VPS Counter Proposal April 23, 2018

VEA Counter Proposal May 7, 2018

VPS Counter Proposal May 29, 2018

VEA Counter Proposal June 19, 2018

District Counter Proposal August 27, 2018 as part of package including VEA Proposals 27, 28, and 29 and Dst Proposal #17

VEA Counter Proposal August 28, 2018

Dst. Counter Proposal August 29, 2018 – see shaded areas for changes

~~Willing to TA if VSD accepts original VEA Proposal 28 (not including VSD Proposal 17)~~

~~District counters VEA Counter Proposal dated May 7, 2018, with a new section added into contract preceding 12.6 Professional Development Program and submits this counter proposal as part of the Counter Proposal Package to VEA Proposals 27, 28, and 29 and DST Proposal #17.~~

~~Article 12.X Mandatory Mandatory Professional Learning Days~~

~~12.XA Three eight hour days inclusive of a 30 minute lunch are provided for professional learning connected to start of the school year, school improvement plans and district initiatives. Two days will shall be scheduled the two days immediately prior to the day within the four days before the first day of school excluding weekend days and holidays (see example below) and the third day will be scheduled on the Friday corresponding to the day in October upon which the State regularly holds professional development opportunities.~~

~~If there is no SBLT vote to alter scheduling of hours, the default shall be as stated above. Example of Placement of August Professional Learning Days~~

				Professional Learning Day
Professional Learning Day		First day of School		

Article 12.X Mandatory Mandatory TRI/State Mandated Professional Learning (PL) Days

12.XA For 2018-2019 two and for 2019-2020 and 2020-2021 three eight-hour days shall be provided for professional learning connected to starting the school year, school improvement plans and district initiatives.

Each school year, one PL day (TRI pre-duty) will shall be scheduled the day before the school year starts or divided between the two days preceding the start of the school year as determined by the SBLT. This day will be developed by the building administrator.

For 2018-2019 the focus of the second day will be building-based technology. The building SBLT will determine when the training will occur. The District will provide additional trainings for those educators who are unable to attend the building scheduled training.

TA 8/29/18

2:22

Debra Fung
Kathy Tunge

March 26, 2018

VEA Proposal #28

District Counter Proposal April 23, 2018

VEA Counter Proposal May 7, 2018

District Counter Proposal May 29, 2018

**District Resubmits Counter on August 27, 2018 as part of package including VEA Proposals 27, 28, and 29 and Dst Proposal #17 (no VEA counter proposal on Dst #17 was received)
VEA Counter Proposal August 28, 2018**

The District is willing to TA the removal of 12.10C if the District Counter Proposal Package for VEA Proposals 27, 28, and 29 and DST Proposal #17 of May 29, 2018 are all TA'd.

8-27-18

Based on VEA PD proposal dated 8-27-18 the District submits this counter proposal as part of the Counter Proposal Package to VEA Proposals 27 (8-27-18), 28 (8-27-18), and 29 (8-27-18) and DST Proposal #17.

12.10C ~~**Mandatory training:**~~ The District may direct up to eight (8) hours per year of professional development training for which the employee will be reimbursed at the approved hourly rate from the basic allocation. Such mandatory training will be communicated no later than the close of the prior school year so that employees may appropriately plan for their remaining expenses. Any additional mandatory training would be subject to payment from other sources and would be scheduled in coordination with the Association and with alternative provisions to accommodate employees who cannot attend at the scheduled time.

12.10C Mandatory District directed training: The District may direct up to eight (8) hours per year of professional development training for which the employees will be reimbursed at the approved hourly their per-diem rate from the basic allocation. Such mandatory training will be communicated no later than the close of the prior school year so that employees may appropriately plan for their remaining expenses. Any additional mandatory training would be subject to payment from other sources and would be scheduled in coordination with the Association and with alternative provisions to accommodate employees who cannot attend at the scheduled time.

Separate and see VEA Counter

See District Counter dated May 29, 2018, for Proposal 17

For 2019-2020 and 2020-2021 one professional learning PL day will be focused on student learning outcomes and one on technology. The two days will be held within the professional development window preceding the school year. Information to help design the trainings will be gathered from the Spring professional development survey. The training logistics will be shared at a labor management team meeting to seek input.

12.XB Educators assigned to multiple buildings shall participate at the building in which they have the greatest percentage of their contracted time. These educators may decide, in collaboration with the schools' principals, which school offering would be the most beneficial for the educator to attend. If another school to which that educator is assigned has a potentially more impactful opportunity or the educator's time is split evenly between sites, the affected principals with input from the educator shall decide where the educator participates.

Special Services may provide training specific to the needs of educational staff associates or special education teachers. In this case, special services will work collaboratively with building administrators.

~~12.XC The content of the three days will be developed by the building administrator with input from the certificated staff.~~

~~12.XD The District may direct up to eight hours of the October Professional Learning Day for mandatory training which may be held on a different day. The District will communicate mandatory training if held on a day other than the October Professional Learning Day to educators prior to June 1 of the preceding school year or upon hire. When possible, the mandatory training will be scheduled on the October professional learning day or during the professional development window preceding the start of the school year. If the mandatory training exceeds eight hours in length, the District will compensate the educator for the additional time at their per diem rate.~~

~~12.XE The building administrator may shall approve participation in relevant professional learning activities outside the building occurring on the October professional learning day.~~

~~12.XF Compensation for the state paid Professional Learning Day(s) will be included as part of the base contract TRI. Any district funded Professional Learning Days worked in August will be paid in October and any district funded Professional Learning Days worked in October will be paid in November.~~

12.XG Part-time staff are expected to participate in all the TRI/State Mandated PL days for the full eight hours and will be compensated at their per diem rate for the difference between their contracted FTE and eight hours.

For 2019-2020 and 2020-2021 one professional learning PL day will be focused on student learning outcomes and one on technology. The two days will be held within the professional development window preceding the school year. Information to help design the trainings will be gathered from the Spring professional development survey. The training logistics will be shared at a labor management team meeting to seek input.

- 12.XB** Educators assigned to multiple buildings shall participate at the building in which they have the greatest percentage of their contracted time. These educators may decide, in collaboration with the schools' principals, which school offering would be the most beneficial for the educator to attend. If another school to which that educator is assigned has a potentially more impactful opportunity or the educator's time is split evenly between sites, the affected principals with input from the educator shall decide where the educator participates.

Special Services may provide training specific to the needs of educational staff associates or special education teachers. In this case, special services will work collaboratively with building administrators.

