

## [12.8 Covering Classes](#)

### **1. Can you discuss the parameters of using secondary sped, ML, and 1st year teachers as subs?**

The intent of the language is to ensure that certain educators are exempt from the regular sub coverage plan because: services provided by ML and SPED are mandated by law; services by counselors are defined by OSPI guidance (CSCP); and the District and the Association have a shared interest in protecting first year teachers who are learning on the job. Therefore, first year, ML, SPED teachers, and counselors are not part of the regular sub coverage plan but can be pulled into the coverage plan during an emergency. An emergency is defined as: positions remaining unfilled after implementing the building's sub coverage plan (12.8.3). State law requires the supervision of students in extreme emergencies, which means that in extreme situations it would be acceptable and appropriate to pull anyone to provide supervision. It's important to note that SPED teachers can't be pulled from CMT time for sub coverage.

### **2. The CBA says that first year teachers are excused from the sub coverage plan. Does this also include elementary specialists (PE, music, library) who are first year teachers?**

The first year teacher exclusion from the sub coverage plan is specific to secondary. However, at both the elementary and secondary levels, the use of first and second year teachers in the sub coverage rotation should be minimized (12.8.2).

## [14.4 Staff and Committee Meetings](#)

### **3. What does the contract say about committee participation?**

The CBA does not require participation on committees. However, under 14.4.3 a building will use their decision-making model to create a building agreement around committee participation (e.g., required participation by each person each year; or participation on a committee every other year or by some other rotation, etc.). The building-based agreements can't violate the contract language (which, for example, has a limit of no more than one required committee meeting per month), or article 12.9, which exempts new educators in their first or second year from committee participation. Remember, committee participation is one type of evidence that an educator could submit as part of their PGE.

### **4. What, if any, committees are required in a building? MTSS? Equity? Safety? Other?**

The CBA does not set the requirements for district-required committees, but it frequently references a building leadership team. Additionally, the District and the Association have a practice of having a functioning building labor management team in each building; a safety committee is a requirement of state law; and under district policy each building is required to have an equity committee.

## [Article 18 Student Discipline](#)

### **5. How widely do we define "valid educational interest"? For example, a student who elopes or has been known to harm staff - shouldn't educators beyond those immediately affected be aware?**

Legitimate Educational Interest is a legal threshold established in the [Federal Educational Rights and Privacy Act](#) and applies to confidential student records, which would include discipline, attendance, and directory information. The threshold generally applied is if the educational official (that's from the law and applies to educators of all types) needs to know the information in the general performance of their job, they can have access. The general performance of their job is more than the fact that they work in the building where the student attends; it would mean regular interaction with a specific student in the performance of their duties as an educator.

**6. What is the role of SPRG (Strategic Planning Representative Group) in improving safety, reducing staff injuries, improving mental health, and increasing resiliency among educators?**

The SPRG group will be tasked with creating a clearly defined, well-articulated, multi-year process that provides ample time for a robust implementation of the PLIE cycle (plan, learn, implement, evaluate) and that addresses staff concerns around safety, injuries, health, and well-being. The language for SPRG can be found in 14.5, and specific language for health and safety in 14.5.5.

**7. Who creates and delivers the training described in 18.8?**

SPRG will tackle this in its annual meetings, which occur on five occasions throughout the year. See 14.5.1 and 14.5.2 for more information.

[Appendix M Co-Teaching](#)

**8. Does the language in Appendix M apply at the elementary level?**

This year's emphasis for Appendix M is on co-teaching at the secondary level, where co-teachers share the service responsibilities of all students in the class, rather than on the push-in model used at the elementary level, where push-in staff (ML, SN, SPED, some Quest) are providing services to specific students on their caseload who happen to be members of a particular classroom.

[Article 26 Evaluation](#)

**9. If staff were supposed to be comprehensive this school year (23-24), are they still comprehensive or do they now have two more years until they are comprehensive?**

Non-provisional, continuing contract employees who are in year five of employment or beyond will be on a comprehensive evaluation cycle every sixth year. For all focused teachers, their comprehensive evaluation will occur six years from their last comprehensive evaluation. In other words, everyone eligible (most everyone except those in their first four years in the District) will have two years added to their focused cycle.

[Appendix J PLC](#)

**10. What and where is the PLC self-assessment? Is this required and does it need to be submitted?**

In J.3.E, it says: staff will designate a time to complete the PLC self-assessment in September. Completing it is a responsibility of the PLC. There is no requirement to submit it. In the spirit of our Agreement, the self-assessment could be shared with the building administrator to facilitate ongoing support and conversations about the PLC work.

**11. Is there a yearly calendar template for PLC work available?**

A template has been shared with building administrators. PLC teams could elect to use it to support their work this year.

**12. Is it mandatory for a PLC team to create and share with admin their calendars for TPW LEAP Wednesdays? And if so, with what frequency – BOY, monthly, EOY?**

Professional Work Time on LEAP Wednesdays is described in 14.5.5.1. Staff will share the plan and calendar with their evaluating administrator. The PLC team's pacing and meeting times need to align with the cycle of inquiry to ensure multiple data points are collected and reviewed for PGE student growth goals. The calendar should be considered a draft that may be updated and revised since PLC work is responsive to student learning and professional growth needs. We created the [Roles and Responsibilities for TPW document](#) to help clarify who does what.