



Personnel Operations Guide

Designed for
Washington State School District/ESD
Human Resource Offices

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Table of Contents

Foreword Statement	1
History of WSPA	2
WSPA Mission Statement	2
Operations Calendar – Introduction	3
Ongoing Tasks	4
July	14
August	17
September	20
October	22
November	24
December	25
January	26
February	28
March	29
April	31
May	33
June	35
Tasks by Month At a Glance	36-64
Appendices	
Appendices Table of Contents	65
Appendix A – Glossary of Acronyms	66
Appendix B – Glossary of Terms	70
Appendix C – Formulas and Calculations	75
FTE Calculations	75
Credits and Clock Hours	78
K-12 New Staffing Model	81
Derived Base Salary – LEAP Mix Factors	84
Blended Pay Calculations	87
Placement for Vocational Instructors	89
Appendix D – Staff Position Requirements	99
Bus Driver	100
Certificated Instructional Staff and Administrator Certification	101
Highly Qualified Regulations	105
Coaches	106
Leave Replacement Contracts – Certificated Staff	111
Paraeducators	112
Retiree-Rehire	114
Appendix E – Records Retention	116
Appendix F – Staff Training Requirements	120

Foreword Statement

Recognizing that the myriad of responsibilities assigned to school personnel/human resource (HR) functions is vast and widely-varied, the Washington School Personnel Association (WSPA) has produced this Personnel Operation Guide (POG) to assist HR staff by presenting responsibilities in an organized fashion by calendar dates and by presenting a variety of resources to expand staff knowledge in key human resource areas.

The guide was created to assist staff in large, medium, or small districts as it presents the standard HR operation requirements applicable to all school systems. Each school HR operation may treat the requirements and responsibilities differently and some may be assigned to areas outside of HR (such as payroll). In some systems HR and Payroll is just one person.

When using this document, remember that it is only a guide. It is vital that school HR staff realize the constant changes that occur in laws, rules and regulations. WSPA members have access to the WSPA web site, www.wspa.net, for additional resources; and WSPA membership also provides electronic notification of updates in key areas.

The POG is intended to allow you to modify the contents to fit your district's needs, particularly the sections where responsibilities and tasks are outlined by months of the year. Keeping in the spirit of collaboration, WSPA welcomes your suggestions to further make the guide useful.

We encourage you to visit the WSPA website for more information about our organization and resources available: www.wspa.net

History of WSPA

The Washington School Personnel Association had its beginnings in the early 1970s with a handful of personnel administrators meeting informally in the Puget Sound area. WSPA has since grown to over 500 members throughout the state of Washington.

WSPA's commitment is the promotion of sound practices in personnel administration and employee relations in public education. The name of the organization recognized that successful personnel work is the result of a collaborative effort involving many players. WSPA knows that important tasks and decisions are carried out on all personnel desks. The organization not only fosters collaborative relationships between individual members, but is also active in nurturing those kinds of relationships between school districts, professional associations, and public agencies.

WSPA Purpose

The purpose of the Washington School Personnel Association shall be to promote professional growth in school personnel administration and effective human resources practices and procedures in public, private, and post-secondary education.

WSPA Mission

The mission of the Washington School Personnel Association is to provide leadership in promoting effective human resource practices within the education community through legislative involvement, professional development activities and a broad-based resource network.

WSPA Goals

Promote a broad-based and inclusive membership.

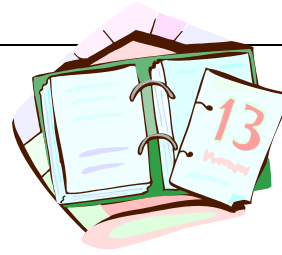
- Provide timely and cost-effective communication and professional development in a regional setting as to avoid travel-costs.
- Conduct a fall Law Conference and Spring Human Resources Annual Conference to bring members together in a state-wide setting.
- Utilize technology to advance the Association's purpose and goals
- Influence legislative action on WSPA-endorsed issues.
- Advance WSPA as an influential association with other organizations, OSPI, legislators, and school personnel.
- Develop and implement a sound short-and long-term fiscal plan that supports the Association's goals.

Operation Calendar – Introduction

The responsibilities assigned to school Personnel/Human Resource offices are vast and complex. They typically include tasks associated with the following functions:

- Staffing and School District Budget Functions
- Recruitment and Selection
- New Employee Induction
- Employee Records Maintenance
- Classification, Job Descriptions
- Compensation and Leaves Management
- Benefits Management
- Certification and Licensing
- Professional Development, Staff Training
- Staff Retention
- Substitute and Temporary Staff Services
- Negotiations and Labor Relations
- Contract Administration and Management
- Discipline and Investigations
- Policy Development, Implementation and Maintenance
- Department Budget Management
- Technology Management
- Communications – Internal and External

Because of this complexity the first section of the POG presents the typical tasks associated with these functions in a calendar format, first identifying those tasks that are done on a regular-ongoing basis and then tasks by each month of the calendar year.



Ongoing Tasks

What follows is a listing of the ongoing tasks that typically occur in Personnel/Human Resources offices on a daily/weekly basis rather than a specific monthly activity. These tasks are presented by function area.

Staffing, Recruitment and Selection

- Updating staffing allocations and budget position control data sources.
- As applicable, maintain an electronic online application system, including web-based system for access to applicant data by HR and district administrators. Assist applicants and administrators with system functions.
- Prepare recruitment related materials. Communicate with recruitment sources related to district staffing needs.
- Post job openings and engage in ongoing recruitment activities.
- Prepare for the interview process (prepare qualified applicant lists, interview questions, set interview dates/times, etc).
- Train interview teams.
- Conduct pre-employment testing, as applicable. Record testing scores and maintain related testing data.
- Assist others with selection procedures to support the recommendation of candidates for open positions.
- Process fingerprints and background checks for new employees, new substitutes and volunteers, including processing of payments as appropriate.
- Conduct checks of prior employment and/or personal references, disclosure documents, fingerprint and sexual misconduct forms for new hires.

