

Pullman School District & Pullman Education Association
2025 Bargaining
Full Document Open Items
No TAs
updated 7-24-25

Item	Article/Section	Wording
2	Article I – Administration Section 2: Exclusive Recognition	<p style="text-align: center;">6-25-25 - Withdrawn</p> <p style="text-align: center;">6-25-25</p> <p>A. The District recognizes the Association as the exclusive bargaining representative for all non-supervisory full-time and part-time certificated employees including <u>special assignment of certificated employees</u>, short-term and long-term substitutes.</p> <p style="text-align: center;">6-25-25</p> <p>A. The District recognizes the Association as the exclusive bargaining representative for all non-supervisory full-time and part-time certificated employees including <u>special assignment of certificated employees</u>, short-term and long-term substitutes.</p>
3	Article I New Section 4 <u>Instructional Coaches</u> <u>Special Assignments of Certificated Employees</u>	<p style="text-align: center;"><u>7-24-25</u></p> <p><u>A. Instructional Coaches are certificated staff as defined in Article 1 Section 2. The primary role is to support professional learning related to instruction, curriculum, assessment, and/or educational resources.</u></p> <p><u>B. Posting and Selection: All vacant Instructional coaches' positions will be posted and hired as per vacancy procedures in Article IV.</u></p> <p><u>C. Instructional coaches will be on the salary schedule in Appendix A.</u></p> <p><u>D. Return Rights: Upon completion of the assignment, the employee on special assignment shall be returned to an open/available classroom position for which they are certified, consistent with seniority provisions.</u></p> <p><u>D. If the Instructional Coach position is eliminated, the employee shall be returned to an open/available classroom position for which they are certified, consistent with seniority provisions.</u></p>

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<p>3 (cont.)</p>	<p>Article I New Section 4</p> <p><u>Instructional Coaches</u></p> <p><u>Special Assignments of Certified Employees</u> (cont.)</p>	<p style="text-align: right;"><u>7-17-25</u></p> <p><u>A. Instructional Coaches are certificated staff as defined in Article 1 Section 2. The primary role is to support professional learning related to instruction, curriculum, assessment, and/or educational resources.</u></p> <p><u>B. Posting and Selection: All vacant Instructional coaches' positions will be posted and hired as per vacancy procedures in Article IV.</u></p> <p><u>C. Instructional coaches will be on the salary schedule in Appendix A.</u></p> <p><u>D. Return Rights: Upon completion of the assignment, the employee on special assignment shall be returned to an open/available classroom position for which they are certified, consistent with seniority provisions.</u></p>
<p>7</p>	<p>Article III – Employee Rights</p> <p>Section 4: Academic Freedom</p>	<p style="text-align: right;">5-12-25</p> <p><u>C. Employees will not purchase and download an internet-based internet-based application or artificial intelligence (AI) tool to replace or supplement district adopted materials without the approval of the Assistant Superintendent and Instructional Technology Supervisor. Department.</u></p>
<p>10</p>	<p>Article III – Employee Rights</p> <p>Section 8: Student Discipline (new items in section)</p>	<p style="text-align: right;">7-17-25</p> <p><u>J. After a threat assessment, if a safety plan is determined necessary, that the safety plan in place for a student must be communicated in writing to employees who have a legitimate educational interest in order to access these documents. Employees have a responsibility to familiarize themselves with and follow all applicable state and federal privacy laws and regulations regarding confidentiality of student and parent information. Failure to keep such information confidential may result in disciplinary action. Employees working directly with the student, including coaches and advisors, have a legitimate educational interest.</u></p>

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<p style="text-align: center;">10 (cont.)</p>	<p style="text-align: center;">Article III – Employee Rights</p> <p style="text-align: center;">Section 8: Student Discipline (new items in section) (cont.)</p>	<p><u>K. An administrator or designee shall enter into the school's student information system for staff review all student discipline incidents resulting in significant instructional disruptions, removal from the classroom, safety concerns, or administrator follow-up.</u></p> <p><u>L. Each building shall have use the district approved communication tool an email distribution list set up for administrators, front office staff, counseling staff, and any required additional support staff for teachers to use for discipline communications and reporting.</u></p> <p style="text-align: center;">6-25-25</p> <p><u>J. After a threat assessment, if a safety plan is determined necessary, that safety plan in place for a student must be communicated in writing to employees who have a legitimate educational interest in order to access these documents. Employees have a responsibility to familiarize themselves with and follow all applicable state and federal privacy laws and regulations regarding confidentiality of student and parent information. Failure to keep such information confidential may result in disciplinary action. Employees working directly with the student, including coaches and advisors, have a legitimate educational interest.</u></p> <p><u>K. An administrator or designee shall enter into the school's student information system for staff review all student discipline incidents resulting in significant instructional disruptions, removal from the classroom, safety concerns, or administrator follow-up.</u></p> <p><u>L. Each building shall have an email distribution list set up for administrators, front office staff, counseling staff, and any required additional support staff for teachers to use for discipline communications and reporting.</u></p>
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12	<p>Article III – Employee Rights</p> <p>Section 10: Employee Safety (new items in section)</p>	<p style="text-align: right;">7-17-25</p> <p>B. — A threat and/or assault upon an employee by a student, parent or guardian shall promptly be reported to the employee's supervisor or designee. Following such reporting the supervisor or designee shall follow district policy and procedures when reviewing the incident. If the administrator is permitted by state and/or federal regulation, they will share relevant information back to the employee regarding what action, if any, has been taken.</p> <p><u>B. Employees who are threatened with bodily harm, while carrying out their occupational obligations shall immediately notify the building principal or supervisor. The building principal/supervisor shall notify the superintendent/designee of the threat and take immediate steps in cooperation with the employee to provide reasonable precautions for their safety.</u></p> <p><u>F. Employees who suffer harassment, a threat, or assault by a student, parent, or guardian of a student, during their employment or the authorized supervision of students at a district-sponsored event, will receive paid administrative leave for the remainder of the day of the incident, and one additional day afterward. Additional paid administrative leave days may be provided to the employee depending on the severity of the incident.</u></p> <ol style="list-style-type: none"> <u>1. Human Resources shall provide the employee with Employee Assistance Program (EAP) resources relevant to the incident within 1 day of the reported incident. Upon request, the employee will be provided with Employee Assistance Program (EAP) resources and contact information.</u> <u>2. Students who threaten or assault an employee will be referred to the district threat assessment team for a safety and re-entry plan.</u> <p><u>G. When a student has been referred to the threat assessment team, that student's safety and re-entry plan will be communicated in writing to all the staff members who work with that student prior to student re-entry. This shall include coaches and advisors for the activities that the student is involved in.</u></p> <p style="text-align: right;">6-25-25</p> <p>B. — A threat and/or assault upon an employee by a student, parent or guardian shall promptly be</p>
