

**Agreement Between**

**Kent School District**

**and**

**Kent Principals Association**

July 1, 2018 - June 30, 2019

## TABLE OF CONTENTS

<u>SECTION</u>	<u>TITLE</u>	<u>PAGE</u>
<u>SECTION 1</u>	<u>RECOGNITION AND COVERAGE OF AGREEMENT</u>	<u>3</u>
<u>SECTION 2</u>	<u>APPROPRIATE MATTERS FOR CONSULTATION AND NEGOTIATION</u>	<u>3</u>
<u>SECTION 3</u>	<u>COMPENSATION</u>	<u>3</u>
<u>SECTION 4</u>	<u>NUMBER OF DAYS OF WORK IN EMPLOYMENT CONTRACTS</u>	<u>9</u>
<u>SECTION 5</u>	<u>MENTOR PROGRAM</u>	<u>11</u>
<u>SECTION 6</u>	<u>GRIEVANCE PROCESS</u>	<u>11</u>
<u>SECTION 7</u>	<u>CONFORMITY TO LAW AND COMPLETE AGREEMENT</u>	<u>12</u>
 <u>EXHIBITS</u>		
<u>EXHIBIT 1</u>	<u>BUILDING ADMINISTRATOR SALARY SCHEDULE</u>	<u>14</u>
<u>EXHIBIT 2 -A</u>	<u>PRINCIPAL/SUPERVISOR EXPECTATIONS (AWSP Reference Document - "Preparing for the Evaluation")</u>	<u>15</u>
<u>EXHIBIT 2 - B</u>	<u>ASSISTANT PRINCIPAL EXPECTATIONS (AWSP Reference Document - "Adapting the Framework for Assistant Principals")</u>	<u>15</u>
<u>EXHIBIT 2 - C</u>	<u>TPEP - WACs AND RCWs (AWSP Reference Document - "Appendix C: Washington State Rules and Regulations")</u>	<u>15</u>
<u>EXHIBIT 2 - D</u>	<u>TPEP RUBRIC FOR BUILDING ADMINISTRATORS (AWSP Reference Document - "APPENDIX E: AWSP LEADERSHIP FRAMEWORK RUBRICS")</u>	<u>15</u>

**Agreement Between**  
**Kent School District**  
**and**  
**Kent Principals Association**

**Section 1: RECOGNITION AND COVERAGE OF AGREEMENT**

Section 1.1 Agreement

This Agreement is effective this 1st day of July, 2018, by and between the Kent School District No. 415, hereinafter referred to as the "District," and the Kent Principals Association, hereinafter referred to as the "Association," acting on behalf of the employees of the bargaining unit as outlined in Section 1.2 below.

Section 1.2 Recognition

The District hereby recognizes the Association as the exclusive bargaining representative of all regularly employed principals and assistant principals of the District. When used, hereinafter, the term "building administrator" shall refer to all principals and assistant principals.

Section 1.3 Term of Agreement

The term of this Agreement shall be for one (1) year commencing on July 1, 2018, and terminating at midnight on June 30, 2019.

**Section 2: APPROPRIATE MATTERS FOR CONSULTATION AND NEGOTIATION**

The parties agree that, pursuant to RCW 41.59.080 (7), the scope of bargaining shall be limited to compensation, hours of work, and the number of days of work in the annual employment contracts. Other employment conditions for employees in this unit shall be determined by policies approved by the Board of Directors and procedures developed by the Superintendent.

Section 2.1 Association and District Liaison Meetings.

The District and the Association agree to establish and participate in a joint committee liaison process, with meetings held at least quarterly, to address areas of mutual interest and concern. District representatives will include central office administrators from academics and/or human resources. Under no circumstances shall collective bargaining occur in any liaison meeting. Likewise, the liaison meetings will not be a substitute for the contractual grievance process.

**Section 3: COMPENSATION**

Section 3.1 Annual Salary

The annual salary for building administrators shall be as shown in the attached salary schedule (Exhibit 1). Effective July 1, 2018, a one and one-tenth percent (1.1%) increase will be added to all salaries, except elementary assistant principals, in effect on June 30, 2018. The new rates are set forth in Exhibit 1 - Salary Schedule.

Section 3.1.1

All newly hired building administrators shall be placed on the salary schedule in accordance with their completed years of administrative experience as building or department administrator, or the equivalent as outlined in RCW 28A.400.300. For any placement on the salary schedule above step one (1), a verification of experience form must be completed and returned to Human Resources within ninety (90) calendar days of hire.

Section 3.1.2

Building administrators shall be eligible for annual experience increments, subject to schedule adjustments.

Section 3.1.3

In recognition of commitment to educational leadership, the District and Association agree to the provision of a commitment stipend. To be eligible for said stipend, a building administrator must have been an employee of the District by January 31 of the previous school year, must have ended the previous school year with an overall evaluation rating of “Basic” or above, without a Plan of Improvement continuing into the current school year, and continued employment through the last work day in November of the current school year. The KSD annual commitment stipend will be distributed to all eligible administrators in the November pay warrant for the current contract year.