- ~~12.XC The content of the three days will be developed by the building administrator with input from the certificated staff.~~

- ~~12.XD The District may direct up to eight hours of the October Professional Learning Day for mandatory training which may be held on a different day. The District will communicate mandatory training if held on a day other than the October Professional Learning Day to educators prior to June 1 of the preceding school year or upon hire. When possible, the mandatory training will be scheduled on the October professional learning day or during the professional development window preceding the start of the school year. If the mandatory training exceeds eight hours in length, the District will compensate the educator for the additional time at their per diem rate.~~

- ~~12.XE The building administrator may shall approve participation in relevant professional learning activities outside the building occurring on the October professional learning day.~~

- ~~12.XF Compensation for the state paid Professional Learning Day(s) will be included as part of the base contract TRI. Any district funded Professional Learning Days worked in August will be paid in October and any district funded Professional Learning Days worked in October will be paid in November.~~

- 12.XG** Part-time staff are expected to participate in all the TRI/State Mandated PL days for the full eight hours and will be compensated at their per diem rate for the difference between their contracted FTE and eight hours.

Article 12.7: Optional professional development funds – Appendix E

- 12.7A The District will provide a basic allocation of ~~\$900~~ ~~\$1200.00~~ **\$1000** each school year covered by this CPA for professional development activities for each FTE. This amount, subject to the availability of funds, is in addition to funding for other TRI categories listed above.
- 12.7B Professional development funds will be made available to assist each employee in professional growth activities such as, but not limited to, the following:
- i. Unique individual development needs by the selection of specific course work, attendance at workshops, conferences, and/or,
 - ii. By obtaining training/instruction in a specific instructional skill or knowledge of a curriculum area through merging of his/her funds with other employees' funds in order to provide for a building staff cooperative workshop
- 12.7C The District will provide the Association with an annual written program performance report summarizing the professional development fund to include total participants, residual funding percentage, and amount of funds remaining (if any) after the residual pay out.
- 12.7D The program year for professional development is July 1 – June 30. The District will provide written notice to all certificated employees that claims for professional development that will be completed by June 30 are to be submitted by July 10 for payment against the ~~\$900~~ ~~\$1200~~ **\$1000** basic entitlement and any residual amount.

Article 12.8: Courses/Seminars applicable to extended day activities

- 12.8A Directors and advisors assigned to extended day activities may apply for professional development funding of courses and seminars or clinics related to their extended day assignment listed in Appendix E. Approval by the employee's immediate supervisor and the superintendent/designee will be conditional on whether the requesting staff member has, in the judgment of the District, met his/her professional growth obligation relative to his/her present assignment for the current school year. In the event the District or the District's designee denies professional development, they will document the reason for such denial to the employee upon request.
- 12.8B Funding for a course or seminar is further restricted as follows:
- i. A maximum reimbursement of ~~nine hundred dollars~~ **one thousand dollars** (~~\$900~~ ~~\$1200~~ **\$1000**) for a school year.

8/29/18
Tath Euredge
Debra F...

2:25 pm

VEA Proposal #29

VPS Counter Proposal April 23, 2018

VPS Resubmission of VPS Counter Proposal as part of proposal package VEA 27, 28, and 29 and Dst Proposal #17 - May 29, 2018

March 26, 2018

District Resubmits Counter on August 27, 2018 as part of package including VEA Proposals 27, 28, and 29 and Dst Proposal #17 (no VEA counter proposal on Dst #17 was received)

VEA Counter 8/28/18

The District is willing to TA the 8-27-18 Counter Proposal Package for VEA 27, 28, 29 and Dst Proposal #17 with one change to the earlier District Counter Proposal for VEA Proposal #29 of April 23, 2018, as follows:

Housekeeping

12.11B vi. Strike (i.e., \$900 for the school year). (see section below with proposed strike through)

Rationale:

The reference to the professional development base allowance is sufficient. This removes one additional place that has to be monitored if the base allowance is changed.

Article 12.11

Individual professional development funds: The District will allocate individual professional development funds in the described amounts. Certificated employees may participate on a voluntary basis, and may access these funds in accordance with the provisions in this chapter. An individual's professional development basic allocation will be encumbered and paid in the order applications are received from the individual. It is the individual's responsibility to contact professional development to cancel a previously approved application and request the funds be applied to a different application.

12.11A Reimbursement levels:

- i. Each full-time teacher on a provisional or continuing contract may receive up to the basic allocation for each school year covered by this CPA of professional development funds. These teachers are also eligible to be reimbursed for expenses beyond the basic allocation, but not to exceed \$2,500 ~~from any residual funds not encumbered after the last day of June~~ **from any residual funds not encumbered after the last day of June.** ~~The district shall place \$150,000 yearly into a designated fund.~~ Such ~~residual~~ **residual** funds will be distributed proportionately after all initial claims have been processed with any amount over the basic allocation restricted to District approved college and university programs and coursework. An exception to the use of ~~residual~~ **residual** funds for reimbursement of workshops and conferences may be made for education staff associates who require such professional development (in lieu of credit hours) for required re-certification, which cannot be accomplished through university course work. The formula will be a percentage based on total residual funds relative to total approved expenses beyond the basic allocation. The District will have the discretion to make payouts beyond the residual \$2,500 limit when ~~residual~~ **residual** funds are available.

- ii. Teachers on one (1) year appointments may receive up to the basic allocation for activities taken and completed by the last student day of the school year.
- ii. Teachers who are part-time for 0.4 or greater FTE will be eligible for an amount of professional development equal to the basic allocation. Teachers employed less than 0.4 FTE and teachers on terminable substitute appointments, do not receive professional development funds.

12.11B Expenses which qualify for reimbursement may include any combination of the following:

- i. Registration fees, credit fees, textbooks, and materials for approved courses, workshops, conferences, and seminars; and approved subscriptions to online libraries for self-directed professional development which are directly related to the teacher's work.
- ii. Mileage and lodging are reimbursable when the activity requires travel of fifty (50) miles or more from the official worksite or residence (whichever is closer). Meals are reimbursable when the activity requires travel of fifty (50) miles or more from the official worksite and there is an overnight stay.
- iii. Payment of a substitute teacher in order to observe another classroom or to attend approved conferences, workshops, and seminars that can only be taken during student attendance days. Such activities should occur during mid-week days when substitute demands are at lower levels.
- iv. Payment to oneself to attend courses and workshops that are contracted for and presented by the District. Such payment is at the approved hourly rate and may only be applied to hours outside the eight-hour (8) workday. Residual funds may not be used for this purpose.
- v. Fees for NBPTS and PreTeach candidacy will be reimbursable upon submission of portfolios and completion of testing.
- ~~vi. Pursuant to meeting the requirement of ESEA-ESSA regular registration and testing fees for a successfully passed subject area exam(s) approved by the state is reimbursable under the professional development base allowance (i.e., \$900-\$1000 for the school year). This does not allow for reimbursement for normal state certification. Teachers will submit a claim for reimbursement using an expense reimbursement form and attaching (1) a paid receipt for the Praxis test, and (2) the confirmation letter of successful completion.~~
- vi. Cost associated with acquiring or renewing a professional organization membership related to current or anticipated certification beyond those available through association membership (e.g. National Education Association and Washington Education Association).**

Professional Development Funds (VEA) — MOVED FROM 10.23M

ESAs are allowed the flexibility to self-direct the entire annual professional development fund stipend in order to participate in professional development that meets the specific expertise and certification needs of ESAs.