- Preparation of decline or “were not selected” communications to non-selected applicants.
- Preparation of Board Agenda for new hires, substitutes, changes and separations.
- Induction activities for new hires (orientation, required training, new hire paperwork: I-9, W-4, Benefits, etc).
- Prepare assignments for student teachers and practicum assignments (fall, winter, spring).
 - Process agreements with colleges and/or universities for student teacher placement, including approval by the Board of Directors.
 - Receive requests for placement from colleges and universities.
 - Communicate with principals or department administrators regarding placement requests.
 - Communicate with university supervisors, principals, site administrators and assigned cooperating teachers to confirm placements.
 - Maintain related documents.

Employee Records

- Check position control systems to ensure adequate staffing exists for recommended position hire.
- Check required certification, licensing, work visas and required training expiration dates.
- Assure compliance with No Child Left Behind requirements for staff as appropriate.
- Process verifications of previous employment for new hires, both certificated and classified as appropriate.
- Process transcripts, clock hours, CEUs, experience verifications and other related records for salary schedule placement determination and S 275 reporting. This includes the review of educational records to ensure they are compliant with one of the six state criteria for 275 reporting, along with other 275 reporting requirements.

- Complete verifications of experiences and related requests from other employers for previous employees.
- Determine salary schedule placement and compensation authorization for new hires and existing employees as changes in records occur.
- Determine applicability of transfer of longevity for classified staff with prior experience in Washington educational systems.
- Issue pay authorization and/or contract documents. Ensure documents are signed, returned and filed appropriately.
- Process name and address changes.
- Determine benefit eligibility for new hires. Inform existing employees of changes in benefit options.
- Update database systems to reflect employee record changes.
- Preparation of Board Agenda for new substitutes, changes and separations.
- Establish evaluation cycles for new hires, notification to employee and supervisor.
- Update employee training records.
- Process leave requests, including shared leave and Family Medical Leave records. Maintain Leave without Pay data; adjusting certificated experience annually for LWOP hours.
- Process requests for Shared Leave, maintaining data for both donated and utilized Shared Leave.
- Process separations of employment and related paperwork, exit interviews, etc.
- Distribute and process COBRA notifications.
- Send list of new employees to Department of Social and Health Services.

- File documents into appropriate employee files (Personnel File, Confidential File).

Substitute and Temporary Staff Services

- Recruit to ensure an adequate supply of substitute and temporary staff.
- Induction and orientation activities for new substitutes.
- Dispatch to meet the needs for substitute and temporary staff.
- Conduct check of prior employment and personal references, disclosure documents, fingerprint and sexual misconduct forms for new substitutes.
- Process substitute resignations.
- Preparation of Board Agenda for new substitutes, changes and separations.
- Induction activities for new substitutes (orientation, required training, new hire paperwork: I-9, W-4, Benefits).
- File documents into appropriate substitute employee files (Personnel File, Confidential File). This is NOT the applicant file. They should be separate and every substitute should have two (2) employee files just like a regular employee.
- Maintain automated substitute dispatching system, including updates to system data as changes occur.
- Regular communication with substitute and district employees related to substitute activities.
- Coordinate data for professional development substitute needs with a variety of departments and/or agencies to ensure appropriate scheduling, assignment and reimbursement to the district of substitute costs.
- Coordinate a process for the evaluation of substitute and temporary staff.

Extra Pay, Independent Contractors and Time Records

- Process requests for supplemental and/or separate contracts for extra duties, including coaching authorizations. Determine and calculate appropriate pay. Submit for Board approval. Issue supplemental contract or pay authorization. Assure return of signature required documents.
- Review of time records for extra pay, including compensatory time records.
- Process requests for independent contractor agreements, reviewing requests to ensure the contractor meets the IRS rules for independent contractor agreements. Submit to the Board for approval as necessary. Issue independent contractor agreement. Assure return of signature required documents.
- Confer with payroll regarding discrepancies in leave records, substitute records and/or other time record data.

Job Classification – Job Descriptions

- Process requests for changes in job classifications.
- Process requests for new job descriptions for new positions.
- Update job descriptions.

Negotiations, Labor Relations, Legal and Contract Management

- Ongoing review of the Collective Bargaining Agreements (CBAs) to assist with contract management communications.
- Ongoing training with administrators and other key personnel regarding requirements of the CBAs.
- Meetings and other communication with union representatives.

- Handling employee discipline matters, including the conduct of investigations.
- Work with administrators and collective bargaining groups regarding staff absenteeism issues.
- Maintain a log of legal activities, particularly where that can assist the department in completing Sexual Misconduct reports from other school employers.
- Coordinate employee assistance program (EAP) functions.
- Review board policy book for updates.
- Monitor human relations and EEOC complaints for the district.
- Process grievances and arbitrations.
- Develop/conduct employee attitude and opinion surveys.

Risk Management Functions

- Review Worker's Compensation claims and potential light-duty work opportunities to return employees to work.
- Monitor and review unemployment claims.
- Attend unemployment hearings as a district representative.
- Support and/or facilitate the district wellness program.
- Support and/or facilitate the district Employee Assistance Program.
- Meet and confer with district staff assigned safety responsibilities to review the District ADA plan. Review safety-related incidents.
- Develop and implement safety related communication and training.

- Monitor records for immunizations.
- Attend various meetings related to risk management.
- Prepare newsletters, informational pamphlets and other risk-management related communications.
- Work with Drug and Alcohol testing and Pre-Employment Physical Testing provider to coordinate testing and review results with appropriate district administrators. Take action as necessary where discipline or other legal action may be required.

Professional Development/Staff Training

- Ongoing review of staff training requirements, needs and course offerings to ensure courses are available to meet district needs for both required and optional training.
- Coordinate the presentation of course offerings (dates, times, scheduling, instructors, etc.).
- Instruct in professional development and/or employee training programs.
- Reminders to staff and volunteers to enroll in courses to renew required training as appropriate (e.g. first-aid, sexual harassment, bullying, coaching-related training).
- Assist with registration functions, including receipt of monies.
- Maintain records of course activities, and where the course is offered as a Washington State Clock Hour, maintain required clock hour records.
- Review course completion information to ensure the accuracy of the records verifying training completion, including specific hours completed.
- Process payments related to employee training if applicable.
- Maintain records for courses, attendees and related documents.