The stipend amounts\* are detailed below:

- Elementary Assistant Principals \$1,600
- Elementary Principals \$2,300
- Middle School Assistant Principals \$1,800
- Middle School Principals \$2,800
- Senior High Assistant Principals \$2,000
- Senior High Principals \$3,200

\*An additional \$2,000 for principals and \$1,000 for assistant principals will be paid each year for those administrators working in a school on the National Board Challenging School Index for the current school year.

Section 3.2 Per Diem Rates of Pay - Definitions

“Actual per diem rate” is determined by dividing the 260-day building administrator’s salary schedule placement by 260 days.

“Adjusted per diem rate” is determined by dividing the 260-day building administrator’s salary schedule placement by 222 days.

Section 3.3 Vacation Cash Out

Section 3.3.1

Each building administrator may request, on an annual basis, compensation for up to ten (10) days of unused vacation based on the June 30 accumulation. These days will be paid at the adjusted per diem rate. In order to qualify for vacation cash out, ten days of vacation must be used during the contracted year (July 1 through June 30). New administrators are exempt from this ten (10) day usage minimum for their first year only.

Section 3.3.2

Payment will be made on the June pay warrant, consistent with the District payroll cutoff dates and provided that building administrator records do not otherwise indicate ineligibility (based on the administrator’s actual attendance and vacation leave balance.)

Section 3.3.3

Upon separation of employment other than retirement, building administrators under TRS Plan I are eligible to receive compensation for accumulated vacation in an amount not to exceed thirty (30) days, or such lesser amount as may be necessary so that the District avoids any financial penalty or other legal constraint. All other building administrators will receive their accumulated vacation by warrant on the next scheduled pay date after their final pay warrant. In either case, the unused vacation will be paid at the adjusted per diem rate of pay.

Upon retirement, the vacation cash out will be subject to the Association’s VEBA III contract vote.

## Section 3.4 Sick Leave Cash Out

### Section 3.4.1

In January of each year, any eligible building administrator may exercise an option to receive remuneration for unused leave for illness or injury accumulated in the previous year at a rate equal to one (1) day's monetary compensation of the building administrator at the actual per diem rate for each four (4) full days of accrued leave for illness or injury in excess of sixty (60) days. Sick leave cash out will be compensated per statute at the building administrator's actual per diem rate. Leave for illness or injury for which compensation has been received will be deducted from accrued leave for illness or injury at the rate of four (4) days for every one (1) day's monetary compensation; PROVIDED, that no building administrator may receive compensation under this section for any portion of leave for illness or injury accumulated at a rate in excess of one (1) day per month.

### Section 3.4.2

Upon retirement, the sick leave cash out will be subject to the Association's VEBA III contract vote. At the time of separation from District employment due to death, the building administrator's estate will receive remuneration for unused sick leave. In either case, the unused sick leave will be paid at a rate equal to one (1) day's current monetary compensation of the building administrator for each four (4) days accrued leave for illness or injury. This sick leave cash out will be compensated as per section 3.4.1. No more than 180 sick leave days will be eligible for conversion. Any such conversion will be subject to the terms and limitations of applicable statutes and regulations.

## Section 3.5 Professional Development Account and Professional Dues

### Section 3.5.1 Professional Development Account.

Each building administrator is appropriated \$2,000 per year for professional development expenses. These funds can be used for district-approved professional development-related travel expenses, conference registrations, and other professional development activities (excluding coursework for college credit, to obtain a degree, or to obtain a credential) with prior approval by the administrator's supervisor.

Building administrators may carryover any unspent amount of the 2017-18 annual appropriation for use during 2018-19, which shall be in addition to the building administrator's 2018-19 annual appropriation. The building administrator's annual account balance will not exceed \$4,000.

Building administrators may also use these funds to pay for additional building staff to attend a professional development event.

Building administrators may donate their professional development funds to the professional development account of another building administrator.

After returning from a conference, the building administrator shall explain to his/her supervisor what he/she learned and how it can be applied to his/her building, staff, and colleagues. When requested by his/her supervisor, the building administrator will make a presentation to levels, leadership team, or any other appropriate forum.

### Section 3.5.2 Professional Dues

The District will pay the professional dues for The Association of Washington School Principals (AWSP).

### Section 3.6 Evaluation

The evaluation of building administrators will follow the Teacher and Principal Evaluation Project (TPEP) RCWs and WACs (as referenced in Exhibit 2-A through D) and must include the following:

#### Section 3.6.1. Scope of Evaluations, Notification and Deadlines.

(1) Scope of Evaluation

Building administrators will be evaluated on the comprehensive evaluation once every four years. Building administrators who were proficient and/or distinguished will be placed on a focused evaluation.