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<p style="text-align: center;">12 (cont.)</p>	<p>Article III – Employee Rights</p> <p>Section 10: Employee Safety (new items in section) (cont.)</p>	<p>reported to the employee's supervisor or designee. Following such reporting the supervisor or designee shall follow district policy and procedures when reviewing the incident. If the administrator is permitted by state and/or federal regulation, they will share relevant information back to the employee regarding what action, if any, has been taken.</p> <p><u>B. Employees who are threatened with bodily harm, while carrying out their occupational obligations shall immediately notify the building principal or supervisor. The building principal/supervisor shall notify the superintendent/designee of the threat and take immediate steps in cooperation with the employee to provide reasonable precautions for their safety.</u></p> <p><u>F. Employees who suffer harassment, a threat, or assault by a student, parent, or guardian of a student, during their employment or the authorized supervision of students at a district-sponsored event, will receive paid administrative leave for the remainder of the day of the incident, and one additional day afterward. Additional paid administrative leave days may be provided to the employee depending on the severity of the incident.</u></p> <ol style="list-style-type: none"> <u>1. Human Resources shall provide the employee with Employee Assistance Program (EAP) resources relevant to the incident within 1 day of the reported incident.</u> <u>2. Students who threaten or assault an employee will be referred to the district threat assessment team for a safety and re-entry plan.</u> <p><u>G. When a student has been referred to the threat assessment team, that student's safety and re-entry plan will be communicated in writing to all the staff members who work with that student prior to student re-entry. This shall include coaches and advisors for the activities that the student is involved in.</u></p>
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Article IV – Assignment, Transfer and Vacancy		
See Supplement Document		
Article V – Reduction in Force		
See Supplement Document		
32		7-17-25
		The Pullman School District shall not exceed class size enrollment except as provided in other areas stated in the Agreement. In a special education co-teach classroom, the special services student numbers shall not exceed half of the total class size. If the student number exceeds half of the class size total number, the workload relief as defined by Article VI, Section 2, C, goes to the general education teacher only. Students receiving special services in the areas of speech only, OT only, or students on consultation, do not count toward the workload relief.
		K 2218CCL
		1 2218CCL
		2-3 2218CCL
		4-5 2522CCL
		6-8 30
	Article VI – Instruction	9-12 32
	Section 1:	<u>Specialists</u>
	Class Size	Elementary library, music and physical education specialist classes will follow the appropriate grade level class size listed above.
	<u>Grades: 6-8</u>	
	Beginning Band and Orchestra (any beginning instrumental course) (discuss) 30	
	PE 32	
	Drama, Music Enrollment consistent with stated goals and objectives for the class	
	<u>Grades: 9-12</u>	

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32 (cont.)	Article VI – Instruction Section 1: Class Size (cont.)	<div style="display: flex; justify-content: space-between;"> <div>PE Music</div> <div>34</div> </div> <p>Enrollment consistent with stated goals and objectives for the class</p> <p>Class size enrollment for technology, laboratory, CTE, and <u>Art</u> classes shall be consistent with the stated goals and objectives of the class, available equipment, number of student workstations, and safety and health standards. to include no more than CTE- 23, Skills Center- 20, and Lab Science- 20.</p> <p>Building principal(s) will make every attempt to create a balanced schedule to prevent the number of students exceeding the class sizes above.</p> <p>Each school will make every attempt to balance the number of students with IEPs in any one classroom. If an elementary classroom or a core general education class (<u>math, ELA, science, or social studies</u>) size exceeds more than five (5) students with an IEP as of October 1, the workload relief as defined by Article VI, Section 2, applies to the general education teacher. This does not include speech only, OT only, students on consultation, and students served in collaborative settings. This only applies to students who are in class for more than fifty percent (50%) of the school day in elementary or fifty percent (50%) of the student’s schedule at secondary.</p> <p>Each school will make every attempt to balance the number of students with special designations in any one classroom. If an elementary classroom or a general education class size exceeds more than five (5) students with an/a special designation (504, ELL, or Highly Capable) as of October 1, the workload relief as defined by Article VI, Section 2 applies to the general education teacher.</p> <p style="text-align: center;"><u>6-25-25</u></p> <p>The Pullman School District shall not exceed class size enrollment except as provided in other areas stated in the Agreement. In a special education co-teach classroom, the special services student numbers shall not exceed half of the total class size. If the student number exceeds half of the class size total number, the workload relief as defined by Article VI Section 2C, goes to the general education teacher only. Students receiving special services in the areas of speech only, OT only, or students on consultation, do not count toward the workload relief.</p> <div style="display: flex; justify-content: space-between;"> <div>K 1 2-3</div> <div>2218 2218 2218</div> </div>
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<p style="text-align: center;">32 (cont.)</p>	<p style="text-align: center;">Article VI – Instruction</p> <p style="text-align: center;">Section 1: Class Size (cont.)</p>	<p>4-5 25<u>22</u></p> <p>6-8 30</p> <p>9-12 32</p> <p><u>Specialists</u></p> <p>Elementary library, music and physical education specialist classes will follow the appropriate grade level class size listed above.</p> <p><u>Grades: 6-8</u></p> <p>Beginning Band <u>and Orchestra (any beginning instrumental course)</u> 30</p> <p>PE 32</p> <p>Drama, Music Enrollment consistent with stated goals and objectives for the class</p> <p><u>Grades: 9-12</u></p> <p>PE 34</p> <p>Music Enrollment consistent with stated goals and objectives for the class</p> <p>Class size enrollment for technology, laboratory, CTE, and Art classes shall be consistent with the stated goals and objectives of the class, available equipment, number of student workstations and safety and health standards- <u>to include no more than CTE- 23, Skills Center- 20, and Lab Science- 20.</u></p> <p>Building principal(s) will make every attempt to create a balanced schedule to prevent the number of students exceeding the class sizes above.</p> <p>Each school will make every attempt to balance the number of students with IEPs in any one classroom. If an elementary classroom or a core general education class (math, ELA, science, or social studies) size exceeds more than five (5) students with an IEP as of October 1, the workload relief as defined by Article VI Section 2 applies to the general education teacher. This does not include speech only, OT only, students on consultation, and students served in collaborative settings. This only applies to students who are in class for more than fifty percent (50%) of the school day in elementary or fifty percent (50%) of the student's schedule at secondary.</p>
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32 (cont.)	Article VI – Instruction Section 1: Class Size (cont.)	<u>Each school will make every attempt to balance the number of students with special designations in any one classroom. If an elementary classroom or a general education class size exceeds more than five (5) students with an a special designation (504, ELL, or Highly Capable) as of October 1, the workload relief as defined by Article VI Section 2 applies to the general education teacher.</u>
33	Article VI – Instruction Section 2: Workload Relief	<p style="text-align: right;">7-17-25</p> <p>A. Elementary Classrooms (K-5th grades)</p> <ol style="list-style-type: none"> 1. If an elementary class exceeds the class size enrollment in Article VI, Section 1, beginning on the official count date of each month, the principal, in consultation with the employee, will make a recommendation to the Superintendent from the options listed below. The Superintendent (or designee) shall implement one (1) of the options in consideration of the recommendation from the principal. <ol style="list-style-type: none"> a) One (1) hour para-educator time per day per student (selected and scheduled by the principal in consultation with the employee); time will be pro-rated during collaboration and conference days. b) One (1) hour additional per diem pay per student per week c) Hire an additional employee (this is a consideration solely at the discretion of the Superintendent and Board) 2. When class enrollment exceeds one (1) to two (2) students, the Principal, in consultation with the employee, will select only one of the following options: 3. The implemented option will be extended on a monthly basis (determined on the official count date of each month) for as long as class enrollment exceeds the level listed in Article VI, Section 1. and The option will end once enrollment, on the official count date of each month, does not exceed the enrollment levels in Article VI, Section 1.