ESAs may use professional development funds to pay for professional association membership, as well as annual dues for the following certifications:

- a. Speech Language Pathologists: American Speech Language Hearing Association Certificate of Clinical Competence, State of Washington DOH license.
 - b. Registered Nurses: National School Nurse Certification, State of Washington DOH license.
 - c. Occupational Therapists: National Board for Certification in Occupational Therapy (NBCOT), State of Washington DOH license.
 - d. Physical Therapists: State of Washington DOH license, American Physical Therapy Association (APTA) (National, state, and section dues), and American Board of Physical Therapy Specialties (ABPTS).
 - e. Psychologists: National Certification in School Psychology (National Association of School Psychologists); or American Board of Professional Psychology Diplomate.
- School Counselors: American School Counselor Association; or Washington School Counselor Association.

MOVED FROM 11.25 (VEA) The district will reimburse each special education and ESA personnel in part or whole, membership dues for professional organizations and/or for attendance at professional conferences related to their discipline in the amount of \$500. This would be in addition to district provided staff development.

12.11C Restrictions on the use of professional development funds:

- i. The Association and the District agree that teachers should generally be in the classroom on student attendance days. However, it is recognized that there may be professional development opportunities which the District determines to be of particular value to the educational program and objectives which can only be attended on a student attendance day. In such case, the District will give consideration to the training request.
- ii. Employees may be reimbursed from the residual fund based on the formal outlines in Article 12.11A i., for college/university coursework, appropriate costs associated with professional certification, completion of District initiated programs (e.g., literacy certification), and for the expansion of endorsements. The District may grant exceptions in the use of residual funds to allow certificated employees to participate in workshops or conferences that are of particular value in responding to significant District needs.

VEA Proposal #30
District Counter Proposal April 30, 2018
VEA Counter Proposal May 7, 2018

TA 5/7/18 2:35pm
Kathy Ewerdt
Debra Fanning
March 26, 2018

Article 15.2

The SBLT process is ~~the exclusive process~~ for topics and actions that impact instruction in a specific school, which will be limited to their site. The building principal will continue to be responsible for school operations. The District will continue to determine salaries, staffing formulas, testing, busing schedules, and all other such topics that uniformly impact each and all of the various classifications of schools in the District. The Board will continue to exercise its authority and responsibilities.

Article 15.4

Site-based decision-making for the purposes of the chapter is defined as the decisions of the staff relative to the instructional program- and delivery at that site.

The certificated staff shall constitute the SBLT ~~Leadership Team (SBLT)~~. Responsibilities shall be shared by co-chairs made up of the building principal or assistant and a member of the certificated instructional faculty (may be the faculty representative) who is annually selected by a majority vote of the certificated staff at that site who are members of the Association's bargaining unit. Each faculty may select more than one co-chair to carry out the diverse instructional decisions within a large staff. The co-chairs will jointly establish the agendas and other aspects of governing meetings and customary duties and responsibilities of a democratic organization.

The decision-making process shall include open dialogue in which issues are presented, defined, discussed, and resolved by a confidential vote.

Proposals may be submitted for a vote to only those members of the faculty who are impacted by the vote. When votes are taken, 80% approval is required and the vote shall be in writing. The decision regarding ballot procedures shall be exclusive to each site or administrative unit. All eligible members are entitled to vote even if they can't attend the meeting. The VEA building representative(s) shall be responsible for all balloting, ~~including The counting of votes~~ **will shall be conducted by the SBLT Co-Chairs and the VEA building representative(s).**

Article 15.5

Agendas and minutes: The principal and the co-chair will determine the meeting agendas and items to be voted on. This will be communicated to staff at least three (3) days prior to the meeting or less than three (3) days when mutually agreed upon by the principal and co-chair. The principal will arrange to have notes taken on topics discussed and action taken at the meeting. The principal will see that any recommendations and/or decisions are prepared for publication and distribution made to all members of the team in a timely manner. The SBLT staff co-chair may be compensated for additional time outside the contracted day. See Appendix E.

Extended Day Salary Schedule (2017-18)

Professional Education Certificate Required

Activity Level/Area	Step 0	Step 1	Step 2	Step 3	Step 4
	2017-2018-2019	2017-2018-	2017-2018-	2017-2018-	2017-2018-
High School					
ASB Coordinator	1,801	1,974	2,073	2,177	2,286
Debate/Forensics	3,387	3,713	3,898	4,094	4,298
Healthy Options Club	(\$1,283 Stipend)				
IB CAS (Community Action Services)	(\$5,465 Stipend)				
Instrumental Music	6,282	6,886	7,231	7,591	7,972
Journalism/Newspaper	934	1,024	1,076	1,129	1,186
Key Club Advisor	1,167	1,279	1,343	1,410	1,481
Knowledge Bowl	1,208	1,324	1,390	1,460	1,533
Math Team	1,208	1,324	1,390	1,460	1,533
Mock Trial Advisor - Head	2,917	3,198	3,357	3,525	3,701
Mock Trial Advisor - Assistant	2,334	2,558	2,686	2,821	2,962
Model UN	1,726	1,892	1,987	2,086	2,190
National Honor Society	1,891	2,072	2,176	2,285	2,399
Natural Helpers	(\$1,283 Stipend)				
Science Olympiad	1,208	1,324	1,390	1,460	1,533
Special Events Support	1,400	1,534	1,612	1,691	1,776
String/Orchestra	5,041	5,527	5,803	6,093	6,397
Theatre	3,734	4,094	4,298	4,513	4,738
Vocal Music	5,041	5,527	5,803	6,093	6,397
Winter Percussion /Steel Drums	1,891	2,072	2,176	2,285	2,399
Yearbook	3,361	3,684	3,868	4,061	4,264
CTE Student Leadership Programs					
Distributive Education Clubs of America	1,102	1,208	1,269	1,332	1,399
Envirothon	1,208	1,324	1,390	1,460	1,533
Family, Career & Community Leaders of America	1,102	1,208	1,269	1,332	1,399
FIRST Robotics Club (Assistant Coach)	3,781	4,145	4,352	4,570	4,798
FIRST Robotics Club (Head Coach)	5,041	5,527	5,803	6,093	6,397
Future Business Leaders of America	1,102	1,208	1,269	1,332	1,399
Future Farmers of America	1,102	1,208	1,269	1,332	1,399
Health Occupations Students of America	1,102	1,208	1,269	1,332	1,399
Journalism/Newspaper	934	1,024	1,076	1,129	1,186
Skills USA	1,102	1,208	1,269	1,332	1,399
Technology Student Association	1,102	1,208	1,269	1,332	1,399
VEX Robotics - Head	1,208	1,324	1,390	1,460	1,533
Yearbook	3,361	3,684	3,868	4,061	4,264
CTE Learning Labs					
Culinary Arts Learning Lab	2,480	2,719	2,854	2,997	3,147
Horticulture/Natural Resources Learning Lab	2,480	2,719	2,854	2,997	3,147
Marketing Learning Lab	2,480	2,719	2,854	2,997	3,147
Metal/Welding Learning Lab	2,480	2,719	2,854	2,997	3,147
Technical Education Learning Lab	2,480	2,719	2,854	2,997	3,147
VSAA Graphic Design Learning Lab	5,041	5,527	5,803	6,093	6,397
Work Based Learning	2,205	2,417	2,539	2,665	2,799
Middle School					
ASB Coordinator	901	988	1,037	1,088	1,143
Healthy Options Club	(\$1,283 Stipend)				
Instrumental Music	3,641	3,991	4,190	4,400	4,620
Intramural Director	(\$3,303 Stipend)				
Marching Band	2,000 (2018-19)				
Math Team	1,167	1,279	1,343	1,410	1,481
National Honor Society	1,891	2,072	2,176	2,285	2,399
Science Olympiad	1,167	1,279	1,343	1,410	1,481
Steel Drums / Jazz Band	1,891	2,072	2,176	2,285	2,399
String/Orchestra	3,641	3,991	4,190	4,400	4,620
Theater	1,167	1,279	1,343	1,410	1,481
Vocal Music	3,641	3,991	4,190	4,400	4,620
Yearbook	527	578	607	638	669