- a. Building administrators on the comprehensive evaluation will be evaluated on all eight of the AWSP criterion.
- b. Building administrators on the focused evaluation will be evaluated on one of the eight AWSP criterion. Building administrators on the focused evaluation will mutually agree on the criterion with their evaluator.
- c. Newly hired building administrators who have successfully completed the comprehensive evaluation (3 years of Proficient or Distinguished) in his/her prior Washington State School District may be moved to the focused evaluation after successfully completing the comprehensive evaluation (Proficient or Distinguished) during his/her first year in the Kent School District.

(2) Supervisor Notification

No later than the first Monday after Labor Day, each building administrator will be notified in writing about the following things:

- a. The name of their supervisor.
- b. The date of their AWSP self-assessment and student growth goals conference, to be no later than October 30.
- c. The scope of their evaluation (focused or comprehensive).

(3) Fall Conference

- a. At the fall conference, to be held no later than October 30, the building administrator will review **Exhibit 2-A** (and, if applicable, **Exhibit 2-B**) with their supervisor. Building administrators on the focused evaluation will select one of the eight state criterion in collaboration with their evaluator to guide their work. Building administrators on the comprehensive evaluation system will discuss each of the eight state criteria with their supervisor.
- b. At the fall conference, to be held no later than October 30, the building administrator and his/her supervisor will meet to discuss the building administrator's completed AWSP self-assessment and establish student growth goals for the school year.
- c. The results of the fall conference shall determine the area of growth for the year, as well as the meeting schedule and necessary checkpoints during the school year to include the mid-year check-in and the end of year conference/final evaluation.

(4) Mid-Year Check-In

At the mid-point of the school year, building administrators will meet with their supervisor to review their progress during the 1<sup>st</sup> semester in all of the criterion on which they are being evaluated. This meeting will take place no later than March 15.

(5) End of Year Conference/Final Evaluation

The building administrators and their supervisor will meet for an end of year conference/final evaluation no later than June 30 of each year. At this conference, the supervisor will discuss with the building administrator the building administrator's performance as measured by the AWSP Leadership rubric (see **Exhibit 2-D**).

### Section 3.6.2 Observations, Reporting Periods, Plan of Support

Observations by the evaluator shall be conducted in the natural course of the school day to capture the naturally occurring functions of a building administrator. Building administrators shall not be required to create presentations or organize activities for the sole purpose of being observed.

- (1) The first set of observations (e.g., observing the building administrator conducting a parent-teacher and/or student conference, leading a faculty meeting, presenting a professional development training, or facilitating a parent session at an open house or PTA meeting) shall occur no later than November 25 and the second set of observations will occur no later than April 30. An observation may also include a meeting where the building administrator is sharing evidence, artifacts, documents, etc., specific to one or more criterion and discussing and documenting that information with the supervisor.
- (2) No later than ten (10) school days following the first set of observations and again no later than ten (10) school days following the second set of observations, the building administrator will receive written feedback.
  - a. For building administrators on the comprehensive evaluation, they will receive written feedback on each of the eight state criterion.
  - b. For building administrators on the focused evaluation, they will receive written feedback on the criterion they selected for that school year.
  - c. Observation feedback will include a written script of the observation, coded to relevant indicators in the AWSP Leadership Framework Rubric.
  - d. The building administrator will be provided the opportunity to respond to such noticings/wonderings, questions, and/or provide other evidence, through a scheduled post-observation conference and/or Pivot, prior to the supervisor finalizing any conclusions or feedback (within 10 days). Responses to noticings and wonderings may be used to as evidence for the final summative evaluation. The building administrator or evaluator may request a post-observation conference.
- (3) Mid-Year Check-In

Building administrators will receive a progress report documenting their year-to-date performance by March 15 of each school year. If the preponderance of evidence, as measured by the AWSP rubric (see Exhibit 2-D), suggests that their performance falls into the basic or unsatisfactory range for any one element or criterion, the building administrator's evaluator will provide specific examples of the basic or unsatisfactory performance and offer suggestions for how to adjust their professional practice moving forward.
- (4) At the mid-point of the school year, building administrators may choose to meet with their supervisor to review their year to date progress in all of the criterion on which they are being evaluated on the progress report. The building administrator or the supervisor may request this meeting. In cases when the building administrator is trending overall Basic or Unsatisfactory, when the building administrator is on comprehensive, or when the building administrator is in their first or second years as an administrator in the district, this meeting will be required and will take place no later than March 15.
- (5) A building administrator shall be notified by their evaluator as soon as it becomes apparent that he/she is not performing satisfactorily on one or more criterion. No building administrator shall receive a mark of "unsatisfactory" on an annual assessment unless he/she has received prior written notification of the deficiency and the steps necessary to show improvement. The building administrator shall have at least four (4) weeks to demonstrate improvement as documented through written notification and a specific plan for growth and assistance. The plan will be developed by the evaluator and include: the specific area(s) needing improvement aligned with the appropriate criterion and element, evidence of the unsatisfactory performance and the specific support(s) that will be provided to the building administrator during the 4-week period. The building administrator may also request other reasonable supports to be added to this plan. The 4-week period will not include school holidays or vacations. If based on an analysis of the evidence collected by the evaluator during the 4-week period there has not been adequate progress (the building administrator has not met the criteria for basic or above performance aligned to the AWSP rubric) to meet the identified evaluative criteria, the evaluator will notify the building administrator within five (5) student contact days whether a plan of support is necessary.