Reporting and Communications Functions

- Respond to telephones, emails and other inquiries for assistance or data.
- Prepare Board agenda documents (new hires, separations, leaves, changes)
- Prepare data to support negotiations activities.
- Prepare data to support budget and staffing functions.
- Conduct exit interviews.
- Prepare a variety of communications related to HR functions, such as HR Newsletter, Emails, communications to employees regarding the status of their employment, status of their compensation or benefits, leaves of absence, etc.
- Maintain data to support requirements for the State S-275 report and related reports for K-4 staffing.
- Calculate, prepare, and distribute monthly employee absence reports showing substitute usage, (1) by type of absence for prior month, and (2) comparison of current year versus prior year absence by month by certificated and classified.
- Communications to present and/or share HR related data with district administrators, employee, union representatives, community members, colleges/universities, state agencies and others.
- Respond to and/or prepare surveys to collect a variety of data.
- Prepare verifications of employment or experience documents for a variety of purposes.
- Respond to requests to complete Sexual Misconduct Forms from other school systems.
- Respond to reference requests for current and/or prior employees.

- Respond to requests for the disclosure of information, following the district and state guidelines for disclosure of public records. Maintain a record of requests for public disclosure in compliance with state law and district policy and procedures.
- Prepare reports for union representatives to support their requests to process dues and membership information.
- Prepare reports and/or other correspondence to report inappropriate or unprofessional conduct by employees to agencies (Office of the Superintendent of Public Instruction-Office of Professional Practices, police authorities, insurance agencies, Child Protective Services, etc.).
- Prepare and distribute seniority data, lists and reports (at various times depending on CBA or policy requirements).
- Communicate with employees, SPI, ESDs, colleges and universities regarding teacher and administrator certification and/or highly qualified issues.
- Create and maintain minutes and/or records of interviews, meetings, conferences and other events.
- Manage the daily work calendar for HR staff, including management of absences and scheduling of vacation and/or other time away from the job.
- Prepare travel-related requests and documents, including registration documents, rental car, airfare and other travel accommodations.
- Prepare binders, folders and other record maintenance tools.

Personnel/Human Resource Department

- Attend regional WSPA meetings to obtain up-to-date information.
- Attend other training events (conferences, workshops, meetings, webinars) to gain and/or maintain HR related knowledge as appropriate (AASPA, WASA, WASBO, WAMOA, WSPT, WSSFA, SPI, ESDs, presentations from legal firms, worker compensation presentations, and training provided by commercial vendors).

- Attend a variety of district meetings for the purpose of providing information related to HR operations.
- Open, date-stamp and distribute department mail.
- Review department budget.
- Order supplies and materials for personnel office. Prepare warehouse requests, print shop orders and purchase requisition documents. Where necessary request quotes and/or issue formal Requests for Proposals and participate in the bid process.
- Review and/or revise forms and order or discard as needed.
- Update the department personnel operation guide, operating calendar, and internal procedures.
- Maintain CBA books, policy manual, internal procedures, board agenda, training and legal data, etc.
- Participate in department meetings, including strategic planning and goals development or review events.
- Participate in special projects as identified (development of new materials, new processes, and new communication tools).

The next pages display tasks by each month of the year.



- 1 Conduct negotiation sessions with union representatives. Continue to prepare materials and/or information to support negotiation activities as necessary.
- 2 As bargaining concludes, update all CBAs and distribute to site administrators as appropriate. Update the CBA “time schedule” document as appropriate as well. Schedule meetings as appropriate to update administrators and key department officials (payroll) as to changes in the CBAs.
- 3 Final check to ensure that all certificated and administrator contracts are signed and filed.
- 4 Process sick-leave cash out for retirees/resignations as appropriate.
- 5 Finalize shared-leave donations and shared-leave reports.
- 6 Verify certification for new hires.
- 7 Review expiring certification for existing employees. Communicate with employees to ensure they are processing their renewals as appropriate.
- 8 Verify experience for new hires, both certificated and classified.
- 9 Check to ensure that all employee evaluations for the prior year are completed and filed. Prepare a report for the Superintendent to reflect this information.
- 10 Audit compensatory time records for the previous year.
- 11 Check all coaching records to ensure that coaches and volunteers are compliant with WIAA requirements to coach for the upcoming school year. Send reminder notices as appropriate for expiring First-Aid/CPR, Concussion Training, Dance/Stunt Training, Pole Vault Training, Rules Clinics, continuous coaching hours and other related WIAA training requirements. Update coaching status per training and experience records: Beginner, Experienced, Preferred, Grand parented).
- 12 Review Washington Educator Recruitment and Hiring Code of Ethics with staff involved in recruitment and selection procedures.
- 13 Prepare a list of supplemental contracts and coach authorizations from the prepared budget. Distribute to site administrators, principals and athletic administrators to review and correct as appropriate to determine the accurate issuance of contracts and pay authorizations for extra duties for the upcoming school year.
- 14 In consultation with Business Services, review staffing for the upcoming school year and estimate K-4 FTE need and planned staffing to prepare for K-4 compliance reporting. Review staffing needs with site administrators as changes occur.
- 15 Check return on Reasonable Assurance forms issued to employees. Process separations and requests for leaves of absence for the next school year.
- 16 Check return on Reasonable Assurance forms and/or other correspondence from substitutes to determine continued eligibility for substitute and/or temporary work.
- 17 Update the substitute database system as appropriate to reflect changes in substitute and/or temporary employees and their related data.

