

Pullman School District & Pullman Education Association
2025 Bargaining
Tentative Agreements

updated 7-2-25

Article/Section	Wording	Status
Article I – Administration Section 1: Definitions of Terms	<u>R. The term “ESA” Educational Staff Associates shall mean Speech Language Pathologist, Occupational Therapist, Physical Therapist, nurses or School Psychologists.</u>	TA 6-25-25
Article I – Administration Section 7: Labor Management Meetings	The Association President and representatives chosen and designated by the Association President shall meet with the Superintendent and/or designees as needed monthly during the school year <u>and as needed during the summer</u> to preview and discuss current school problems <u>concerns</u> , and practices and related to the administration of this agreement.	TA 6-2-25
Article II – Business Section 2: Other Deductions	A. New employees shall have until September 10 (if hired prior to September 1) or 15 days following the initial date of employment to authorize payroll deductions. D. <u>C.</u> As a condition of employment, employees are required to complete and pay for the legally mandated background check.	TA 6-2-25
Article III – Employee Rights Section 1: Due Process/Just Cause	C. The District agrees to follow progressive discipline. Any disciplinary or other adverse action taken against an employee shall be appropriate to the behavior or situation that precipitates the action. That means, in some instances that directly impact the workplace including, but not limited to, inappropriate, unsafe, or unprofessional behaviors (which may include a violation of the code of conduct), it may be appropriate to skip the progressive disciplinary steps described in the following sentence. p <u>P</u> rogressive disciplinary steps may include the following: oral warning, written warning, written reprimand, suspension and discharge. Non-disciplinary measures may include: oral instruction/counseling and written instruction/counseling.	TA 5-12-25

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<p>Article III – Employee Rights</p> <p>Section 5: Personnel File</p>	<p>Certificated employees may shall, upon request, have the right schedule an appointment with the Human Resources Department to inspect all contents of their complete personnel file. Certificated employees have the right to inspect all contents of their complete personnel file. Certificated employees may schedule an appointment with the Human Resources Department to review their complete personnel file. Anyone, at the certificated employee's request, may be present with the certificated employee during this review. Upon request, a copy, at employee's expense at current reproduction rate, of any documents contained therein shall be afforded the employee. No secret, duplicate personnel files shall be kept in the District. This does not prevent the District from maintaining investigation files, grievance files, or working files as outlined in Section 6. Upon request by the certificated employee, the Superintendent or their official designee shall sign to verify contents.</p>	<p>TA 6-2-25</p>
<p>Article III – Employee Rights</p> <p>Section 8: Student Discipline</p>	<p>A. The District shall support and uphold employees in their efforts to maintain discipline in the school- in the District and shall promptly respond to all eEmployee requests regarding discipline problems must shall attempt to first be addressed at the building level. If it is not satisfactorily resolved at the building level, the request will then be addressed during labor management. Further, the authority of the employee to use prudent disciplinary measures for the safety and well-being of students and others is supported by the Board outlined in state law. In the exercise of authority, an employee may use reasonable and professional judgment concerning matters not provided for by specific policies adopted by the Board and not inconsistent with federal or state laws or regulations.</p> <p>B. The principal or designee of each building shall, within the first month of school prior to the start of the school year, distribute and explain the discipline procedures of the school building and the policy of the District relating to discipline. The Superintendent or designee shall ensure district-wide communication of said policy.</p> <p>C. In accordance with board policy, as well as all applicable federal and state law, each employee shall have the authority to impose discipline upon a student for misconduct which violates written rules of the school district and/or individual classroom.</p> <p>D. Any student who creates a disruption of the educational process in violation of the building or District disciplinary standards in accordance with Board Policy 3241P and Board Procedure 3241P while under an employee's immediate supervision may be excluded by the employee from the employee's</p>	<p>TA 6-16-25</p>

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<p>Article III – Employee Rights</p> <p>Section 8: Student Discipline (cont.)</p>	<p>individual classroom, instructional or activity area for all or any portion of the balance of the school day, or up to the following two (2) days, or until the principal or designee and employee have conferred, whichever occurs first. Both parties recognize the state and federal regulations under the Individual with Disabilities Act (IDEA) shall be honored.</p> <p>E. Except in emergency circumstances, the employee must first attempt one (1) or more alternative forms of corrective action in accordance with Board Policy 3241P. In no event without the consent of the employee may an excluded student return to the class during the balance of that class or activity period or up to the following two (2) student days, or until the principal or designee and the employee have conferred. RCW 28A.600.020 The parties recognize that students who have an Individualized Education Plan (IEP) will be subject to the procedures/steps identified in the IEP.</p> <p>F. Following a teacher’s classroom exclusion of a student, the teacher must report the classroom exclusion, including the behavioral violation and remediated measures corrective actions taken that led to the classroom exclusion, to the principal or the principal’s designee as soon as reasonably possible. Classroom exclusion under the behavioral violation category of “other” is insufficient. The excluded student may return to the classroom after the Principal or their designee and the teacher have conferred regarding the facts of the situation and actions taken. This conference should be held outside of class time; however, the teacher may give permission for a student to return to class without said conference. The teacher, principal, or the principal’s designee must notify the student’s parents regarding the classroom exclusion as soon as reasonably possible.</p>	
<p>Article III – Employee Rights</p> <p>Section 10: Employee Safety</p>	<p>A. The District acknowledges the impact that serious threats and assault on staff members has on the educational process and will follow the student disciplinary process in accordance with District policy and State and Federal law. Offenses against an employee can lead to disciplinary actions up to and including long-term suspension, removal, and/or expulsion whenever appropriate and in accordance with student due process rights.</p> <p>E. Employees who suffer injury caused by a physical assault by a student, parent, guardian of a student, or other individual, during the course of their employment or the authorized supervision of students at a district sponsored event, will complete a Pullman School District Employees’ Accident Report form and turn it in to the appropriate district official. If needed, the employee may seek professional medical care.</p>	<p style="text-align: center;">TA 6-16-25</p>