- (6) The evaluator may determine that a formal plan of support of at least six (6) weeks is necessary when it becomes apparent that a building administrator has not demonstrated growth in the areas identified.
- (7) No building administrator shall receive a mark of “unsatisfactory” unless he/she is notified in writing by the evaluator within a reasonable time after it becomes apparent that he/she is not performing satisfactorily and may be placed on a plan of improvement. A meeting shall be held with the evaluator, the building administrator, a KPA representative and an HR representative to discuss the deficiencies. At this meeting the evaluator shall give specific comments based on documented workplace observation(s) and/or other evidence as appropriate to the criterion to justify such ratings.
- (8) A written plan of support is the outcome of this meeting. The evaluator shall present the building administrator with the written plan which clearly describes areas of deficiency and outlines what the building administrator is expected to do in order to achieve satisfactory ratings and specific support(s) that the building administrator will receive during the period of the plan of supports.
  - a. As part of supporting the growth of the building administrator, the building administrator who is on a plan of support may request from the chief school support and operations officer an independent observer during the period of time the plan of improvement is in effect for the purpose of providing input and evidence which may be considered in the final evaluation.

### Section 3.6.3

Evaluators of building administrators “must engage in professional development designed to implement the revised systems and maximize rater agreement” (RCW 28A.405.120 and RCW 28A.405.130). Evaluators of building administrators will not be required to exceed the requirements of these RCWs in order to complete building administrator evaluations.

### Section 3.7 Benefits

Building administrators will receive a District health and welfare benefit contribution equal to the full benefit allocation determined by the legislature, prorated on an FTE basis.

#### Section 3.7.1

A building administrator must be assigned work for a minimum of 4.0 hours per day on a regular schedule (30 days or longer) to be eligible to enroll in the approved insurance programs. Enrollment in the required (mandatory) dental, vision, long-term disability, and group term-life insurance programs is automatic for any regular building administrator working a minimum of 4.0 hours per day.

#### Section 3.7.2

New building administrators desiring coverage must enroll in the insurance programs within thirty (30) calendar days of their employment in a regular position that qualifies the building administrator for benefits. Failure to meet this deadline will result in non-eligibility until the next general open enrollment period for the District, provided mandatory coverage will automatically be provided for all eligible building administrators. Building administrators shall have the option to change or enroll in insurance programs during the open enrollment period specified by the District.

#### Section 3.7.3

All eligible building administrators, as defined above, along with eligible dependents, will be required to participate in the District-approved dental, vision, long-term disability, and group term-life insurance programs. Each eligible building administrator will have the option of participating in a District-approved medical insurance program, along with eligible dependents. These programs will be known as the “basic benefits” programs. The District will make premium contributions for eligible building administrators for basic benefits on the basis of the initial contribution rate. Payroll deductions will be made for any portion of an eligible building administrator’s premiums which are not paid by the District.

#### Section 3.7.4

Notwithstanding the other terms and provisions of Section 3.7 and its subsections, the District reserves the right to reopen this agreement with respect to employee medical and prescription insurance, or flexible



spending accounts that it determines are warranted to: (1) comply with the Patient Protection and Affordable Care Act as amended (PPACA) and any other federal or state health care laws; (2) avoid having to pay, whether directly or indirectly, “Cadillac” taxes; and (3) insure it is not subject to penalties or fees because employees are eligible to obtain insurance through an insurance exchange.

Section 3.7.5

Any unused balance of the District fringe benefit contribution will be allocated for the District-funded benefits for eligible building administrators represented by the Association. The total amount accumulated in this manner will be divided proportionately on an FTE basis among eligible building administrators represented by the Association according to the annual number of hours worked. This additional contribution for payment of premiums for basic benefits will be adjusted throughout the year based on the total number of eligible building administrators and available balance of unused District benefit contribution.

Section 3.7.6

Pursuant to RCW 28A.400.275, the parties agree to abide by state laws regarding school district benefits. The parties acknowledge that the District health and welfare benefit contribution is for a term of one year.

Section 3.7.7

Building administrators shall be entitled to the following additional benefits:

- Building administrators will be covered by the District’s liability insurance policies to the extent provided therein.
- Building administrators shall be eligible to participate in the District’s Section 125 program.
- Building administrators shall be covered by the Washington State Workers’ Compensation Law, self-insured by the District. The cost of the industrial insurance will be borne by the District. The cost of the supplemental pension fund will be shared equally by the building administrator and the District in accordance with the Workers’ Compensation Law.
- Building administrators shall be eligible, per statute, to participate in VEBA III.