- 18 Continue update to database systems for completion of budget and/or preparation of September payroll.
- 19 Review any changes to the Washington State Records Retention Schedule.
- 20 Hold summer department staff meeting to review strategic plan, mission, and progress with prior year goals. Establish goals and projects for new year.
- 21 HR administrator conducts evaluations of HR staff as required.
- 22 Update district and/or department organization chart, directories, etc in preparation for August distribution.
- 23 Check the WSPA web site for updates to legal requirements that may be new and/or changed – www.wspa.net.
- 24 Review school board policy and procedures manual for personnel section updates.
- 25 Update forms as appropriate to reflect changes for the new year.
- 26 Update the HR section of the district web site as appropriate to reflect changes for the new year.
- 27 Audit and review quarterly reports for workers' compensation and unemployment benefits. Take action as necessary to return workers to their positions and/or process claims.
- 28 Update orientation materials for new hires, including new substitute and/or temporary staff. Finalize orientation dates, schedule, location, presenters and materials. Prepare orientation announcement materials.
- 29 Update employee and/substitute handbooks.
- 30 Update the HR/Personnel section of the annual administrator training and/or orientation agenda. Prepare related materials for presentation.
- 31 Move terminated employee and substitute files to archived storage. Destroy files in accordance with the Washington State Records Retention rules. Employee files may be destroyed seven (7) years after the separation date. You should always, however, maintain a record of their employment service (year, dates, positions, hours/days, hourly or annual wage paid and leaves from any position).
- 32 Post Leave Without Pay for certificated staff. Obtain a report from Payroll displaying any leave without pay hours and/or days for certificated staff. Deduct this FTE from the employee's work experience record for this current year. You can do this before and/or after you post or roll the employee work experience for the year.
- 33 Print reports to reflect actual days worked by substitute and/or temporary staff to maintain as a permanent record.
- 34 Prepare "Welcome Back" information for all employees for August distribution. (news, updates, HR/Personnel reminders, policy reminders, training requirement notices, etc.)
- 35 Update HR Department internal procedures.
- 36 Review the District Americans with Disabilities Act (ADA) plan; as appropriate review progress on facility modifications. Review actions taken to accommodate employees during the prior year. Prepare a year-end report of ADA plan progress and accommodation actions.

- 37 Review the agreement with your Drug and Alcohol and/or Pre-Employment Physical testing providers. Determine if changes are needed and make arrangements for agreements for the upcoming school year.
- 38 Prepare a year-end HR/Personnel Department report that displays information related to the department goals and achievements, as well as data that supports the department functions (e.g. number of separation and reasons, number of job postings, sources of recruitment events, number of new hire and their status (new, transfer, rehire, etc), numbers of leaves; number of dispatched substitutes, numbers of legal cases – complaints, investigations, grievances, etc.
- 39 Review HR/Personnel Department POG to ensure that activities for the prior month have been completed and to prepare for the current and next month's responsibilities.
- 40 Review HIPPA requirements and adjust materials as necessary to provide accurate information to employees, administrators and/or update the Board policies and/or procedures.



- 1 Conduct negotiation sessions with union representatives. Continue to prepare materials and/or information to support negotiation activities as necessary.
- 2 As bargaining concludes, update all CBAs and distribute to site administrators as appropriate. Update the CBA “time schedule” document as appropriate as well. Schedule meetings as appropriate to update administrators and key department officials (payroll) as to changes in the CBAs.
- 3 Review expired certificates list. Communicate with employees as appropriate to determine the status of their renewal applications. Communicate with administrators as appropriate to ensure they are aware of the status of the expired certificate. BEFORE school starts, conduct a final check. If any certificated employee does not hold a valid certificate, take action to remove them from their assignment BEFORE the first day of school.
- 4 Continue recruiting activities to locate applicants for remaining vacancies and the substitute and temporary staff pool.
- 5 Final review of expired INS/work visa permits. Ensure that all employees working with temporary authorizations are legal and/or take action to remove the employee from their work assignment and/or separate employment as necessary.
- 6 Review Drug and Alcohol testing list. Send updated roster to Drug and Alcohol testing provider. Send policy reminder information to employees subject to Drug and Alcohol testing.
- 7 Review bus driver abstracts with Transportation to ensure all abstracts are clear. Review CDL or School Bus Endorsement license expirations for all employees required to hold a CDL or Bus Driver Endorsement. Take action as appropriate to assist the employees in renewing licenses and/or remove the employee from assignment or employment.
- 8 Request schedules and staff assignment rosters from all sites. For all sites check teacher certification and highly qualified requirements to the assignments noted on the roster. Take action as appropriate to reassign staff to appropriate assignments and/or create waivers and related documents as appropriate for reporting to the Board of Directors, parents and others. Remind principals of assignment rules and regulations, both for certification and Highly Qualified regulations.
- 9 Get data from Payroll as to any certificated employees who worked less than 1.0 FTE for the current school year to determine if they substituted or otherwise worked in a certificated capacity (summer school, extended school year) and post that FTE to their work records for the current school year.
- 10 Review evaluation status for all employees for the upcoming school year. If any employees are scheduled for probation status for the following school year, schedule meetings as appropriate to review status and resources needed.

- 11 Process final shared leave donations and prepare a final shared leave report for the current school year.
- 12 Prepare Board agenda, adding all new hires, separations and changes as appropriate.
- 13 Process classified and certificated new hires for the new school year. Create new hire personnel files. Work with new employees to complete required new hire documents. Ensure that all required documents are processed and on file (current disclosure form – reaffirmed or completed new upon hire, fingerprints taken, processed and/or cleared, I-9, W-4, Sexual Misconduct Forms from prior employers, internet use agreement, etc.) Update new hire checklists as items are completed.
- 14 Schedule and conduct orientation sessions for new hires.
- 15 Schedule and conduct required training sessions for new hires (Sexual Harassment, Bullying, Child Abuse Reporting, FLSA, FMLA, ADA Internet Use, Policy Review, etc.).
- 16 Participate in annual administrator training workshop activities. Advise administrators of changes in policies, procedures, rules and regulation related to HR (Highly Qualified, Certification, ADA, FMLA, FLSA, EEO rules, etc). Update administrators on negotiation activities and changes in CBAs as a result of negotiations. Update administrators on staffing, budgeting and related data.
- 17 Update list of employees who will be issued supplemental contracts for extra duties and/or coaching authorizations for the upcoming school year based on feedback from site administrators. Submit the list of employees who will be issued supplemental contracts for extra duties and/or pay authorizations for coaching to the Board of Directors for approval. This list should also include any volunteer coaches.
- 18 Print and distribute salary schedules and calendars to other offices and agencies as appropriate.
- 19 Distribute “Welcome Back” packet to employees. This packet typically includes a statement from the Superintendent and/or Board of Directors, policy reminders (Child Abuse Reporting, Sexual Harassment, Blood borne pathogens, Code of Conduct, FLSA, FMLA, ADA, Internet Use), notification of changes in compensation and/or benefits as a result of negotiations, policy changes or legislated actions, changes in processes or procedures, leave of absence and substitute request reminders, time record reminders and information from other departments (curriculum/instruction, transportation, maintenance, food services, etc.); and employee compensation, benefit and work calendar information. This packet is typically distributed and ready for staff the week prior to the start of school annually.
- 20 Send reports to evaluators listing the employees they will be responsible for evaluating and the evaluation cycle the employee will be on for the upcoming school year. This should include probationary evaluations and required observation dates for all new hires. Ask evaluators to review, make any corrections and return to HR for final distribution in September.