8/23

1:09
 Debra Fanning
 Kathy Curdix TA

Activity Level/Area	Step 0	Step 1	Step 2	Step 3	Step 4
	2017-2018-2019	2017-2018-2019	2017-2018-2019	2017-2018-2019	2017-2018-2019
Elementary School					
Extended Day Arts	1,811	1,985	2,084	2,188	2,298
Intramurals Coordinator	894	980	1,030	1,081	1,135
Vancouver School of Arts & Academics					
Choreography Lab	5,041	5,527	5,803	6,093	6,397
Costume Production Lab	5,041	5,527	5,803	6,093	6,397
Dance Repertory Ensembles	5,041	5,527	5,803	6,093	6,397
Instrumental Repertory Ensembles	5,041	5,527	5,803	6,093	6,397
Literary Publications Lab	5,041	5,527	5,803	6,093	6,397
Math Team	1,208	1,324	1,390	1,460	1,533
Model UN	1,726	1,892	1,987	2,086	2,190
Moving Image Arts	5,041	5,527	5,803	6,093	6,397
National Honor Society	1,891	2,072	2,176	2,285	2,399
Special Events Support	1,400	1,534	1,612	1,691	1,776
Symphony	5,041	5,527	5,803	6,093	6,397
Theater Repertory Ensembles	5,041	5,527	5,803	6,093	6,397
Theater Technical Production Lab	5,041	5,527	5,803	6,093	6,397
Visual Arts Lab (Gallery)	5,041	5,527	5,803	6,093	6,397
Visual Arts Lab (Photo)	5,041	5,527	5,803	6,093	6,397
Vocal Repertory Ensembles	5,041	5,527	5,803	6,093	6,397
Yearbook	3,361	3,684	3,868	4,061	4,264
iTech Preparatory					
Envirothon	1,208	1,324	1,390	1,460	1,533
Publication Lab	5,041	5,527	5,803	6,093	6,397
Visual Arts Design Lab	5,041	5,527	5,803	6,093	6,397
Other Stipends					
Special Education					
Stipend (\$2,000 per year) for lost planning periods in:					
Communication Support Program					
Fir Grove/Vista					
Life Skills					
Structured Communications Centers					
Structured Learning Centers					
WA-AIM Assessments (development and administration)	Paid at the hourly rate				
Safety Net IEPs	2-Hours per Assessment Paid two hours per student @ per diem				
	3-Hours per IEP				
State Required Assessments					
Elementary School	(\$900 Stipend)				
Middle School	(\$1,800 Stipend)				
High School	(\$2,880 Stipend)				
National Board Certification Professional Teacher Standard Certificate	(\$1,500 one-time stipend)				
Hourly Rate Stipends					
SBLT Co-Chair (\$41-per-hour) Paid at per diem					
Saturday School/Student Management Supervisor (\$36-per-hour) Paid at per diem					

1. All stipends in this Appendix are based on duties and responsibilities to be completed outside of the normal duty day. 2. The above stipend amounts may be ~~(1) reduced, or (2) shared between two or more participating employees when the employee(s) and the building administrator agree to a reduced or shared program.~~ 3. ~~When the same employee is performing the same stipend activity in two (2) or more schools, or the same employee is performing two complementing activities and in one school (e.g., band and orchestra), the building administrators and the employee will meet and discuss adjusting of the combined activities and stipends to arrive at an equitably reduced rate to recognize the reduced time demands. If the school administrators and the employee are in agreement the revision will be approved and processed. If the school administrators and the employee are not in agreement, both positions will be provided to the Executive Director Administrator of Human Resources for coordination with the Executive Director Administrator of the Association for resolution. WA AIM Assessments (development and administration) Prior approval required from area manager.~~

District Counter 8/17/18

1. All stipends in this Appendix are based on duties and responsibilities to be completed outside of the normal duty day. 2. The above stipend amounts may be ~~(1) reduced, or (2) shared between two or more participating employees when the employee(s) and the building administrator agree to a reduced or shared program.~~ 3. ~~When the same employee is performing the same stipend activity in two (2) or more schools, or the same employee is performing two complementing activities and in one school (e.g., band and orchestra), the building administrators and the employee will meet and discuss adjusting of the combined activities and stipends to arrive at an equitably reduced rate to recognize the reduced time demands. If the school administrators and the employee are in agreement the revision will be approved and processed. If the school administrators and the employee are not in agreement, both positions will be provided to the Executive Director of Teaching and Learning. Administrator of Human Resource for coordination with the Executive Director Administrator of the Association for resolution. WA AIM Assessments (development and administration) Prior approval required from area manager.~~