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<p>33 (cont.)</p>	<p>Article VI – Instruction</p> <p>Section 2: Workload Relief (cont.)</p>	<p>4. Employees shall complete a time-slip for the per diem pay each month that the employee is eligible for overload compensation.</p> <p>B. Elementary Specialists</p> <ol style="list-style-type: none"> 1. If a section is one (1) to two (2) students over the enrollment listed in Article VI, Section 1, then one (1) of the options listed in the tables below will count as one (1) section in overload. If a section is three (3) to four (4) students over enrollment listed in Article VI, Section 1, then that section will count as two (2) sections in overload. 2. In order for an elementary specialist to qualify for overload compensation, a full-time employee must be assigned thirty (30) sections or, if part-time, an equivalent number of sections to FTE. 3. Elementary specialists (art, STEM, music, health and fitness) with more than thirty-three (33) (30) sections will be offered a supplemental contract of <u>.03 FTE at per diem rate</u> for each section beyond thirty-three (33). <p style="text-align: center;"><u>6-25-25</u></p> <p>A. Elementary Classrooms (K – 5th grades)</p> <ol style="list-style-type: none"> 1. If an elementary class exceeds the class size enrollment in Article VI, Section 1, beginning on the official count date of each month, the principal, in consultation with the employee, will make a recommendation to the Superintendent from the options listed below. The Superintendent (or designee) shall implement one (1) of the options in consideration of the recommendation from the principal. 2. When class enrollment exceeds one (1) to two (2) students, the Principal in consultation with the employee will select only one of the following options:
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<p>33 (cont.)</p>	<p>Article VI – Instruction</p> <p>Section 2: Workload Relief (cont.)</p>	<ol style="list-style-type: none"> a) One (1) hour para-educator time per day per student (selected and scheduled by the principal in consultation with the employee); time will be pro-rated during collaboration and conference days. b) One (1) hour additional per diem pay per student per week c) Hire an additional employee (this is a consideration solely at the discretion of the Superintendent and Board) <ol style="list-style-type: none"> 3. The implemented option will be extended on a monthly basis (determined on the official count date of each month) for as long as class enrollment exceeds the level listed in Article VI, Section 1 and the option will end once enrollment, on the official count date of each month, does not exceed the enrollment levels in Article VI, Section 1. 4. Employees shall complete a time-slip for the per diem pay each month that the employee is eligible for overload compensation. <p>B. Elementary Specialists</p> <ol style="list-style-type: none"> 1. If a section is one (1) to two (2) students over the enrollment listed in Article VI, Section 1, then one (1) of the options listed in the tables below will count as one (1) section in overload. If a section is three (3) to four (4) students over enrollment listed in Article VI, Section 1, then that section will count as two (2) sections in overload.
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33 (cont.)	Article VI – Instruction Section 2: Workload Relief (cont.)	<div>2. In order for an elementary specialist to qualify for overload compensation, a full-time employee must be assigned thirty (30) sections or, if part-time, an equivalent number of sections to FTE.</div> <div>3. Elementary specialists (art, STEM, music, health and fitness) with more than thirty-three (33) (30) sections will be offered a supplemental contract of .03 FTE at per diem rate for each section beyond thirty-three (33) (30).</div>								
34	Article VI – Instruction Section 3: Special Education	<div>7-17-25</div> <div>Since the nature of the work of each category of special education staff is unique, the Director of Special Services/designee and special education staff will review and communicate about caseload, at least quarterly, or as needed. The purpose of the review will be to evaluate programming and communicate caseload concerns and recommendations. Either the special education staff or the Director of Special Services/designee may make recommendations.</div> <div>A. Before a change of placement occurs for a student with an IEP, the employee will be informed of the student’s needs according to their IEP.</div> <div>B. The following procedure will be used to assist special education certificated staff members in keeping enrollment at reasonable and workable levels:</div> <div>1. Definitions: Caseload-Typically defined as the number of students with Individual Education Plans (IEPs) for whom a teacher serves as “case manager” and is responsible for writing and implementing the IEP.</div> <table><tr><th>Program</th><th>Caseload</th></tr><tr><td>SLP</td><td>53 51 52</td></tr><tr><td>SLP with SLPA</td><td>80</td></tr><tr><td>Elementary Resource Room</td><td>28 25 28</td></tr></table>	Program	Caseload	SLP	53 51 52	SLP with SLPA	80	Elementary Resource Room	28 25 28
Program	Caseload									
SLP	53 51 52									
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34 (cont.)	Article VI – Instruction	Secondary Resource Room	30-25 30	
		Developmental Learning Center (DLC) Class and Intensive Learning Center (ILC)	14 13	
		Preschool	15 13 for each session	
		OT	45 44	
		<p style="text-align: center;">2. Special Education Caseload Remedies:</p> <p>If the number of students exceed a caseload the case manager, building principal, and <u>Special Services Administrator</u> director of special services will meet within 5 business days after the time when the additional student(s) was/were added. In that meeting they the teacher and admin will <u>determine</u> work to find a mutually acceptable resolution to the issue within 10 days (using the suggestions below):</p> <ul style="list-style-type: none"> a) Reassign certificated staff or add support staff b) Provide additional release time for planning c) Assist in developing teaching strategies d) Certificated staff proposes other forms of assistance e) Receive one (1) hour additional per diem pay, per student, per month <p>3. When a Special Education position is unable to be filled with a certified Special Education Teacher, employees who hold <u>a</u> Special Education certification may be asked to cover part or all of the caseload for that position. Special education teachers who choose to cover an IEP or caseload will meet with the building principal and director of sSpecial sServices <u>Administrator</u> to determine a collaborative team plan.</p> <p>Options to be discussed for remedies may include, but are not limited to:</p> <ul style="list-style-type: none"> a) Provide release time for the special services teacher(s) b) Provide additional approved curriculum materials c) Other remedies as determined by the director of sSpecial sServices <u>Administrator</u> 		