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<p>Article III – Employee Rights</p> <p>Section 11: Protection of Employees and Property</p>	<p>The board shall provide employees with insurance protection as is required by RCW 28A.400.370. Upon request, the District will provide employees with a written summary of the coverage they have under the provisions of District insurance policies.</p>	<p>TA 5-12-25</p>
<p>Article III – Employee Rights</p> <p>Section 14: Social Media</p>	<p>3. If the communication comes from a community member or parent, the district will meet with the employee and work with them to discuss the situation.</p>	<p>TA 5-12-25</p>
<p>Article VII – Evaluation</p> <p>Section 2: Evaluation Process</p>	<p>Notification: By October 1 or within fifteen (15) working days of the first day of employment, each employee will be notified of their assigned evaluator and whether they will be evaluated using the Track One (comprehensive or focused evaluation) or the Track Two <u>(long form) evaluation process.</u> (long form or short form evaluation). When appropriate, evaluators may use group meetings for this purpose.</p>	<p>TA 6-16-25</p>

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<p>Article VII – Evaluation</p> <p>Section 7: Comprehensive Evaluation Option Use of Student Growth Goals in Evaluation</p>	<p><u>The purpose of Student Growth Goals and the related rubrics are to promote instructional practice that is culturally responsive and socially and emotionally literate, and inclusive of each and every student. The use of student growth goals is to be based primarily in educator reflection using the data naturally harvested to improve instruction and student learning. The emphasis is on responsive practice and authentic conversation as the foundation of the student growth process.</u></p> <p><u>All certificated staff members required to develop and implement student growth goals will be trained on the related rubrics and processes. This training will be embedded in the work new teachers do with their principals at the beginning of the school year and on an as-needed basis.</u></p> <p><u>Student growth goal evidence should be a natural harvest of existing data with the purpose lying in the outcomes associated with the data collection and conversation with the teacher.</u></p> <p><u>On or before October 31, teachers and their evaluator will meet to determine which unit of study student growth goal data will be collected. Goal setting conferences will be determined based on the unit of study, but must occur before February 1.</u></p> <p><u>At the teacher’s discretion and in consultation with their evaluator, a teacher may use the formal student growth setting process more than once during the year in order to improve their practice and to show additional growth for their evaluation.</u></p>	<p>TA 6-16-25</p>
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<p>Article VII – Evaluation</p> <p>Section 7 <u>8</u>: Comprehensive Evaluation Option <u>Remaining sections in Article VII – Evaluation will need renumbered.</u></p>	<p>A. Professional Goals: Teachers on a comprehensive evaluation will develop professional goals and timelines, will monitor their progress, and make adaptations as needed. The plan will be guided by the teacher’s self-assessment or the prior year’s comprehensive evaluation and must include the three (3) student growth goals (3.1, 6.1, and 8.1) and one (1) instructional goal. Goals shall be developed with input from the evaluator and may be interrelated or “nested”. The evaluator and teacher shall mutually agree on the professional growth and development plan and goals for the year by October 31 <u>15</u>.</p> <p>E. Informal Observations: Informal observations do not have to be in the classroom. Department or collegial meetings may be used for informal observations. If the evidence gathered from the informal observation is to be used in the evaluation process, the teacher will be notified in writing.</p>	<p style="text-align: center;">TA 6-16-25</p>
<p>Article VII – Evaluation</p> <p>Section 10 <u>11</u>: Certificated Support Personnel. Track Two</p>	<p>A. Certificated support personnel shall be evaluated in accordance with the appropriate criteria set forth in the evaluation forms attached to this Agreement in Appendix D1, and D2. Employees shall be evaluated annually, and such evaluations to be completed no later than May 15 of the year in which the evaluation takes place.</p>	<p style="text-align: center;">TA 6-16-25</p>
<p>Article VII – Evaluation</p> <p>Section 12: Short form Evaluation</p>	<p>A. After an employee has had six (6) years of satisfactory evaluations, upon mutual consent of the employee and the supervising Administrator, the employee may be evaluated using the short form process. The short form evaluation will be based on informal observations throughout the year, totaling at least sixty (60) minutes.</p> <p>B. At least once every six (6) years, the employee will be evaluated using the long form process.</p>	<p style="text-align: center;">TA 6-16-25</p>