Section 3.7.8

Effective for the 2018-2019 school years, the District shall match the monthly contribution of participating building administrators to an approved tax-sheltered annuity, allocated according to the table below:

<u>Current Year of Salary Schedule Building Administrator Service</u>	<u>Monthly Allocation*</u>
1-3	\$50
4-5	\$100
6-8	\$150
9+	\$200

\*Maximum amount matched by the District.

**Section 4: NUMBER OF DAYS OF WORK IN EMPLOYMENT CONTRACTS**

Section 4.1 Individual Contracts

A building administrator’s contract shall be for one year, commencing on July 1 and ending on June 30 of each year.

Building administrators shall work or use requested and approved vacation leave, employee discretionary leave, flex day leave, on-call leave, and/or other applicable leave, as eligible and defined in District procedure/bulletins/memos, throughout the term of employment to include scheduled school year breaks - winter break (December/January), mid-winter break (February), and spring break (April).

#### Section 4.2 Holidays

The following thirteen (13) holidays shall be given without loss of pay to building administrators:

- New Year's Day and the day before or day after
- Martin Luther King Day
- Presidents' Day
- Memorial Day
- Independence Day (Fourth of July)
- Labor Day
- Veterans' Day
- Thanksgiving and the day after
- Christmas and the day before and the day after

#### Section 4.3 Vacation

For building administrators, vacation days shall be accrued at the rate of 16 hours and 40 minutes per month, for a maximum of twenty-five (25) days per year, provided they shall be required to take a minimum of ten (10) days of vacation each contract year. (Days donated through the shared leave program will count toward the required 10 days.) New administrators are exempt from this ten (10) day usage minimum for their first year only. Vacation time shall not be accumulated in an amount to exceed two (2) times the employee's annual entitlement (fifty (50) days) as computed under this section. Vacation days in excess of two (2) times the employee's annual entitlement shall be lost unless used prior to June 30 and annually each June 30 thereafter.

#### Section 4.4 Discretionary Leave

Building administrators may use up to three (3) days per year as employee discretionary days.

##### Section 4.4.1

Discretionary days are non-cumulative.

##### Section 4.4.2 Discretionary Leave Incentive

Building administrators with unused employee discretionary leave as of June 30 of the preceding school year will be eligible to receive one-half day remuneration at the adjusted per diem rate for each full day of unused leave. Building administrators that submit notice of resignation or retirement by January 15 will be eligible to receive full remuneration at the adjusted per diem rate for each day of unused discretionary leave.

##### Section 4.4.3

Payment will be made on the July pay warrant, consistent with District payroll cutoff dates and provided that building administrator records do not otherwise indicate ineligibility. A building administrator must be a current employee at the time such payment is to be made.

##### Section 4.4.4

Employee discretionary leave will not be granted on the work day directly before or the work day directly after holidays, scheduled school breaks, or the first or last day of the school term except in case of emergency as approved by Human Resources.

##### Section 4.4.5

One day of discretionary leave may be carried forward for use in the following year. If carried forward, such day must be used or it will be lost. The carry forward day is not eligible for cash out. Except for one day which can be carried forward into the following year, discretionary leave is noncumulative.

#### Section 4.5 Flex Days

Building administrators will receive six (6) flex days each year to be scheduled and used in the same manner as vacation days. These days may only be used during winter break (December/January), mid-winter break (February), and spring break (April). These days cannot be carried over from year to year or cashed out.

Building administrators hired on or after December 1 will receive three (3) flex days, and building administrators hired on or after April 1 will not receive flex days for that school year.

#### Section 4.6 On-Call Day Leave

Building administrators will receive four (4) on-call days each year that may be scheduled and used only during the District's mid-winter break (February) and spring break (April). These days cannot be carried over from year to year or cashed out. Building administrators hired on or after December 1 will receive two (2) on-call days, and building administrators hired on or after April 1 will not receive on-call leave for that school year.

While on-call, building administrators are not required to remain on district property and may use on-call time for his/her own purpose. However, in all instances, building administrators shall use their cell phone to answer all phone calls and will check and respond to emails. Additionally, they must be able to report to the district or school office within one (1) hour of such request/direction by their supervisor or chief officer.

### **Section 5: MENTOR PROGRAM**

#### Section 5.1 Purpose

The parties agree that it is beneficial to support new, newly assigned, and/or selected experienced principals through mentoring and that the mentor program will be part of the comprehensive professional development plan for qualifying administrators. This professional learning will be organized around a model of leadership and grounded in practice, including analyses of classroom practice, supervision, and professional development, using on-the-job observations connected to readings, discussions, and collegial learning networks, such as principals' networks, study groups, and mentoring or peer coaching, that offer communities of practice and support for problem solving.