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<p style="text-align: center;">34 (cont.)</p>	<p style="text-align: center;">Article VI – Instruction</p> <p style="text-align: center;">Section 3: Special Education (cont.)</p>	<ol style="list-style-type: none"> 4. All students with IEPs will have equivalent access to the general education teachers' curricular materials. If an employee needs the curriculum materials, they will submit a request to the Teaching & Learning Department. 5. School Psychologist: There will be a ratio of one (1) school psychologist, including contractors, assigned to directly serve every 1,500 (1,500:1) <u>1,350 (1,350:1)</u> 1,000 (1,000:1) students enrolled in the District. A school psychologist will be assigned to no more than two schools. 6. School Guidance Counselors: The District shall maintain Guidance Counselor staffing, <u>to the best of their ability with the following intent</u>, one counselor for every 375 300 high school students <u>(375:1) (300:1)</u>, one for every 475 400 middle school students <u>(475:1) (400:1)</u>, and one for every 812 elementary school students (812:1) with at least one (1) full time school guidance counselor at each school. <u>At the discretion of the building administrator with input from staff, a school may choose to have a less than full-time counselor unless the ratio can be achieved using a part time counselor.</u> <p style="text-align: center;"><u>6-25-25</u></p> <p>Since the nature of the work of each category of special education staff is unique, the Director of Special Services/<u>designee</u> and special education staff will review and communicate about caseload, at least quarterly, or as needed. The purpose of the review will be to evaluate programming and communicate caseload concerns and recommendations. Either the special education staff or the Director of Special Services/<u>designee</u> may make recommendations.</p> <ol style="list-style-type: none"> A. Before a change of placement occurs for a student with an IEP, the employee will be informed of the student's needs according to their IEP. B. The following procedure will be used to assist special education certificated staff members in keeping enrollment at reasonable and workable levels:
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34 (cont.)	Article VI – Instruction Section 3: Special Education (cont.)	1. Definitions: Caseload-Typically defined as the number of students with Individual Education Plans (IEPs) for whom a teacher serves as “case manager” and is responsible for writing and implementing the IEP.																
		<table><tr><th>Program</th><th>Caseload</th></tr><tr><td>SLP</td><td>53 <u>51</u></td></tr><tr><td>SLP with SLPA</td><td>80</td></tr><tr><td>Elementary Resource Room</td><td>28 <u>25</u></td></tr><tr><td>Secondary Resource Room</td><td>30 <u>25</u></td></tr><tr><td>Developmental Learning Center (DLC) Class and Intensive Learning Center (ILC)</td><td>14 <u>13</u></td></tr><tr><td>Preschool</td><td>15 <u>13</u> for each session</td></tr><tr><td>OT</td><td>45 <u>44</u></td></tr></table>	Program	Caseload	SLP	53 <u>51</u>	SLP with SLPA	80	Elementary Resource Room	28 <u>25</u>	Secondary Resource Room	30 <u>25</u>	Developmental Learning Center (DLC) Class and Intensive Learning Center (ILC)	14 <u>13</u>	Preschool	15 <u>13</u> for each session	OT	45 <u>44</u>
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2. Special Education Caseload Remedies: If the number of students exceed a caseload the case manager, building principal, and <u>Special Services Administrator</u> director of special services will meet within 5 business days after the time when the additional student(s) was/were added. In that meeting <u>they</u> the teacher and admin will <u>determine</u> work to find a mutually acceptable resolution to the issue within 10 days (using the suggestions below):																		
a) Reassign certificated staff or add support staff																		
b) Provide additional release time for planning																		

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<p style="text-align: center;">34 (cont.)</p>	<p style="text-align: center;">Article VI – Instruction</p> <p style="text-align: center;">Section 3: Special Education (cont.)</p>	<ul style="list-style-type: none"> c) Assist in developing teaching strategies d) Certificated staff proposes other forms of assistance e) Receive one (1) hour additional per diem pay, per student, per month <p>3. When a Special Education position is unable to be filled with a certified Special Education Teacher, employees who hold <u>a</u> Special Education certification may be asked to cover part or all of the caseload for that position. Special education teachers who choose to cover an IEP or caseload will meet with the building principal and director of sSpecial sServices <u>Administrator</u> to determine a collaborative team plan.</p> <p>Options to be discussed for remedies may include, but are not limited to:</p> <ul style="list-style-type: none"> a) Provide release time for the special services teacher(s) b) Provide additional approved curriculum materials c) Other remedies as determined by the director of sSpecial sServices <u>Administrator</u> <p>4. All students with IEPs will have equivalent access to the general education teachers' curricular materials. If an employee needs the curriculum materials, they will submit a request to the Teaching & Learning Department.</p> <p>5. School Psychologist: There will be a ratio of one (1) school psychologist, including contractors, assigned to directly serve every 1,500 (1,500:1) <u>1,000 (1,000:1)</u> students enrolled in the District. A school psychologist will be assigned to no more than two schools.</p>
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34 (cont.)	Article VI – Instruction Section 3: Special Education (cont.)	6. School Guidance Counselors: The District shall maintain Guidance Counselor staffing, to the best of their ability with the following intent, one counselor for every 375 <u>300</u> high school students (<u>300:1</u>) , one for every 475 <u>400</u> middle school students (<u>400:1</u>), and one for every 812 elementary school students (812:1) with at least one (1) full time school guidance counselor at each school. At the discretion of the building administrator with input from staff, a school may choose to have a less than full-time counselor.