VEA Counter 8/22/18

1. All stipends in this Appendix are based on duties and responsibilities to be completed outside of the normal duty day. 2. The above stipend amounts may be ~~(1) reduced, or (2) shared between two or more participating employees when the employee(s) and the building administrator agree to a reduced or shared program.~~ 3. ~~When the same employee is performing the same stipend activity in two (2) or more schools, or the same employee is performing two complementing activities and in one school (e.g., band and orchestra), the building administrators and the employee will meet and discuss adjusting of the combined activities and stipends to arrive at an equitably reduced rate to recognize the reduced time demands. If the school administrators and the employee are in agreement the revision will be approved and processed. If the school administrators and the employee are not in agreement, both positions will be provided to the Executive Director Administrator of Human Resources for coordination with the Executive Director Administrator of the Association for resolution. WA AIM Assessments (development and administration) Prior approval required from area manager.~~

TA 9/2/2018

District
 Proposal No. 21
 Date: March 26, 2018
 VEA Counter Proposal, April 30, 2018
 District Counter Proposal, August 17, 2018
 District Housekeeping, August 27, 2018
 VEA Counter Proposal, August 27, 2018
 District Counter Proposal, August 30, 2018
 VEA Counter Proposal, August 30, 2018
VEA Counter Proposal, September 2, 2018

Kathy Euerdt
Debra Fanning

APPENDIX E
 Page 1 of 4

EXTENDED YEAR DAYS

Job Category	Extended Year Days
School-to-Work Specialists	6
Career Guidance	10
Horticulture (Footnote 1) (Comprehensive High Schools)	17
Horticulture (Lewis & Clark Campus/Flex Academy)	4
Technology Education Learning Lab	3
Teacher Librarian up to 350 Student FTE	5
Teacher Librarian up to 351 to 550 450 Student FTE	9-7
Teacher Librarian up to 551 to 750 451 to 650 Student FTE	129
Teacher Librarian up to 751 to 1,000 651 to 850 Student FTE	1412
Teacher Librarian up to 1,001 to 1,500 851 to 1050 Student FTE	16-15
Teacher Librarian up to 1,501 1050 and Higher Student FTE	18
Lewis & Clark Campus/Flex Academy Counselor	16.5-7.5
Elementary School Counselor	1
Secondary School Counselor	16.5
School Psychologist	8
Facilitator, Preschool Assess./Placement	7.5
Fir Grove Classroom Teacher	15
Fir Grove Psychologist	15
School Nurse (Plus one additional day for each school they are assigned to.)	3
Speech Language Pathologist	1
Occupational Therapist	1
Physical Therapist	1
Special Education Teachers	1
TOSA	Up to 20
Deans	Up to 10

Footnote:

- ~~1. Extended year for Lewis and Clark Campus/Flex Academy High School horticulture teacher is not to exceed four (4) days if summer work is required.~~

NOTE:

- Extended Year Days are paid at the employee's **2017-18 per diem rate increased by 3.1%. In 2019-20 and 2020-21, the rate will be increased by a percentage equal to the state funded inflationary adjustment for each year.**
- Extended Year Days can be used at any time outside of the normal school day before, during, or after the school year to complete necessary meetings and compliance activities.

District
Proposal # 26
April 23, 2018
Housekeeping

4/24/18 TA
Debra Fanning
Kathy Curdige

APPENDIX H

Approved TSA – 403(b) Vendors

**Vancouver School District
Approved Tax Shelter Annuity Providers 403(b) Plan**

Please use the link below to view all of the insurance companies that are presently participating in the District's tax sheltered annuity program and have a least five (5) participants. Any insurance company may be represented if it has five (5) or more applicants. If participation falls below five (5), additional applications will not be accepted until the minimum number is met.

www.omni504-403b.com

New vendors will be added under the following conditions:

- a) Five (5) or more employees request the addition of a new vendor
- b) Potential vendor (third-party administrator) signs Information Sharing Agreement. The IRS requires information Sharing Agreements as part of the Employer 403(b) Plan
- c) *Allows Roth 403(b) contributions

District Proposal 22
March 26, 2018
VEA Counter Proposal, April 30, 2015
District Counter Proposal June 19, 2018
VEA Counter Proposal August 27, 2018

TA 9/2/2018
Kathy Auerge
Debra Fung

APPENDIX K
Page 1 of 2

Basic Ed Overload Resolution Form CPA Chapter 10.18 & 10.21

Teacher Name _____

School _____

Date in Overload _____

Elementary	Grade Level:	No. of Students:
Secondary	Subject	No. of Students
Period 0		
Period 1		
Period 2		
Period 3		
Period 4		
Period 5		
Period 6		
Period 7		
Period 8		
Total No. of Students:		

VSD Consideration: Per Article 10.21, one or more of the following options should be considered as mutually determined by the superintendent/designee, principal, and impacted teacher(s), in coordination with the Association to alleviate or mitigate the overload situation.

- ☒ ~~To be completed by Principal, Executive Director of Teaching and Learning, Assistant Superintendent of Human Resources, and Assistant Superintendent, Chief Academic Officer~~
- ☐ Reassign students into different classrooms within the school or, where feasible, create combination classes; bus students to another school; or rescind boundary exceptions for certain students
- ☐ Employ an additional full or part-time certificated teacher if the building aggregate overload qualifies
- ☐ Employ a new paraeducator, redirect the use of a current paraeducator, or increase the hours of a currently employed paraeducator to be utilized in duties or during hours as will best alleviate the condition of overload
- ☐ Identify times or events during the year where the teacher will have an especially heavy workload and allow for additional support during that period

When the above options cannot be accomplished within available resources, the District will continue to monitor the overload situation and take action at the first opportunity to eliminate the overload. The principal is responsible for assuring that teachers are treated equitably with regard to overload situations (i.e., the teacher will not be subjected to repeated overloads in successive years when other teachers have no overload).

Teacher Recommendation: *(If not resolved above) To be completed by teacher.*

- ☐ Elect supplemental contract pay based on overload numbers.

District Proposal 22
March 26, 2018
VEA Counter Proposal, April 30, 2015
District Counter Proposal June 19, 2018
VEA Counter Proposal August 27, 2018

APPENDIX K
Page 2 of 2

Please indicate option that was used to solve the problem and any additional adjustments that will be made.

Aggregate Class Loads (Article 10.18).

Teachers who experience overloads will be paid at the base substitute rate as follows based on overloads in existence on the and February count days for all schools. Overloads in existence on interim count days (e.g., November, March, etc.) that are first time overloads or that exceed the range for which overloads have already been granted will result in an allocation equal to one half the amount applicable for the full half school year. Overload exists when students exceed 150 for high school, 168 for middle school, twenty-seven (27) for grades 4/5, twenty-four (24) for grades K-3.

Elementary: Aggregate overload of 1-3 1-4 students equals three (3) days, paid at the base substitute rate, 4-5 5-7 students equal four (4) days paid at the base substitute rate, and six (6) eight (8) or more equal six (6) days paid at the base substitute rate.