#### Section 5.2 Number, Selection, and Compensation of Mentors

The District will only assign experienced principals as mentors who have been trained as a principal mentor.

The District (designee) will coordinate and supervise the Principal Mentor Program, including the assignment of mentors to mentees.

The District will commit to ensure that each mentor has no more than three (3) proteges

The District shall compensate each mentor at \$3000 in total per school year as long as categorical and/or grant funds are available.

### **Section 6: GRIEVANCE PROCESS**

The purpose of these procedures is to provide a means for the orderly and expeditious adjustment of grievances of individual building administrators within the district.

#### Section 6.1 Definitions

- Grievance means a claim by a building administrator that an existing district policy has been breached and/or that there has been a violation of a provision of this Agreement.
- Grievant means a building administrator.

#### Section 6.2 General Conditions

##### Section 6.2.1. Time Limits

The adjustment of grievances shall be accomplished as rapidly as possible. To that end, the number of days within which each step is described to be accomplished shall be considered as maximum and every effort shall be made to expedite the process. Under unusual circumstances the time limits prescribed may be extended by mutual consent of the grievant and the person or persons by whom the grievance is

being considered.

### Section 6.3 Confidentiality

All matters pertaining to specific grievances shall be confidential information and shall not be unnecessarily or indiscriminately related, disclosed, or divulged by any participant in the grievance-adjusting process or by any employee or administrator of the district. All documents, communications, and records dealing with grievances and their adjustment shall be filed separately from the grievant's personnel file. If the grievant so requests in writing, a record of the final adjustment of the grievance may be placed in the grievant's personnel file.

### Section 6.4 Additional Participants

Both parties in the grievance adjustment procedure may call in other persons who could make a pertinent contribution to the acceptable adjustment of the grievance.

### Section 6.5 Freedom from Reprisal

Individuals involved in grievance adjustment proceedings, whether as a grievant, a witness, or otherwise, shall not suffer any restraint, interference, discrimination, coercion, or reprisal on account of their reasonable participation in the grievance-adjusting process.

### Section 6.6

A grievance must be filed within thirty calendar days of the occurrence of which the grievant complains.

### Section 6.7 Procedures

#### Step 1 - Oral Discussion

The grievant shall first discuss the grievance with his or her immediate supervisor. Every effort shall be made to resolve the grievance at this level in an informal manner.

#### Step 2 - Grievance Reduced to Writing - Supervisory Level

If no settlement is reached in Step 1, and the grievant considers the grievance to be valid, the grievant shall within seven (7) work days of the oral discussion, submit in writing to the immediate supervisor a statement of the grievance which will contain the following:

- The facts upon which the grievance is based.
- A reference to the district policy alleged to have been breached.
- The remedy sought.
- The parties will have seven (7) work days from submission of the written statement of grievance to resolve it by indicating on the statement of grievance the disposition and signing it. If the grievance is not resolved, the grievant may proceed to step 3 of the grievance procedure.

#### Step 3 - Superintendent Level

If no resolution has been reached in Step 2 within the specified time limits and the grievant believes the grievance is valid, the grievance shall be submitted by the grievant within seven (7) work days to the superintendent or designee(s). After such submission, the superintendent or designee(s) and the grievant shall have twenty-one (21) work days to resolve the grievance by indicating on the statement of grievance the disposition and signing it.

#### Step 4 - Board Level

If no settlement has been reached in Step 3 within the specified time limits, and the grievant believes the grievance to be valid, the grievant may request the grievance be referred to the board of directors. This request must be filed within seven (7) work days of the completion of step 3.

The board of directors shall determine whether to review the grievance on record or hear it with the grievant present. The review or hearing shall be held within thirty (30) calendar days of the request. The board of directors shall render a final decision within thirty (30) calendar days of the review or

hearing.

**Section 7: CONFORMITY TO LAW AND COMPLETE AGREEMENT**

The parties confirm that this Agreement shall be governed and construed according to the Constitution and Laws of the State of Washington. If any provision of this Agreement, or any application of this Agreement to any building administrator covered herein shall be found contrary to law by a court of competent jurisdiction, an Attorney General’s Opinion, or an Auditor’s Report, such provisions or application shall have effect only to the extent permitted by the determination, and all other provisions of the Agreement shall continue in force and effect.

The parties agree that the “numbering” within the Articles need to be reviewed and adjusted as necessary.

The parties agree to use throughout the Agreement those same spellings, punctuation, grammar, references, titles, etc., to which they have agreed in the negotiations of this Agreement. Further, the parties agree to consider all other editorial changes at any time, as long as those changes do not alter the intent or scope of the Agreement.