35	Article VI – Instruction Section 4: Multi-level Personnel	7-17-25 CCL 6-25-25 For personnel with district wide responsibilities, schedules and/or workload will be determined with appropriate supervisor(s). Each employee’s schedule must allow at least twenty (20) <u>thirty (30)</u> minutes for travel between buildings. Travel time will not be considered part of planning time
36	Article VI – Instruction Section 7: Preparation Time	7-17-25 <u>The District and Association recognize that preparation time is vital. Each staff member will have at least 275 minutes of preparation time each week, not to include the time before and after school, or the duty free lunch period.</u> A. The normally scheduled preparation time for employees during the student day shall be as follows: 1. High School: One (1) of six (6) periods per day will be assigned as a preparation period. Non-classroom employees will determine schedules with building principal. 2. Middle School: One (1) of seven (7) <u>six (6)</u> periods per day will be assigned as a preparation period. Non-classroom employees will determine schedules with building principal.

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<p style="text-align: center;">36 (cont.)</p>	<p style="text-align: center;">Article VI – Instruction</p> <p style="text-align: center;">Section 7: Preparation Time (cont.)</p>	<p>3. Elementary: Each elementary employee shall have at least two-hundred (200) minutes of preparation time each week, not to include the time before and after school, or the duty-free lunch period. A minimum of one (1) forty (40) minute period per day will be assigned as a preparation period.</p> <p>4. Elementary Specialists: Elementary Specialists (art, STEM, music, health, and fitness) shall have a guaranteed thirty (30) minute uninterrupted block of preparation time each day. The remaining preparation time shall be scheduled in blocks of time no less than fifteen (15) minutes to reach their full two hundred (200) minutes per week. Preparation time shall not include the passing time between classes.</p> <p><u>NEW #3Elementary: Elementary Teachers and Elementary Specialists (art, STEM, music, health, and fitness) shall have a guaranteed fifty five (55) minutes of preparation time each day. There must be a 40 minute uninterrupted block of time each day. An additional 15 minutes a day can be attached to student free time such as recess or student lunch. Preparation time shall not include the passing time between classes.</u></p> <p>5. Special Education: <u>In addition to the preparation time above;</u> Special Education certificated staff shall have <u>thirty</u> (30) minutes before and after the student day for meeting with staff and parents. If employees are directed to supervise students during this time period, they may submit a time sheet for the loss of meeting time <u>if time was scheduled and missed</u>. Pay shall be at the employee's per diem rate of pay.</p> <p style="text-align: center;"><u>6-25-25</u></p> <p><u>The District and Association recognize that preparation time is vital. Each staff member will have at least 275 minutes of preparation time each week, not to include the time before and after school, or the duty-free lunch period.</u></p>
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<p>36 (cont.)</p>	<p>Article VI – Instruction</p> <p>Section 7: Preparation Time (cont.)</p>	<p>A. The normally scheduled preparation time for employees during the student day shall be as follows:</p> <p>1. High School: One (1) of six (6) periods per day will be assigned as a preparation period. Non-classroom employees will determine schedules with building principal.</p> <p>2. Middle School: One (1) of seven (7) <u>six (6)</u> periods per day will be assigned as a preparation period. Non-classroom employees will determine schedules with building principal.</p> <p>3. Elementary: Each elementary employee shall have at least two hundred (200) minutes of preparation time each week, not to include the time before and after school, or the duty-free lunch period. A minimum of one (1) forty (40) minute period per day will be assigned as a preparation period.</p> <p>4. Elementary Specialists: Elementary Specialists (art, STEM, music, health, and fitness) shall have a guaranteed thirty (30) minute uninterrupted block of preparation time each day. The remaining preparation time shall be scheduled in blocks of time no less than fifteen (15) minutes to reach their full two hundred (200) minutes per week. Preparation time shall not include the passing time between classes.</p> <p><u>NEW #3Elementary: Elementary Teachers and Elementary Specialists (art, STEM, music, health, and fitness) shall have a guaranteed fifty-five (55) minutes of preparation time each day. There must be a 40 minute uninterrupted block of time each day. An additional 15 minutes a day can be attached to student free time such as recess or student lunch. Preparation time shall not include the passing time between classes.</u></p> <p><u>4. Special Education: In addition to the preparation time above;</u> Special Education certificated staff shall have thirty (30) minutes before and after the student day for meeting with staff and parents. If employees are directed to supervise students during this time period, they may submit a</p>
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		time sheet for the loss of meeting time. Pay shall be at the employee's per diem rate of pay.
37	Article VI – Instruction Section 8: Class Coverage and Loss of Preparation Time	<p style="text-align: center;">Conventions only: 4-28-25</p> <p>A. A rotation schedule will be followed to minimize the number of preparation periods any one (1) employee needs to cover. The employee may decline, or be compensated at their hourly rate of per diem pay, calculated in quarter hour increments rounded to the next highest quarter hour.</p>
38	Article VI – Instruction Section 9: Parent Conferences/Grade Preparation	<p style="text-align: center;">6-16-25</p> <p>C. Employees in grades K-5 may have up to four (4) hours total per year paid at per diem rate for work performed outside of the regular school day during the Fall and/or Spring conferences. Employees in grades 4-5 will have an additional two (2) hours per conference week. This does not include the Fall and Spring evening conference sessions. Part-time employees will receive a pro-rated amount. If an employee is required by the principal to work outside of their contract for the conference period, the employee will be paid per diem. Employees must submit a Pullman School District time slip in order to receive payment.</p> <p>D. Employees in grades 9-12 will have access to a half day substitute teacher the week before the new semester on Tuesday, Wednesday, or Thursday to cover teachers' release time to complete their grading/retest duties at the end of the first semester. The building principal/designee, in consultation with the teacher, will be responsible for scheduling release time in advance. In order to maximize substitute usage, the release time for teachers should be balanced in the morning and afternoon. The cost of the substitute will be paid by the district.</p>