- 21 Assign new employee mentors working with site and/or department administrators, including coordination for the district Teacher Assistance Program (TAP) or related programs for new hires.
- 22 Check training requirements for all coaches and volunteer coaches to ensure compliance with WIAA standards.
- 23 Publish name, address, phone number of district Affirmative Action Officer, Title IX Officer, and Section 504 Coordinator. Coordinate with other mandated public disclosure notifications. This information is typically included in the District Calendar, published by the Superintendent's or Community Relations offices.
- 24 Update S-275 database system for final transmittal in September for the previous school year.
- 25 Update emergency/disaster information and emergency telephone trees.
- 26 Meet with payroll to review upcoming deadlines for September payroll. Review procedures and processes for September payroll processing.
- 27 Prepare reports to compare year-end staffing budgeted staffing, working with Business Services and other staff responsible for district staffing functions.
- 28 Review staffing for the upcoming school year with principals and department administrators to prepare for any potential changes.
- 29 Review enrollment reporting procedures with principals and secretaries.
- 30 Conduct a "welcome back" meeting for all substitute staff. Distribute updated substitute handbooks to substitute staff. Review changes as appropriate.
- 31 Continue updates and corrections to the substitute database as appropriate.
- 32 Conduct new substitute orientation dates.
- 33 Inform certificated employees/principals of professional leave guidelines, including rules for use of substitutes and limits to the number of substitutes per day for professional leave purposes.
- 34 Prepare for the Benefits Fair, usually held in September.
- 35 Coordinate student teacher and practicum placements for fall quarter.
- 36 Download the list of approved clock hour providers and approved private schools from the OSPI web site, www.k12.wa.us, and add to your binder of previous information. This data is needed when checking clock hours and experience from private schools for the upcoming school year.
- 37 Adjust compensation for staff holding or obtaining National Board Certification.
- 38 Check Bus Driver records to ensure that all DOT physicals are current.
- 39 Check Immunization records for all employees Send reminders where immunization records are required by district policy and procedure.
- 40 Attend the annual WSPA/WASBO S 275 reporting workshop and/or webinar.

SEPTEMBER

- 1 Conduct negotiation sessions with union representatives. Continue to prepare materials and/or information to support negotiation activities as necessary.
- 2 As bargaining concludes, update all CBAs and distribute to site administrators as appropriate. Update the CBA “time schedule” document as appropriate as well. Schedule meetings as appropriate to update administrators and key department officials (payroll) as to changes in the CBAs.
- 3 Prepare contracts, supplemental contracts and/or pay authorizations for new hires and/or issue updated contracts or pay authorizations for existing staff (certificated, classified, coaches and administrators) as employee schedule placement or other changes are processed.
- 4 Notify employees of Benefits Fair dates, Open Enrollment dates and processes for benefits enrollment.
- 5 Hold the Benefits Fair.
- 6 Prepare reports and otherwise coordinate September payroll data with Payroll to assist with their processing. Double check all data for September payroll.
- 7 Work with Payroll or Business Services to calculate the employee benefit pool amounts for September payroll.
- 8 Obtain first four (4) days and every Monday report of school enrollment reports/rosters/master schedules from schools. Prepare data reflecting the impact of actual enrollment on current year staffing. Attend meetings to adjust staffing as needed.
- 9 Collect staff rosters and master schedules from all sites to conduct a final check of appropriate assignment as related to certification and Highly Qualified requirements as assignments often change just before and after the start of the school year. Process waivers or take other actions as necessary to ensure compliance.
- 10 Review the evaluation reports distributed to administrators in August. Update as necessary. Redistribute to administrators so they will have an accurate list of employees they are required to evaluate, the evaluation type or cycle, and the due date of that activity, including probationary evaluations or required observations.
- 11 Provide evaluation/performance appraisal information updates and/or training for administrators. Check procedures for tracking administrator training related to evaluation processes as administrators are required to maintain teacher evaluation training on a current basis.
- 12 Advise supervisors to inform all employees of the evaluation process and tools that will be utilized for their evaluation for this year. Receive documentation from each site that this information has been distributed to all employees.
- 13 Review processes for any staff scheduled to be on probation. Meet with evaluators