Middle and High: Aggregate overload of 1-3 1-4 students equal two (2) days paid at the base substitute rate, 4-5 5-7 students equal four (4) days paid at the base substitute rate, 6-8 8-9 students equal six (6) days paid at the base substitute rate, 9-10 10-11 students equal seven (7) days paid at the base substitute rate, 11-14 12-15 students equal eight (8) days, paid at the base substitute rate, and fifteen (15) sixteen (16) or more students equals ten (10) days paid at the base substitute rate.

☐ I elect supplemental contract pay based on overload numbers.

Impacted Teacher

Administrator

Building Representative

Date sent to District Office & VEA

Forward all unresolved situations to the Executive Director of Teaching and Learning with a copy provided to VEA. Please include any recommendations appropriate for consideration at the district level.

VEA/VSD Decision:

VEA Exec. Director or President

Executive Director of Teaching and Learning

Date

Date

the director of secondary education and the VEA executive director for further review and consultation.

10.17E The first option to meeting the provisions of Article 10.17 is to balance the class sizes in all buildings to meet the unique needs of students in a school. Deviations from the class size provisions may occur. For example, K-3 elementary teachers agree to have more than twenty-four (24) students in their classroom in order to avoid a combination classroom arrangement. When a deviation occurs, the reasons for the deviation shall be agreed to in writing by the affected teacher(s) and principal. The form (appendix K) must be completed and copies sent to the Association and the administrator for elementary or secondary education within three (3) days of the decision to deviate.

10.17F VaPA educators ~~will~~ shall not be required to double up from existing basic education classes. The class composition shall be comparable to that of the basic education teacher sending the students.

Article 10.18

Classroom overload relief

Administrators with teachers in overload ~~will~~ shall limit TRI demands on teacher's time compared to teachers not in overload. Administrators, where possible, ~~will~~ shall assure that teachers in overload one year are not again placed in overload the following year.

Teachers who experience overloads ~~will~~ shall be paid at the base substitute rate as follows based on overloads in existence on the October and February count day for all schools. Overloads in existence on interim count days (e.g., November, March, etc.) that are first-time overloads or that exceed the range for which overloads have already been granted ~~will~~ shall result in an allocation equal to one-half of the amount applicable for the full half school year. Overload exists when students exceed one hundred fifty (150) for high school, one hundred sixty-eight (168) for middle school, twenty-seven (27) for grades 4-5, and twenty-four (24) for grades K-3.

Elementary: Aggregate overload of one to four (1-34) students equals three (3) days paid at the base substitute rate, five to seven (4-5-7) students equal four (4) days paid at the base substitute rate, and eight (68) or more equals six (6) days paid at the base substitute rate.

Middle and high: Aggregate overload of one to four (1-3-4) students equals two (2) days paid at the base substitute rate, five to seven (4-5-7) students equal four (4) days paid at the base substitute rate, eight to nine (6-8-9) students equal six (6) days paid at the base substitute rate, ten to eleven (10-11) students equal seven (7) days paid at the base substitute rate, 11-14 twelve to fifteen (12-15) or more students equal eight (8) days paid at the base substitute rate, and 15sixteen (16) or more students equal ten (10) days paid at the base substitute rate.

Class Size Range		# of Students Over						Relief Days compensated at base substitute rate OR Additional paraeducator hours as defined
ES:	1-34	4-5-7	68					
(K-3) 24	3	4	6					
(4-5) 27	3	4	6					
	3	4						
MS:	1-34	4-5-7	6-8-9	9-10-11	11-1412-15	1516		
(7 per) 168	2	4	6	7	8	10		
HS	1-34	4-5-7	6-8-9	9-10-11	11-1412-15	1516		
(6 per) 150	2	4	6	7	8	10		

- When a teacher is in overload by six (6) or more students at the elementary level or eleven (11) or more at the secondary level a meeting will be convened with the teacher, principal, building rep, and if necessary the elementary or secondary education director, and the VEA president (or the president's designee) to determine means of reducing or eliminating the overload situation.
- The class size limit of a combination class at the elementary level will be that of the lower grade in the combination. When two different class size limits are involved (i.e., grades 1/2 and grades 3/4), overload relief will be granted based on the above formula. Overload relief in combination classes with the same class size limits (i.e., grades K/1, 2/3, and 4/5) will automatically be paid three (3) days at the substitute rate regardless of the number of students in overload.

Overload pay may, at the teacher's discretion, be redirected to classified substitute time at the ratio of one-and-one-half (1.5) classified substitute days to one (1) certificated substitute day to assist the teacher in the classroom at particularly beneficial times. Such classified time may be used in half-day increments.

Overload procedures shall not be in effect during the first fifteen (15) student attendance days of the school year, and at the beginning of the semester. During the first ten (10) days and on the earliest day possible, the building administrator will initiate a meeting with each teacher in an overload situation and the building representative to resolve the overload. If the overload cannot be resolved, or an accommodation cannot be reached, the administrator will report the outcome of the meeting to the executive director of high school, middle school or elementary education with any recommendation(s) for further relief. The building representative will concurrently provide a copy of the report to the Association. The report will be made using the sample format at the end of this chapter.

Elementary preemption of class size if a substitute is not available

The principal may preempt an elementary teacher's class size in grades K to 5. The elementary certificated staff member will be compensated at the current substitute rate for the full or half day that he/she assumes the responsibility of an additional 12 or more students for which a substitute would normally be hired. If more than one elementary classroom staff member assumes this responsibility that would have been borne by the substitute, the compensation will be divided among the number of teachers whose class size has been impacted either for a full or half day.

Note: Any staffing enhancement for grades K-12 for classroom overload relief is based on stability of state and local funding. A decrease in funding will alter the staffing enhancement for grades K-12.

VaPA teachers shall be awarded overload relief on the following formula based on the percentage of classes that come to them in overload:

- a. A VaPA member that has 20-29% of their classes in overload will be paid the equivalent of 1 substitute day.
- b. A VaPA member that has 30-39% of their classes in overload will be paid the equivalent of 2 substitute days
- c. A VaPA member that has 40-49% of their classes in overload will be paid the equivalent of 3 substitute days.
- d. A VaPA member that has 50% or more of their classes in overload will be paid the equivalent of 5 substitute days

In addition to the above, a VaPA member who has more than five (5), seven (7) period days will be paid the equivalent of two (2) substitute days.

Every effort will be made to provide transition time between classes, and a VaPA member who has more than 36 sections per week will be paid the equivalent of two substitute days.

VEA Salary SUPPOSAL

September 2, 2018

District Counter Supposal September 2, 2018 8:19 p.m.