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39	<p>Article VI – Instruction</p> <p>Section 13: Alternate Instructional Schedules (New Section)</p>	<p style="text-align: right;">7-17-25</p> <p>In the event that an altered schedule is to be implemented for any reason (delayed start, state testing, early release, etc.), a pre-designated schedule to be consistently implemented will be drafted by a team that includes building administration and PEA building representatives.</p> <p>a) These alternate schedules will be made to ensure, as much as possible, an equitable distribution of instructional minutes per each class period and subject.</p> <p style="text-align: right;">6-16-25</p> <p><u>In the event that an altered schedule is to be implemented for any reason (delayed start, state testing, early release, etc.), a pre-designated schedule to be consistently implemented will be drafted by a team that includes building administration and PEA building representatives.</u></p> <p>a) <u>These alternate schedules will be made to ensure, as much as possible, an equitable distribution of instructional minutes per each class period and subject.</u></p>
40	<p>Article VI – Instruction</p> <p><u>Section 13:</u> <u>Annual Training (New Section)</u> <i>(Presented as a single proposal. PEA reserves the right to rescind this proposal and resume bargaining sections individually)</i></p>	<p style="text-align: right;">7-24-25</p> <p><i>District reserves the right to rescind this Response and resume bargaining sections individually.</i></p> <p><u>Complete annual online trainings by September 30. Employees who have not completed the required online trainings by September 30 may be subject to disciplinary action. Any disciplinary action will not remove the requirement to complete the mandatory training modules. Employees will be compensated 1 per diem day for completion of training.</u></p> <p style="text-align: right;">7-17-25</p> <p>We accept all of #40 with no per diem compensation<u>Complete annual online trainings by September 30. Employees who have not completed the required online trainings by September 30 may be subject to disciplinary action. Any disciplinary action will not remove the requirement to complete the mandatory training modules. Employees will be compensated 1 per diem day for completion of training.</u></p>

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51	Article IX – Fiscal Section 4: Salary Schedule	<p style="text-align: right;">7-17-25</p> <p>A. The salary schedule for certificated instructional employees will be negotiated via the collective bargaining process. It is included in this agreement as Appendix A. Payment for the duties listed in this section will be in equal installments over a twelve (12) month period, beginning in September.</p> <p>B. Each individual contract will be for the professional work associated with teaching basic education requirements and those activities that normally happen outside the classroom. A portion of the base salary will cover the professional responsibilities described in the Danielson model: reflecting on teaching, maintaining accurate records, communicating with families, participating in the professional community, growing and developing professionally, and showing professionalism. The following are examples of the possible professional responsibilities:</p> <ol style="list-style-type: none">1. Preparation for school (includes instructional materials and plans)2. Development and integration of curriculum3. Contact with parents, including IEP and 504 meetings, up to one half (.5) hour after the contract day;4. if IEP and/or 504 meetings exceed 2 one (1) hours/week, the employee will be compensated for time beyond the 2 1 hours/week.5. Evaluation and reporting of student progress6. Management of student data and assessments7. Additional collaboration time spent with colleagues8. Improving and maintaining professional skills9. Attending District/building related meetings, programs/events related to the employee's assignment <p style="text-align: right;">6-25-25</p> <p>A. The salary schedule for certificated instructional employees will be negotiated via the collective bargaining process. It is included in this agreement as Appendix A. Payment for the duties listed in this section will be in equal installments over a twelve (12) month period, beginning in September.</p>
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<p style="text-align: center;">51 (cont.)</p>	<p style="text-align: center;">Article IX – Fiscal</p> <p style="text-align: center;">Section 4: Salary Schedule (cont.)</p>	<p>B. Each individual contract will be for the professional work associated with teaching basic education requirements and those activities that normally happen outside the classroom. A portion of the base salary will cover the professional responsibilities described in the Danielson model: reflecting on teaching, maintaining accurate records, communicating with families, participating in the professional community, growing and developing professionally, and showing professionalism. The following are examples of the possible professional responsibilities:</p> <ol style="list-style-type: none"> 1. Preparation for school (includes instructional materials and plans) 2. Development and integration of curriculum 3. Contact with parents, including IEP and 504 meetings, up to one half (.5) hour after the contract day; 4. if IEP and/or 504 meetings exceed 2 one (1) hours/week, the employee will be compensated for time beyond the 2 1 hours/week. 5. Evaluation and reporting of student progress 6. Management of student data and assessments 7. Additional collaboration time spent with colleagues 8. Improving and maintaining professional skills 9. Attending District/building related meetings, programs/events related to the employee's assignment
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53	<p>Article IX – Fiscal</p> <p>Section 10:</p> <p>Professional Development <i>(Presented as a single proposal. PEA reserves the right to rescind this proposal and resume bargaining sections individually)</i></p>	<p style="text-align: right;">7-24-25</p> <p><i>District reserves the right to rescind this Response and resume bargaining sections individually.</i></p> <p>A. Seven (7) District/Professional Building directed days will be designated in the calendar. In order to receive payment for these days, employees must sign the attendance roster at the building level.</p> <ol style="list-style-type: none"> 1. District Professional Days – Four (4) days will be District directed days outside the student school year and must be worked in order to receive payment. The day before <u>Prior to</u> the start of <u>the school year</u>, will be a classroom preparation <u>time day will be provided</u> as outlined in 4 below. 2. State Professional Days – Three (3) days are to be scheduled during the school year for program or professional development in alignment with state requirements. These days are to be designed to improve student learning and instruction. 3. New Employee Orientation - New employees shall receive additional per diem days for attendance at district directed orientation meetings. 4. Classroom Preparation Day – Following the District Return to School Event, certificated employees will return to their assigned location be provided one (1) day of classroom preparation time in their assigned classrooms to prepare and develop their learning environment and educational materials in their respective classrooms and work space. and to independently complete district assigned training (Safe Schools). <u>This day will occur prior to the Elementary Back-to-School Night.</u> <p>These days shall be paid by timesheet in the month following completion of the day(s). Employees are required to complete and turn in their timesheet by the payroll deadline (5th of the month).</p> <p>B. Incentive:</p> <ol style="list-style-type: none"> 1. National Board Certification: Employees shall receive a five hundred fifty-dollar (\$550) stipend for costs associated with achieving initial National Board Certification. The District shall provide up to two (2) days of professional leave for working on initial National Board Certification activities. These days are not to precede or follow holidays.