- and review specific steps; establish specific timelines, processes, resources, assistance and responsibilities.
- 14 Continue processing new hires for the new school year. Create new hire personnel files. Work with new employees to complete required new hire documents. Ensure that all required documents are processed and on file (current disclosure form – reaffirmed or completed new upon hire, fingerprints taken, processed and/or cleared, I-9, W-4, Sexual Misconduct Forms from prior employers, internet use agreement, etc.) Update new hire checklists as items are completed.
 - 15 Continue new staff and new substitute orientation and required training sessions.
 - 16 Prepare reports of new hires and distribute to various other departments and/or administrators as appropriate, including to union representatives.
 - 17 Identify new hires eligible for the District New Hire Mentor Program. Work with others as appropriate to assign mentors and maintain appropriate documentation. Provide information and/or conduct orientation for assigned mentors.
 - 18 Submit final S-275 report for the previous year. Check all data prior to submitting to ensure data is correct, including reporting of salaries and K-4 FTE.
 - 19 Review HBV/HIV training records and information as to those employees eligible for inoculations pursuant to District policy and/or procedures. Provide notification of availability of inoculations, track employee decline or acceptance, track inoculation records. This task is often coordinated with school nursing staff.
 - 20 Check to ensure new year contracts/employment authorizations are all issued, signed, and returned.
 - 21 Review and prepare for the BEA 1497 report in coordination with other departments. Issue directions and information to principals or department administrators as appropriate.
 - 22 Review the S-275 reporting requirements for the new year. Schedule activities, including training events offered by WSPA, WASBO or the ESD.
 - 23 Distribute directory as appropriate (may be on web site and/or otherwise made available).
 - 24 Send updated staffing reports to site and department administrators. Ask administrators to double-check data and report any discrepancies.
 - 25 Prepare reports comparing actual staffing based on September data vs. budgeted staffing. Review with Business Services or others as appropriate to adjust budget as needed.
 - 26 Notify certificated employees of deadlines for submitting new educational records or experience verifications that would affect salary schedule placement.
 - 27 Process salary schedule placement changes based on data that has been received, reviewed and validated (transcripts, degrees, experience, changes in positions, FTE or contract status). Issue payroll authorization notices as appropriate.
 - 28 Present opening of schools report to board.
 - 29 Continue to recruit for vacancies and substitute employees as necessary.



OCTOBER

- 1 October 1 is the first date for placing certificated employees on probation for the year. Ensure all procedures and notices are in place.
- 2 Prepare official October enrollment/staffing reports. Check sections for elementary PE, Music, Library staff that provide release time support for teachers. Utilize this data to update P, K, E, F, M, S codes for S 275 reporting and K-4 calculations.
- 3 Start activities for the S-275 report for the current year.
- 4 Remind evaluators or 90-day new-hire observations/evaluations and/or probationary evaluation requirements.
- 5 Prepare and distribute a report displaying the contract status for all certificated employees (Provisional Year 1, Provisional Year 2, Continuing, Leave Replacement and/or Retiree-Rehire). Double check all data prior to distribution.
- 6 Submit list to WIAA reflecting new coaches and coaching assignments.
- 7 Continue processing benefit changes during the specified open enrollment period.
- 8 Complete the BEA- 1497 report.
- 9 Continue processing salary schedule placement changes based on data that has been received, reviewed and validated (transcripts, degrees, experience, changes in positions, FTE or contract status). Issue payroll authorization notices as appropriate.
- 10 Review September and October payroll data with payroll one more time to ensure accuracy of data and changes.
- 11 Prepare reminder notices to any staff with expiring certification, licensing, work visas and/or required training as appropriate. Update employee records with completed training data. Continue to monitor to ensure that all employee-required training is current.
- 12 Continue processing new hires, including orientation and required training sessions.
- 13 Check department head sections and/or other data that would alter compensation amounts for supplemental contracts.
- 14 Working with Payroll and/or Business Services, review the benefit pool calculations used for September and adjust as necessary.
- 15 Review Highly Qualified requirements for staffing, including Para educators, to ensure final compliance for the year. Issue notification to parents and/or others as necessary where requirements are not met. Prepare waivers and/or other documentation as appropriate.
- 16 Update and distribute emergency and/or inclement weather procedures, including emergency telephone trees, to staff.
- 17 Review evaluation requirements with administrators.

- 18 Attend ESD workshop on S-275 reporting.
- 19 Audit and review quarterly reports for workers' compensation and unemployment benefits. Take action as necessary to return workers to their positions and/or process claims.
- 20 File all new contracts, supplemental contracts and pay authorizations prepared for the current year into the employees' personnel files.
- 21 Remind employees of timelines and procedures for requesting a change in job classification for the next school year, including required documentation.
- 22 Review list of job descriptions to be updated for the year. Schedule activities to complete this task.
- 23 Check district collective bargaining agreements for mandated deadlines. Update the CBA timeline document and distribute to administrators and others as appropriate.
- 24 Attend AASPA annual conference.
- 25 Attend the WSPA Law Conference.

NOVEMBER

- 1 Complete and transmit the initial State S-275 report. Continue to make corrections as necessary in preparation for the December submission.
- 2 Review Affirmative Action Plan/Program for next due date.
- 3 Begin preparation of annual Affirmative Action Report to the Board of Directors. Prepare data from prior year activities (openings/reasons and hires/status, including gender, ethnicity, and other required reporting data).
- 4 Prepare for second semester or trimester staffing. Request planned schedules to review certification, endorsements and Highly Qualified information to planned assignments.
- 5 Begin working on seniority lists to be published according to collective bargaining agreements.
- 6 Working with Payroll and/or Business Services, review the benefit pool calculations and adjust as necessary.
- 7 Meet with fall student teachers.
- 8 Review employee required training requirements. Conduct training to ensure all required training is completed by employees as applicable.
- 9 Begin preparations for next year recruitment functions. Schedule dates on calendars. Review recruitment materials in preparation for changes as necessary.
- 10 If applicable, review online application information and instructions for applicants. Update as necessary.
- 11 Conduct HR related training for administrators to continue updating administrators in key HR areas on a regular basis.
- 12 Work on updates to job descriptions.
- 13 Review staffing for the current year. Attend meetings as appropriate to make final adjustments for the current year and prepare reports comparing current year staffing to budget planned staffing.
- 14 Check to ensure that required observations and/or probationary evaluations are completed and on file in personnel as appropriate.
- 15 Work with transportation and food services to adjust employee work hours that may affect benefit calculations based on changes from the start of the school year.
- 16 Check coach requirements for upcoming winter coaching assignments.
- 17 Issue a report displaying all supplemental contracts and pay authorizations for extra duties and/or coaching assignments to site administrators. Ask the administrators to double check and verify the assignments. Adjust pay authorizations accordingly.
- 18 Continue to monitor progress of employees in probationary status.