2018-19

- Base = 21.5% = 180 days
- TRI = ~~12.75%~~ 12.5% includes 2 District Professional Learning days (1 Pre-duty and 1 State PL ~~{Oct}~~)
- Opportunities for 2 ~~Optional~~ PL-days of professional development and/or supplemental work
- Extended Day Contracts at 2017/18 per diem rate increased by 3.1%.

2019-20

- Base increases by percentage equal to the state funded inflationary adjustment.
- TRI = ~~12.75%~~ 12.5% includes 2 District Professional Learning days (1 Pre-duty and 1 State PL ~~{Oct}~~)
- Opportunities for 2 ~~Optional~~ PL-days of professional development and/or supplemental work
- Extended Day Contracts increased by percentage equal to the state funded inflationary adjustment.

2020-21

- Base increases by percentage equal to the state funded inflationary adjustment.
- TRI = ~~12.75%~~ 12.5% includes 2 District Professional Learning days (1 Pre-duty and 1 State PL ~~{Oct}~~)
- Opportunities for 2 ~~Optional~~ PL-days of professional development and/or supplemental work
- Extended Day Contracts increased by percentage equal to the state funded inflationary adjustment.

see attached salary schedules
SR

TA 9/2/2018 8:30pm
Kathy Euerdy
Debra Fanning

2018-19 TOTAL BASE+TRI + AVG. OPTIONAL PD/SUPPLEMENTALS 13.6% TOTAL OPPORT.
(OPT. PD/OTHER SUPP. PAID VIA SUPPLEMENTAL CONTRACT, AS EARNED-NOT MONTHLY)

Years of Service	BA + 0	BA + 15	BA + 30	BA + 45	BA + 90 MA + 0	MA + 45*	MA + 90
0	50,413	51,774	53,185	54,599	60,440	64,977	67,902
1	51,091	52,472	53,900	55,376	61,112	65,696	68,601
2	51,738	53,131	54,575	56,165	61,789	66,359	69,296
3	52,404	53,811	55,270	56,911	62,430	66,989	69,998
4	53,057	54,526	55,994	57,692	63,102	67,691	70,722
5	53,732	55,208	56,691	58,483	63,785	68,359	71,449
6	54,426	55,870	57,403	59,284	64,485	69,036	72,141
7	55,645	57,111	58,664	60,647	65,797	70,413	73,607
8	57,430	58,975	60,565	62,712	67,861	72,542	75,850
9	57,430	60,906	62,575	64,799	69,946	74,738	78,160
10	57,430	60,906	64,608	66,994	72,143	76,997	80,531
11	57,430	60,906	64,608	69,252	74,401	79,361	82,966
12	57,430	60,906	64,608	71,439	76,748	81,788	85,503
13	57,430	60,906	64,608	71,439	79,178	84,274	88,099
14	57,430	60,906	64,608	71,439	81,680	86,937	90,796
15	57,430	60,906	64,608	71,439	83,803	89,197	93,157
16	57,430	60,906	64,608	71,439	85,478	90,981	95,019

* Current employees on BA+135 will be grandfathered at MA+45. Employees hired after Sept. 4, 2018 with BA+135 will be placed at BA+90.

2018-19 BASE SALARY SCHEDULE

Years of Service	BA + 0	BA + 15	BA + 30	BA + 45	BA + 90 MA + 0	MA + 45*	MA + 90
0	44,373	45,572	46,813	48,058	53,199	57,193	59,767
1	44,970	46,185	47,443	48,742	53,791	57,826	60,382
2	45,539	46,766	48,037	49,436	54,386	58,409	60,994
3	46,126	47,364	48,649	50,093	54,951	58,963	61,612
4	46,701	47,994	49,286	50,780	55,542	59,581	62,249
5	47,295	48,594	49,899	51,476	56,143	60,169	62,889
6	47,906	49,176	50,526	52,181	56,760	60,765	63,498
7	48,978	50,268	51,636	53,381	57,914	61,977	64,788
8	50,549	51,909	53,309	55,199	59,731	63,851	66,763
9	50,549	53,609	55,078	57,036	61,566	65,784	68,796
10	50,549	53,609	56,868	58,968	63,500	67,772	70,883
11	50,549	53,609	56,868	60,956	65,487	69,853	73,026
12	50,549	53,609	56,868	62,880	67,553	71,989	75,260
13	50,549	53,609	56,868	62,880	69,692	74,178	77,545
14	50,549	53,609	56,868	62,880	71,894	76,522	79,918
15	50,549	53,609	56,868	62,880	73,763	78,511	81,996
16	50,549	53,609	56,868	62,880	75,238	80,081	83,635

* Current employees on BA+135 will be grandfathered at MA+45. Employees hired after Sept. 4, 2018 with BA+135 will be placed at BA+90.

2018-19 TOTAL BASE+TRI (@12.5%)

Years of Service	BA + 0	BA + 15	BA + 30	BA + 45	BA + 90 MA + 0	MA + 45*	MA + 90
0	49,920	51,268	52,665	54,065	59,849	64,342	67,238
1	50,592	51,958	53,373	54,835	60,515	65,054	67,930
2	51,232	52,612	54,042	55,616	61,185	65,710	68,619
3	51,891	53,285	54,730	56,354	61,819	66,334	69,313
4	52,538	53,993	55,447	57,128	62,485	67,029	70,030
5	53,207	54,668	56,137	57,911	63,161	67,691	70,750
6	53,894	55,323	56,841	58,704	63,855	68,361	71,435
7	55,101	56,552	58,090	60,054	65,154	69,724	72,887
8	56,868	58,398	59,972	62,099	67,197	71,832	75,108
9	56,868	60,310	61,963	64,166	69,262	74,007	77,396
10	56,868	60,310	63,976	66,339	71,437	76,244	79,744
11	56,868	60,310	63,976	68,575	73,673	78,585	82,155
12	56,868	60,310	63,976	70,740	75,998	80,988	84,667
13	56,868	60,310	63,976	70,740	78,404	83,450	87,238
14	56,868	60,310	63,976	70,740	80,881	86,087	89,908
15	56,868	60,310	63,976	70,740	82,983	88,325	92,246
16	56,868	60,310	63,976	70,740	84,642	90,091	94,090

* Current employees on BA+135 will be grandfathered at MA+45. Employees hired after Sept. 4, 2018 with BA+135 will be placed at BA+90.