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<p>53 (cont.)</p>	<p>Article IX – Fiscal</p> <p>Section 10:</p> <p>Professional Development <i>(Presented as a single proposal. PEA reserves the right to rescind this proposal and resume bargaining sections individually)</i></p> <p>(cont.)</p>	<div style="text-align: right; color: green; margin-bottom: 10px;"> <p>i. Upon achieving an initial National Board Certification, employees shall receive a \$1500 stipend for associated costs.</p> <p>ii. The District shall provide up to three (3) days of professional leave for working on initial National Board Certification activities. These days are not to precede or follow holidays, but can be spread out over the years needed to complete the certification process.</p> <p>iii. Upon completion of the Maintenance of Certification, employees shall receive a \$500 stipend for associated costs.</p> <p>iv. The District shall provide up to two (2) days <u>one (1) day</u> of professional leave for working on Maintenance of Certification activities. This day is not to precede or follow holidays.</p> </div> <p style="text-align: right; color: red; margin-bottom: 10px;">7-17-25</p> <p>B. Seven (7) District/Professional Building directed days will be designated in the calendar. In order to receive payment for these days, employees must sign the attendance roster at the building level.</p> <ol style="list-style-type: none"> 1. District Professional Days – Four (4) days will be outside the student school year and must be worked in order to receive payment. The day before the start of school will be a classroom preparation day as outlined in 4 below. 2. State Professional Days – Three (3) days are to be scheduled during the school year for program or professional development in alignment with state requirements. These days are to be designed to improve student learning and instruction. 3. New Employee Orientation - New employees shall receive additional per diem days for attendance at district directed orientation meetings. 4. Classroom preparation day - Certificated employees will be provided one (1) day of classroom preparation time in their assigned classrooms to prepare and develop their learning environment and educational materials in their respective classrooms, and to independently complete district assigned training (Safe Schools). This day will occur prior to the Elementary Back-to-School Night. <p>These days shall be paid by timesheet in the month following completion of the day(s). Employees are required to complete and turn in their timesheet by the payroll deadline (5th of the month).</p> <p>C. Incentive:</p> <ol style="list-style-type: none"> 2. National Board Certification: Employees shall receive a five hundred fifty-dollar (\$550) stipend for costs associated with achieving initial National Board Certification. The District shall provide up to
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53 (cont.)	Article IX – Fiscal Section 10: Professional Development <i>(Presented as a single proposal. PEA reserves the right to rescind this proposal and resume bargaining sections individually)</i> (cont.)	<p>two (2) days of professional leave for working on initial National Board Certification activities. These days are not to precede or follow holidays.</p> <p>i. Upon achieving an initial National Board Certification, employees shall receive a \$1500 stipend for associated costs.</p> <p>ii. The District shall provide up to three (3) days of professional leave for working on initial National Board Certification activities. These days are not to precede or follow holidays, but can be spread out over the years needed to complete the certification process.</p> <p>iii. Upon completion of the Maintenance of Certification, employees shall receive a \$500 stipend for associated costs.</p> <p>iv. The District shall provide up to two (2) days <u>one (1) day</u> of professional leave for working on Maintenance of Certification activities. This day is not to precede or follow holidays.</p>										
55	Article IX – Fiscal Section 16: Extended Contracts	<p style="text-align: right;">7-24-25</p> <p>A. The following positions are approved for additional compensation for responsibilities beyond the base contract of each employee, payable via timeslip.</p> <table><tr><td>High School Counselor</td><td>14 days</td></tr><tr><td>Middle School Counselor</td><td>10 days</td></tr><tr><td>Elementary School Counselor</td><td>6 days</td></tr><tr><td>Speech Language Pathologist, Occupational Therapist</td><td>4 days</td></tr><tr><td>School Psychologist</td><td>5 days</td></tr></table> <p>a half (1.5) days will be district directed.) Teachers will be required to choose an option prior to August 31st of each year using the form in Appendix _. Failure to submit a form by the due date will default to the eight (8) days of substitute release.</p>	High School Counselor	14 days	Middle School Counselor	10 days	Elementary School Counselor	6 days	Speech Language Pathologist, Occupational Therapist	4 days	School Psychologist	5 days
High School Counselor	14 days											
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55 (cont.)	Article IX – Fiscal Section 16: Extended Contracts (cont.)	<u>High School Counselor</u>	15 days 14 days
		<u>Middle School Counselor</u>	11 days 10 days
		<u>Elementary School Counselor</u>	7 days 6 days
		<u>Speech Language Pathologist, Occupational Therapist, Physical Therapist</u>	5 days 4 days
		<u>School Psychologist</u>	6 days 5 days
		Career and Technical Education Teachers	CTE director in collaboration with administration determined based on funding/budget.
		504 Managers (Elementary)	2 days
		504 Managers (Secondary)	6 days
		Career and Technical Education Teachers	CTE director determines based on funding/budget
		Special Education Teachers	9 Days or 10 days of substitute release 6 days or 8 days of substitute release
Special Education Teachers			
<u>All Special Education Teachers will have 11.25 hours of district-directed extended time. This time will be turned in on an hourly timeslip following district-directed activities. If a teacher is unable to attend a district-directed activity due to a school/district related responsibility, there will not be a mutually agreed upon an opportunity for them to make-up the time with the Special Services Administrator/designee. A calendar will be distributed to all teachers by August 31 outlining when the district-directed hours will be used throughout the year.</u>			

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<p>55 (cont.)</p>	<p>Article IX – Fiscal</p> <p>Section 16: Extended Contracts (cont.)</p>	<p>One of the extended days will occur before the first day of school, to be used in collaboration with assigned Special Education paraeducators.</p> <p><u>In addition to district-directed extended time, teachers will be required to choose either Option A or Option B prior to August 31 of each year using the form in Appendix I. Failure to submit the form by the due date will default to Option B.</u></p> <p><u>Option A: Four Seven and one half (7.5-4.5) days in full or half-day increments to be completed outside contract time and submitted via timeslip.</u></p> <p><u>Option B: Six Eight and one half (8.5-6.5) days of substitute release time.</u></p> <p><u>B. These Teacher-directed days will be mutually scheduled in half (1/2) or full day increments between the employee and principal. Extended contracts will be pro-rated by the employee's program FTE. Extended days must be worked scheduled on non-contracted work days. before, during, or after the school year.</u></p> <p style="text-align: center; color: red;">6/25/25</p> <p>B. The following positions are approved for additional compensation for responsibilities beyond the base contract of each employee, payable via timeslip.</p> <p>High School Counselor _____ 14 days</p> <p>Middle School Counselor _____ 10 days</p> <p>Elementary School Counselor _____ 6 days</p> <p>Speech Language Pathologist, Occupational Therapist _____ 4 days</p>	
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55 (cont.)	Article IX – Fiscal Section 16: Extended Contracts (cont.)	a half (1.5) days will be district directed. Teachers will be required to choose an option prior to August 31st of each year using the form in Appendix __. Failure to submit a form by the due date will default to the eight (8) days of substitute release.																				