DECEMBER

- 1 Continue data updates to the S-275 report.
- 2 Submit the December 275 report. This is the report that is typically utilized by SPI and legislators for this year's legislative session activities. Be as careful as possible to ensure that this report is accurate – for salaries, benefits and assignment reporting. Double check the K-4 FTE reported and K-4 FTE requirements.
- 3 Prepare a list of expiring teaching certificates, licenses, work visas and/or permits. Ensure that all staff are working with valid certification and/or licensing as required.
- 4 Check the master schedules from the high schools and the middle/junior high schools for correct teaching assignments with teaching certificates/endorsements and highly qualified requirements.
- 5 Prepare and/or review unemployment reports.
- 6 Continue to review recruitment plans and prepare recruitment materials and events for the upcoming recruitment season.
- 7 Prepare a report of the prior year applicant data and activities.
- 8 Archive inactive applicants. Store archived applicant data as appropriate.
- 9 Review winter vacation schedules from staff (personnel and district office).
- 10 Begin preliminary work on seniority reports as appropriate to the collective bargaining agreement requirements.
- 11 Review district policies for additional updates as necessary.
- 12 Review the HR department budget and expenditures.
- 13 Prepare historical data from prior year for storage (calendars, salary schedules, S 275 summary reports, substitute usage, leave usage, other data reports, etc).
- 14 Perform another check to ensure that required observations and/or probationary evaluations are completed and on file in personnel as appropriate.
- 15 Take time to review the CBAs with administrators to determine if any changes may be necessary or are desired for upcoming negotiations.
- 16 Review changes in laws to determine if new labor law posters are required at work sites. If so obtain new posters. Check each work site to ensure that all labor law posters are appropriately displayed.
- 17 Review minimum wage potential changes for the upcoming calendar year. If changes are required, submit changes to the Board of Directors and/or work with unions to ensure that all positions meet the new minimum wage requirements. Adjust pay as appropriate. Be sure to review hourly wage determination for coaching positions as part of this process.
- 18 Post annual workers compensation and unemployment reports as required.



- 1 Review progress of employees in probationary status. Assist administrators as needed to provide resources and support. Ensure that all steps of the probationary process are being met.
- 2 Check second semester staffing for certification and Highly Qualified requirements to the planned assignment.
- 3 Continue to review staffing based on monthly enrollment reports. Work with other departments, principals and site administrators to adjust enrollment as necessary, particularly for second semester secondary staffing.
- 4 Prepare reports to compare planned second semester staffing and mid-year actual staffing to plan and budgeted staffing FTE.
- 5 Process sick leave cash out for employees. Modify the S 275 report data to reflect cash out data.
- 6 Begin review of budget guidelines and budget activities calendar for the upcoming school year.
- 7 Update forms as appropriate for the year.
- 8 Review Personnel/HR department budget and expenditures, particularly reviewing upcoming expenses for recruitment activities.
- 9 Send reminder letters on expiring certificates, licenses and required training to staff.
- 10 Make final plans for recruitment activities. Schedule Career Fair functions, process registrations, schedule, and make travel arrangements. Provide announcements to applicants and colleges/universities as appropriate.
- 11 Prepare and distribute initial seniority lists and/or reports according to collective bargaining agreement requirements.
- 12 Begin planning for pre-retirement seminars for employees. Coordinate with vendors or others to make presentations. Update information and prepare materials.
- 13 Audit and review quarterly reports for workers' compensation and unemployment benefits. Take action as necessary to return workers to their positions and/or process claims.
- 14 Continue to make changes to the S 275 report in preparation for February or March submission.
- 15 Send reminders to administrators of evaluation responsibilities, due dates, etc.
- 16 Conduct employee required training sessions. Ensure that employee required training is current.
- 17 Conduct an inventory of office supplies and equipment. Order as necessary and as budget funds are available to update supplies and equipment.

- 18 Check to ensure that all applicant data is appropriately archived.
- 19 Prepare for winter placement of student teachers.

- 20 Review substitute rosters to determine if additional recruitment activities are needed to add substitute and/or temporary staff to rosters to meet the typically heavier upcoming leave season.
- 21 Double check that all I-9 forms, fingerprint documents, background/disclosure documents and Sexual Misconduct forms are appropriately completed and filed.
- 22 Begin discussions with union representatives to determine work calendars for the upcoming school year if they are not already established by previous bargaining activities.
- 23 Check emergency materials and supplies (batteries, flashlights, supplies) to ensure operations are ready in the event of an emergency. Conduct an emergency drill.
- 24 Review performance progress of employees with all evaluators to determine if assistance is needed and/or employees are in need of notification of performance deficiencies. Prepare a report for the Superintendent of the status of employee performance.
- 25 Review the WSPA web site for upcoming training opportunities and/or additional new information. www.wspa.net

FEBRUARY

- 1 Review progress of employees in probationary status. Assist administrators as needed to provide resources and support. Ensure that all steps of the probationary process are being met.
- 2 Check planned third trimester staffing if applicable for certification and Highly Qualified requirements to the planned assignment.
- 3 Schedule recruitment events. Check schedules of all participants and travel accommodations. Final check of all materials, supplies and equipment.
- 4 Continue work with union to establish work calendars for the new school year.
- 5 Begin budget preparations for the upcoming school year. Obtain forecasted enrollments and prepare initial staffing allocation reports based on preliminary known data.
- 6 Communicate with principals/staff for potential transfers, intent to return, educational advancement, etc. for next year as part of the continued staffing planning work.
- 7 Submit reports related to Highly Qualified status as required (Note: this date has changed over the years so check report requirements on the OSPI web site: www.k12.wa.us annually).
- 8 Determine composition of district collective bargaining agreement team(s).
- 9 Determine if any data is needed to support upcoming negotiations, including preparation and completion of surveys to collect salary, benefits or other data.
- 10 Check performance of provisional contract employees to determine eligibility for continued employment.
- 11 Review the S 275 summary reports (1801, 1803) for accuracy. Obtain and review the 1159 K-4 compliance report. Make adjustments as necessary for submission of an updated 275 report.
- 12 Review any corrections to seniority reports, make adjustments and prepare final seniority reports as required by collective bargaining agreements.
- 13 Review departmental goals.
- 14 Review summer vacation schedules with HR department staff.
- 15 Attend WSPA Annual Conference.
- 16 Determine composition of district collective bargaining agreement team(s).
- 17 Attend WSSDA/WASA legislative conference.
- 18 This is a good month to review HR special projects for the year and make progress on those projects.
- 19 Pull a random set of certificated files. Review credit, degree and experience data to ensure it has been accurately calculated and reported on the 275 report.