This concludes negotiations for the 2018-2019 school year; however, the parties agree that this Agreement may be reopened and modified at any time during its term upon either (a) mutual consent of the parties in writing; (b) publication of a court decision that necessitates a change in the current terms or conditions of the Agreement; (c) new legislation that necessitates a change in the current terms or conditions of the Agreement; and/or (d) the conditions as set forth in Section 6.1, below, in which case the section or provision at issue shall be renegotiated.

Section 7.1

The parties agree to reopen this Agreement by no later than May 1, 2019.

By their signature below, the parties attest that the above items constitute the full and complete Agreement between the Association and the District, as ratified by the Association and the Kent School District Board of Directors.

In witness thereof:

FOR THE ASSOCIATION

FOR THE DISTRICT

\_\_\_\_\_  
Name Date

\_\_\_\_\_  
Name Date

Exhibit 1

**Building Administrator Salary Schedule**

**Effective July 1, 2018**

	<u>Step</u>	<u>Step</u>	<u>Step</u>	<u>Step</u>
Current Year of Service	1, 2, 3	4, 5	6, 7, 8	9+
Assistant Elementary Principal	119,005	121,366	123,731	126,112
Elementary Principal	127,475	130,025	132,572	135,123
Assistant Middle School Principal	122,807	125,265	127,724	130,180
Middle School Principal	132,731	135,387	138,041	140,699
Assistant High School Principal, Non-Traditional	122,807	125,265	127,724	130,180
Assistant High School Principal	126,310	128,835	131,361	133,893
High School Principal, Non-Traditional	135,387	138,041	140,699	143,406
High School Principal	143,817	146,693	149,570	152,449

For 2018-2019 only, for building administrators hired effective before July 1, 2018, add \$5,000\* for doctoral degree from accredited college/university. For building administrators hired effective July 1, 2018 or after, add \$3,000\* for doctoral degree from accredited college/university.

(Northwest Accreditation Commission or comparable regional accreditor)

For 2018-2019 only, for building administrators hired effective before July 1, 2018, add \$2,000\* for current State of Washington superintendent's credential.

\*Based on District procedures/deadlines

All administrative contracts are based on 260 days

# EXHIBIT 2-A

## PRINCIPAL/SUPERVISOR EXPECTATIONS (AWSP Reference Document - "Preparing for the Evaluation")

# EXHIBIT 2-B

## ASSISTANT PRINCIPAL EXPECTATIONS (AWSP Reference Document - "Adapting the Framework for Assistant Principals")

# EXHIBIT 2-C

## TPEP - WACs AND RCWs (AWSP Reference Document - "Appendix C: Washington State Rules and Regulations")

# EXHIBIT 2-D

## TPEP RUBRIC FOR BUILDING ADMINISTRATORS (AWSP Reference Document - "APPENDIX E: AWSP LEADERSHIP FRAMEWORK RUBRICS")

**1: Creating a Culture**



**Criterion 1: Creating a Culture**

**PRINCIPAL**  
The principal is responsible for creating a culture of learning and high achievement. This includes setting the vision, developing the strategic plan, and ensuring that the school is a place where all students can succeed. The principal should also be responsible for creating a culture of collaboration and shared responsibility among staff members.

**SUPERVISOR**  
The principal supervisor should have a plan for monitoring the school's performance and ensuring that the school is meeting its goals. This includes setting the vision, developing the strategic plan, and ensuring that the school is a place where all students can succeed. The principal supervisor should also be responsible for creating a culture of collaboration and shared responsibility among staff members.

**Preparing for Conversations**  
The principal supervisor should be prepared for conversations with the principal. This includes reviewing the principal's performance and ensuring that the school is meeting its goals. The principal supervisor should also be responsible for creating a culture of collaboration and shared responsibility among staff members.

**Defining the Focus**  
The principal supervisor should be responsible for defining the focus of the school's efforts. This includes setting the vision, developing the strategic plan, and ensuring that the school is a place where all students can succeed. The principal supervisor should also be responsible for creating a culture of collaboration and shared responsibility among staff members.

**AWSP Leadership Framework User Guide | 17**

**ASSISTANT PRINCIPALS**

**Adapting the Framework for Assistant Principals**

The assistant principal role is a critical one in the school. The assistant principal is responsible for supporting the principal in the day-to-day operations of the school. This includes setting the vision, developing the strategic plan, and ensuring that the school is a place where all students can succeed. The assistant principal should also be responsible for creating a culture of collaboration and shared responsibility among staff members.

**Defining the Assistant Principal's Authority**

The assistant principal's authority is defined by the principal. The assistant principal is responsible for supporting the principal in the day-to-day operations of the school. This includes setting the vision, developing the strategic plan, and ensuring that the school is a place where all students can succeed. The assistant principal should also be responsible for creating a culture of collaboration and shared responsibility among staff members.

**Aim of Evaluating Assistant Principals**

The aim of evaluating assistant principals is to ensure that they are meeting the expectations of the principal and the school. This includes setting the vision, developing the strategic plan, and ensuring that the school is a place where all students can succeed. The assistant principal should also be responsible for creating a culture of collaboration and shared responsibility among staff members.