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55 (cont.)	Article IX – Fiscal Section 16: Extended Contracts (cont.)	<p><u>the time with the Special Services Administrator / designee. A calendar will be distributed to all teachers by August 31 outlining when the district-directed hours will be used throughout the year.</u></p> <p><u>One of the extended days will occur before the first day of school, to be used in collaboration with assigned Special Education paraeducators.</u></p> <p><u>In addition to district-directed extended time, teachers will be required to choose either Option A or Option B prior to August 31 of each year using the form in Appendix I. Failure to submit the form by the due date will default to Option B.</u></p> <p><u>Option A: Four Seven and one half (7.54.5) days in full or half-day increments to be completed outside contract time and submitted via timeslip.</u></p> <p><u>Option B: Six Eight and one half (8.56.5) days of substitute release time.</u></p> <p><u>B. These Teacher directed days will be mutually scheduled in half (1/2) or full day increments between the employee and principal. Extended contracts will be pro-rated by the employee’s program FTE. Extended days must be scheduled before, during, or after the school year.</u></p>								
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		<p>Special Education Teachers _____ 6 days or 8 days of substitute release (One and a half (1.5) days will be district directed.) Teachers will be required to choose an option prior to August 31st of each year using the form in Appendix _____. Failure to submit a form by the due date will default to the eight (8) days of substitute release.</p>												
		<table><tr><td>High School Counselor</td><td>14 16 days</td></tr><tr><td>Middle School Counselor</td><td>10 12 days</td></tr><tr><td>Elementary School Counselor</td><td>6 8 days</td></tr><tr><td>Speech Language Pathologist, Occupational Therapist, Physical Therapist</td><td>4 6 days</td></tr><tr><td>School Psychologist</td><td>5 7 days</td></tr><tr><td>Special Education Teachers</td><td>6 days or 8 days 10 days</td></tr></table>	High School Counselor	14 16 days	Middle School Counselor	10 12 days	Elementary School Counselor	6 8 days	Speech Language Pathologist, Occupational Therapist, Physical Therapist	4 6 days	School Psychologist	5 7 days	Special Education Teachers	6 days or 8 days 10 days
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		<p>Special Education Teachers</p> <p><u>* All Special Education Teachers will have 11.25 hours of district-directed extended time. This time will be turned in on an hourly timeslip following district-directed activities. If a teacher is unable to attend a district-directed activity, there will not be an opportunity for them to make-up the time. A calendar will be distributed to all teachers by August 31 outlining when the district-directed hours will be used throughout the year.</u></p>												

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		<p><u>In addition to district-directed extended time, teachers will be required to choose either Option A or Option B prior to August 31 of each year using the form in Appendix I. Failure to submit the form by the due date will default to Option B.</u></p> <p><u>Option A: Four and one half (4.5) days in full or half-day increments to be completed outside contract time and submitted via timeslip.</u></p> <p><u>Option B: Six and one half (6.5) days of substitute release time.</u></p> <p>B. These days will be mutually scheduled <u>in half (1/2) or full day increments</u> between the employee and principal. Extended contracts will be pro-rated by the employee’s program FTE. <u>Extended days must be scheduled before, during, or after the school year.</u></p> <table><tr><td><u>504 Managers (Elementary)</u></td><td><u>2 days</u></td></tr><tr><td><u>504 Managers (Secondary)</u></td><td><u>6 days</u></td></tr><tr><td><u>Career and Technical Education Teachers</u></td><td><u>CTE director determines based on funding/budget</u></td></tr></table>	<u>504 Managers (Elementary)</u>	<u>2 days</u>	<u>504 Managers (Secondary)</u>	<u>6 days</u>	<u>Career and Technical Education Teachers</u>	<u>CTE director determines based on funding/budget</u>	
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<u>Career and Technical Education Teachers</u>	<u>CTE director determines based on funding/budget</u>								
56	Article XI – Duration	<p style="text-align: right;"><u>6-16-25</u></p> <p>This Agreement shall be in full force and effect as of September 1, 2023<u>5</u> and shall continue in effect until August 31, 2025<u>8</u>. This Agreement shall not be extended orally. During the term of this Agreement the following shall apply:</p> <p>A. For the <u>2023<u>5</u>-2024<u>6</u></u> school year, the District will apply the <u>2.5</u> 3.7% inflationary factor plus 1% to the certificated instructional staff salary schedule.</p>							

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56 (cont.)	Article XI – Duration (cont.)	<p>B. For the 2024<u>2025</u> school years, the District will apply the inflationary factor <u>0.5%</u> plus 1% to the certificated instructional staff salary schedule.</p> <p>C. <u>For the 2027-2028 school year, the District will apply the inflationary factor plus 0.5% to the certificated instructional staff salary schedule.</u></p> <p>D. <u>☞</u> This agreement may be opened for any item that may be affected by new legislation.</p> <p>This Agreement shall be in full force and effect as of September 1, 2023 and shall continue in effect until August 31, 2025. This Agreement shall not be extended orally. During the term of this Agreement the following shall apply:</p> <p>A. For the 2023-2024 school year, the District will apply the 3.7% inflationary factor plus 1% to the certificated instructional staff salary schedule.</p> <p>B. For the 2024-2025 school year, the District will apply the inflationary factor plus 1% to the certificated instructional staff salary schedule.</p> <p>C. This agreement may be opened for any item that may be affected by new legislation.</p> <p>This Agreement shall be in full force and effect as of September 1, 2025 and shall continue in effect until August 31, 2026. This Agreement shall not be extended orally. During the term of this Agreement the following shall apply:</p> <p>A. For the 2025-2026 school year, the District will apply the inflationary factor plus a percentage to the certificated instructional staff salary schedule to equal no less than 5%.</p> <p>B. This agreement may be opened for any item that may be affected by new legislation.</p> <p style="text-align: center;">4-28-25</p> <p>This Agreement shall be in full force and effect as of September 1, 2023 and shall continue in effect until August 31, 2025. This Agreement shall not be extended orally. During the term of this Agreement the following shall apply:</p> <p>A. For the 2023-2024 school year, the District will apply the 3.7% inflationary factor plus 1% to the certificated instructional staff salary schedule.</p>
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56 (cont.)	Article XI – Duration (cont.)	<p>B. For the 2024-2025 school year, the District will apply the inflationary factor plus 1% to the certificated instructional staff salary schedule.</p> <p>C. This agreement may be opened for any item that may be affected by new legislation.</p> <p><u>This Agreement shall be in full force and effect as of September 1, 2025 and shall continue in effect until August 31, 2026. This Agreement shall not be extended orally. During the term of this Agreement the following shall apply:</u></p> <p>A. <u>For the 2025-2026 school year, the District will apply the inflationary factor plus a percentage to the certificated instructional staff salary schedule to equal no less than 5%.</u></p> <p>B. <u>This agreement may be opened for any item that may be affected by new legislation.</u></p>
57	Appendix B	Update with 2025-2026 Academic Calendar.
58	Appendix C	Update Action Deadline dates
61	Appendix I	<p>Special Education Teacher Extended Day Selection Form</p> <p>– will be updated to align with proposal</p>