2018-19 TRI 12.50% OF BASE

Years of Service	BA + 0	BA + 15	BA + 30	BA + 45	BA + 90 MA + 0	MA + 45*	MA + 90
0	5,547	5,696	5,852	6,007	6,650	7,149	7,471
1	5,621	5,773	5,930	6,093	6,724	7,228	7,548
2	5,692	5,846	6,005	6,180	6,798	7,301	7,624
3	5,766	5,921	6,081	6,262	6,869	7,370	7,701
4	5,838	5,999	6,161	6,348	6,943	7,448	7,781
5	5,912	6,074	6,237	6,435	7,018	7,521	7,861
6	5,988	6,147	6,316	6,523	7,095	7,596	7,937
7	6,122	6,284	6,454	6,673	7,239	7,747	8,099
8	6,319	6,489	6,664	6,900	7,466	7,981	8,345
9	6,319	6,701	6,885	7,130	7,696	8,223	8,600
10	6,319	6,701	7,108	7,371	7,937	8,472	8,860
11	6,319	6,701	7,108	7,619	8,186	8,732	9,128
12	6,319	6,701	7,108	7,860	8,444	8,999	9,407
13	6,319	6,701	7,108	7,860	8,712	9,272	9,693
14	6,319	6,701	7,108	7,860	8,987	9,565	9,990
15	6,319	6,701	7,108	7,860	9,220	9,814	10,250
16	6,319	6,701	7,108	7,860	9,405	10,010	10,454

* Current employees on BA+135 will be grandfathered at MA+45. Employees hired after Sept. 4, 2018 with BA+135 will be placed at BA+90.

Summary Statement of Group Insurance Programs and Benefits

The following shall remain in place until the School Employees Benefits Board (SEBB) is fully implemented and/or other options are made available. At that time, all benefit options and contribution rates shall revert to the SEBB-established policies and guidelines.

Group Insurance Programs and Benefits

The programs and benefits determined by the District and the Association for all members of the bargaining unit are deemed to be the following for full-time employees and proportionally prorated for part-time employees (details of each program's benefits are outline in the policy statements on file in the District office of fiscal services and the information booklets available to each employee):

- The District will contribute the state funded monthly certificated insurance benefit allocation, plus \$12 per month for the months of September through August per FTE towards the mandatory and voluntary insurance programs. The cost of the mandatory dental/vision/hearing, and The LTD and life insurance programs is the first deduction from the District contribution.
 - a. **Dental/vision/hearing/long term disability:** The Life dental, vision, and hearing insurance programs are self-insured. The Vancouver School District administers this program with all employee group representatives serving as an advisory committee. This committee, the Insurance Oversight Committee, monitors the assets and liabilities and recommends any necessary changes in premiums or benefits to maintain the solvency of the program. The deductions for the monthly premium paid by the individual employee are subject to adjustment during the contract year, as determined by the Insurance Oversight Committee. Less than full-time employees may exempt themselves from the mandatory package if the employer contribution is not sufficient to cover cost of benefits.

*Plan year changed to November through October in 2013-2014

General Summary of Benefits Life Insurance (employee only):

1. Amount depends on the selected medical plan

Insurance Accidental Death/Dismemberment (employee only):

Amount depends on the selected medical plan.

The dental, orthodontic, vision, and hearing benefits may be modified during the contract year depending on the solvency of the self-insured program. See plan booklet of the current year for full details of coverage.

2. **The long-term disability plan:** The long-term disability coverage will have a thirty (30) day elimination period, will assure maintenance of a minimum of 60/70 percent of salary at the time of disability; 5 percent or consumer price index (CPI) whichever is less, annual COLA adjustment, two-year Survivor Benefit and Age Discrimination Employment Act, Schedule 2, Own Occupation Disability – 5 years; maximum monthly benefit \$5,000; minimum monthly benefit \$100 or 10%, whichever is greater; mental and nervous – 36 months.
3. **Death benefit insurance:** As provided by the state for employee(s) loss of life while in the course of employment.

Appendix G

4. **Voluntary medical dental/vision/hearing insurance program deductions:** The balance of the District's contribution after the mandatory dental/vision/hearing, Life and LTD deductions may be used only toward the cost of voluntary participation in any of the medical plans

described below. The employee will assume that portion of the cost of health insurance programs in excess of the total District contribution toward health care benefits. Out-of-pocket costs to the employee for medical premiums will be paid through the "IRS Section 125 Premium Conversion Plan." The Section 125 Plan is designed so the cost to the employee is paid with before tax dollars. Employees that choose to opt out of the Section 125 Premium Conversion Plan can do so at time of hire or at open enrollment. All unused District contribution will be pooled as per RCW 28A.400.270-280.

5. **Health plans available will be determined by the Insurance Committee and forwarded to the school board for review and approval (programs paid completely or partially by employer). They will include at least one HMO carrier and one PPO carrier.**

a. **Voluntary Life Insurance (funded entirely by employee):**

- i. Additional Term Life Insurance
- ii. Group Voluntary Accidental Death and Dismemberment

b. **Voluntary short-term disability insurance (funded entirely by employee)**

- i. Short-Term Disability Insurance

c. **Other voluntary deductions:**

- i. United Way, Foundation for Vancouver Public Schools, and Citizens Committee for Good Schools – Twelve (12) deductions beginning January 31 of each year
- ii. ~~Foundation for Vancouver Public Schools~~ – Twelve (12) deductions beginning ~~January 31 of each year~~
- iii. Savings Deductions
- iv. Dependent Care Assistance Plan
- v. Flexible Medical Spending Account
- vi. American Fidelity Cancer Insurance
- vii. American Fidelity Accident Insurance
- viii. American Fidelity Health Savings Account
- ix. Long-Term Care Insurance

Vancouver School District #37
District Calendar 2018-2019
Board Approved: February 27, 2018

July 2018

S	M	T	W	T	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				

August 2018

S	M	T	W	T	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	

September 2018

S	M	T	W	T	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						

October 2018

S	M	T	W	T	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			

November 2018

S	M	T	W	T	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	

December 2018

S	M	T	W	T	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					

January 2019

S	M	T	W	T	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		

Holidays:

Labor Day
 Veterans' Day Observance
 Thanksgiving Break
 Winter Holiday
 New Year's Day
 Martin Luther King Day
 Presidents' Day
 Spring Break
 Memorial Day
 Independence Day

Student Non-Attendance Days:

In-service Day
 Parent Conferences – ES Only
 Parent Conferences – All
 Semester Break – All
 Parent Conferences – MS/HS Only

Student Days:

First Day of School
 Last Day of School

Early Release Days:

October – All
 October – MS/HS Only
 April – All
 April – ES Only
 Last Two Days of School – All

Snow Make-up Days:

June 14, 17, 18 and January 25
 Note: Dates listed in priority order. Actual date could change based on timing and number of snow days.

☐ **Board Meetings**

★ **First and Last Day of School**

○ **Student Non-Attendance Days and Holidays**

△ **Early Release Days**

31 days
40 min.

February 2019

S	M	T	W	T	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		

March 2019

S	M	T	W	T	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						

April 2019

S	M	T	W	T	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				

May 2019

S	M	T	W	T	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	

June 2019

S	M	T	W	T	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						

July 2019

S	M	T	W	T	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			

August 2019

S	M	T	W	T	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