**AWSP Leadership Framework User Guide | 18**

**APPENDICES**

**Appendix C: Washington State Rules and Regulations**

**TPEP WACs and RCWs**

The following are the Washington State Rules and Regulations (WACs and RCWs) that apply to the evaluation of teachers, assistant principals, and principals. These rules are intended to provide a clear and consistent framework for the evaluation process.

- **WAC 511-04-010** - Rules for the evaluation of teachers, assistant principals, and principals.
- **RCW 49.51.010** - Rules for the evaluation of teachers, assistant principals, and principals.

**Authority**

**192-1918-010**  
The purpose of this chapter is to establish the minimum criteria, minimum procedural standards, and minimum process for the evaluation of teachers, assistant principals, and principals. This chapter is intended to provide a clear and consistent framework for the evaluation process.

**Purpose**

**192-1918-020**  
The purpose of this chapter is to establish the minimum criteria, minimum procedural standards, and minimum process for the evaluation of teachers, assistant principals, and principals. This chapter is intended to provide a clear and consistent framework for the evaluation process.

**Definitions**

**192-1918-030**  
The following definitions apply to the terms used in this chapter:

- **"Certified classroom teacher"** and **"teacher"** mean a certified teacher who provides a substantial portion of the instruction in a classroom or other instructional setting.
- **"Certified principal"** and **"principal"** mean a person who is certified to supervise the operation and management of a school as provided by RCW 49.51.010 and holds a valid certificate as provided by RCW 49.51.010.
- **"Certified support personnel"** and **"certified support personnel"** mean a certified and employed individual who provides support services to the school as provided by RCW 49.51.010.


**AWSP Leadership Framework User Guide | 19**

**APPENDICES**

**Appendix E: AWSP Leadership Framework Rubrics**

**Criterion 1 Rubric | Creating a Culture**

**Creating a school culture that promotes the ongoing improvement of learning and achievement for all students.**



Indicator	Exemplary	Proficient	Developing	Beginning	Unsatisfactory	
1. Vision and Strategic Plan	The principal has a clear and compelling vision for the school that is shared by all staff members. The principal has developed a strategic plan that is aligned with the vision and provides a clear path forward for the school.	The principal has a clear vision for the school that is shared by most staff members. The principal has developed a strategic plan that is aligned with the vision and provides a clear path forward for the school.	The principal has a vision for the school that is shared by some staff members. The principal has developed a strategic plan that is aligned with the vision and provides a clear path forward for the school.	The principal has a vision for the school that is not clearly defined. The principal has developed a strategic plan that is not clearly aligned with the vision and does not provide a clear path forward for the school.	The principal does not have a vision for the school. The principal has not developed a strategic plan.	The principal does not have a vision for the school. The principal has not developed a strategic plan.
2. Collaboration and Shared Responsibility	The principal has established a culture of collaboration and shared responsibility among staff members. Staff members work together to improve the school and ensure that all students can succeed.	The principal has established a culture of collaboration and shared responsibility among staff members. Staff members work together to improve the school and ensure that all students can succeed.	The principal has established a culture of collaboration and shared responsibility among staff members. Staff members work together to improve the school and ensure that all students can succeed.	The principal has established a culture of collaboration and shared responsibility among staff members. Staff members work together to improve the school and ensure that all students can succeed.	The principal has not established a culture of collaboration and shared responsibility among staff members. Staff members do not work together to improve the school and ensure that all students can succeed.	The principal has not established a culture of collaboration and shared responsibility among staff members. Staff members do not work together to improve the school and ensure that all students can succeed.
3. Monitoring and Evaluation	The principal has established a system for monitoring the school's performance and ensuring that the school is meeting its goals. The principal has also established a system for evaluating staff members and ensuring that they are meeting the expectations of the principal and the school.	The principal has established a system for monitoring the school's performance and ensuring that the school is meeting its goals. The principal has also established a system for evaluating staff members and ensuring that they are meeting the expectations of the principal and the school.	The principal has established a system for monitoring the school's performance and ensuring that the school is meeting its goals. The principal has also established a system for evaluating staff members and ensuring that they are meeting the expectations of the principal and the school.	The principal has established a system for monitoring the school's performance and ensuring that the school is meeting its goals. The principal has also established a system for evaluating staff members and ensuring that they are meeting the expectations of the principal and the school.	The principal has not established a system for monitoring the school's performance and ensuring that the school is meeting its goals. The principal has not established a system for evaluating staff members and ensuring that they are meeting the expectations of the principal and the school.	The principal has not established a system for monitoring the school's performance and ensuring that the school is meeting its goals. The principal has not established a system for evaluating staff members and ensuring that they are meeting the expectations of the principal and the school.

**AWSP Leadership Framework User Guide | 20**