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<p>Article VIII – Leaves</p> <p>Section 1: Illness, Injury and Emergency Leave</p>	<p>Consistent with Washington State Law, each contracted/certificated employee shall be entitled to twelve (12) days sick leave each year without loss of pay. Guidelines for the implementation of this policy are as follows:</p>	<p>TA 5-12-25</p>
<p>Article VIII – Leaves</p> <p>Section 4: Employee Absence</p>	<p>If an employee is to be absent for any reason, they must notify the immediate supervisor as far in advance as possible. Requests for substitutes shall be made pursuant to administrative procedures.</p> <p>Employees who will be absent from work for a pre-scheduled, consistent period of time are to communicate their absence with their principal as far in advance as possible. If a The long-term substitute (twenty (20) or more consecutive days) is required, arrangements will be made arranged collaboratively with the principal, and teacher, <u>and Human Resource Director</u> prior to making arrangements with the substitute.</p>	<p>TA 6-2-25</p>
<p>Article VIII – Leaves</p> <p>Section 8: Leave of Absence</p>	<p>A. Leave of absence up to one (1) year without pay may be granted to employees by the Board for personal or professional reasons, such as but not limited to: recuperation, child rearing, business related to a death in the family, working in a professional related field, study, or travel. Leave of absence may not be taken for teaching in another school district within Washington State. An employee wishing to maintain benefits during the leave may do so if the carrier is in agreement by notifying the District of the cost of insurance on a monthly basis.</p>	<p>TA 6-16-25</p>

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<p>Article VIII – Leaves</p> <p>Section 12: Personal Leave</p>	<p>D. Extended personal leave is defined as an approved contract day, taken without pay. Per diem pay for each of the extended days will be deducted from the employee's pay. Substitute employee cost shall be paid by the District.</p> <p>E. Up to ten (10) consecutive days of extended personal leave may be granted to the employee by the District. Any days not covered by personal leave will be without pay.</p> <p>A. <u>Up to ten (10) consecutive days of extended personal leave may be granted to the employee by the District. Any days not covered by personal leave will be without pay. Extended personal leave is defined as an approved contract day, taken without pay.</u> Per diem pay for each of the extended days will be deducted from the employee's pay. Substitute employee cost shall be paid by the District.</p>	<p>TA 6-2-25</p>
<p>Article VIII – Leaves</p> <p>Section 13: Association Leave</p>	<p>To enhance the working relationship between the District and its employees, the District shall allow Association officers and members leave time according to the following criteria:</p>	<p>TA 5-12-25</p>
<p>Article IX – Leaves</p> <p>Section 10: Professional Development</p>	<p>B. Incentive</p> <p>3. <u>ESA employees who obtain and maintain professional certification and credentials shall receive a lump sum payment up to a maximum of two hundred and fifty dollars (\$250) five hundred dollars (\$500). This funding is available each year and documentation must be provided to the district to show cost to maintain professional certification and credentials.</u></p> <p><u>4. ESA employees who bill for Medicaid services (SLP, OT, and/or PT), shall receive a lump sum payment of up to a maximum of five hundred dollars (\$500). This allows for maintaining professional certification and credentials required for the district to bill for Medicaid services for (SLP, OT, and/or PT).</u> This funding is available each year and documentation must be provided to the district to show cost to maintain professional certification and credentials.</p>	<p>TA 6-16-25</p>

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Article IX – Fiscal Section 11: Co-curricular and Supplemental Stipends	A. Supplemental responsibilities, duties, and/or educational services performed for less than \$500 require the employee’s supervisor and budget administrator approval. A supplemental contract and prior District approval is not required for stipends of less than \$500.	TA 6-2-25								
Appendix D1 Three of three	<table><tr><th colspan="2">Track Two: Certificated Support Personnel (Long or Short Form)</th></tr><tr><th>TPEP Process Step</th><th>Action Deadline</th></tr><tr><td>Long Form</td><td>Four years of satisfactory evaluation</td></tr><tr><td>Short Form</td><td>After four years of satisfactory evaluation and mutual consent of evaluator</td></tr></table>	Track Two: Certificated Support Personnel (Long or Short Form)		TPEP Process Step	Action Deadline	Long Form	Four years of satisfactory evaluation	Short Form	After four years of satisfactory evaluation and mutual consent of evaluator	TA 6-16-25
Track Two: Certificated Support Personnel (Long or Short Form)										
TPEP Process Step	Action Deadline									
Long Form	Four years of satisfactory evaluation									
Short Form	After four years of satisfactory evaluation and mutual consent of evaluator									
Appendix D2	Delete Track2 Certificated Support Personnel Evaluation Short Form	TA 6-16-25								