- 1 Notify supervisors of upcoming evaluation deadlines. Make final preparations for processing status of employee in probationary status or provisional employees that may not be performing adequately.
- 2 Update the S 275 reporting data as necessary in preparation for the March submission.
- 3 Continue to prepare staffing allocations for the upcoming school year. Work with Business Services to begin data entry into the database systems to establish the upcoming budget data. Check for changes in account codes and make changes to database accordingly.
- 4 Send letters to staff on leave of absence to determine if they are returning (be sure to check CBA requirements if dates for this activity are different).
- 5 Distribute an announcement to staff regarding requests for leaves of absence for the upcoming school year and applicable deadlines.
- 6 Check certification, licensing or work visas for all staff. Send reminder communications to staff with expiring certificates, licenses or work visas.
- 7 Review retire/rehire employee list. Send letters to retiree-rehires thanking them for service but reminding them they are employed on a one-year only contract and their employment will end pursuant to the issued contract.
- 8 Meet with principals/supervisors to review next year's staffing projections and confirm forecasted enrollment and staffing allocations.
- 9 Attend recruitment events.
- 10 Finalize salary survey data. Complete SIRS salary and benefit report.
- 11 Begin collective bargaining for all open contracts.

- 12 Attend ESD meetings related to budget planning.
- 13 Prepare major equipment/supplies request for next year.
- 14 Distribute notice to certificated/classified employees regarding summer work opportunities.
- 15 Conduct pre-retirement seminars.
- 16 Observe Classified Staff Appreciation Week.
- 17 Review handbooks, policies, procedures, pamphlets and documents that are distributed to employees to determine if changes will be necessary for the upcoming year based on known information. Develop a plan to update materials as appropriate.
- 18 Coordinate student teacher placements for spring quarter.

- 19 Review hiring processes with administrators. Provide training as appropriate.
- 20 Process request for job classification changes.

- 21 Complete changes to job descriptions.
- 22 Review the annual resolution to employ staff. Submit to the attorney for review if appropriate in preparation for submission to the Board. This resolution is submitted to the Board in preparation of the issuance of annual contracts. Most districts attempt to issue contracts about the time staff return from spring vacation, but it is also dependent on legislative action and known budget status. Either way the resolutions should be reviewed and ready for submission to the Board.
- 23 Review requirements for spring coaches to ensure they are appropriately qualified.
- 24 Distribute the finalized Seniority Lists/Reports.



- 1 Submit the annual resolutions to employ certificated staff and administrators to the Board of Directors for approval.
- 2 Prepare certificated employee contracts for issuance, typically the week after spring break. Contracts may be delayed depending on budget information, legislative action and/or other CBA requirements. This is a good time however to issue contracts if possible to lock employees into the contract for staffing purposes. Administrator contracts may be issued at a later date but should be issued no later than June 30th of the year.

If possible, send an experience record, credits/degree record report and salary schedule to the certificated staff along with their contract. This will help them understand their schedule placement, and what might be needed to advance for the next year.

- 3 Prepare Reasonable Assurance notices to less-than-12-month classified and substitute employees. If possible send an experience record to classified employees so they have an opportunity to review their work experience record with the district.
- 4 If necessary, prepare resolutions for approval by the Board of Directors to support a reduction in force (RIF) plan for the upcoming school year.
- 5 If necessary, prepare Reduction in Force (RIF) Adverse Affect or Non-Renewal letters to be hand-delivered to affected employees by May 15, if applicable.
- 6 Check progress of any probationary status employees; review with attorney. Prepare final documents and where applicable, notice of non-renewal.
- 7 Final check of employees on Provisional contract status to determine performance. If problems exist, review with legal counsel if appropriate, and issue non-renewal notice on or before May 15th.
- 8 Continue budget development and staffing planning for the upcoming school year, entering data into database systems as appropriate to reflect changes. Continue meeting with site and department administrators to review staffing needs and allocations.
- 9 Prepare preliminary staffing projections, estimate all FTE and budget costs, and check staffing allocations. (NOTE: Be aware of legislative changes.)
- 10 Notify supervisors of evaluation due dates.
- 11 Notify all temporary employees of the status of their temporary position. Hold a meeting for these staff to inform them of budget planning and the potential for posting positions for the next year, including application procedures.
- 12 Finalize list of those returning from leave of absence (LOA).
- 13 Prepare list of those approved LOAs for next school year. Match approved Leaves of Absence with issued Leave Replacement contracts. You can only have as many

- certificated FTE on Leave Replacement Contracts as you have certificated employees out on Leave of Absence.
- 14 Attend recruitment events as planned. Review data coming back from recruitment activities. Follow up with applicants and/or administrators to set site visits and/or interview schedules as appropriate.
 - 15 Depending on recruitment activities and budget availability, issue early contracts as a result of recruitment activities.
 - 16 Typically begin negotiation with various units as required by CBAs. Meet with the Board of Directors to establish bargaining parameters.
 - 17 Review involuntary transfer plans with supervisors. Meet with affected employees and complete transfer processes as necessary. Provide support to transferred staff to plan move of their classroom supplies and materials.
 - 18 Follow-up with employees that were notified of expiring certificates, licenses or work visas to ensure they are taking action to renew appropriately.
 - 19 Review hiring procedures with management team and appropriate staff.
 - 20 Review applicant pool, particularly for hard-to-fill positions. Conduct additional recruiting as necessary.
 - 21 Observe National Secretaries' Week.
 - 22 Observe Certificated Staff Appreciation Week.
 - 23 Work with other units to prepare and post summer school positions.
 - 24 Negotiate with providers of employee health insurance plans as to premium amounts and benefit offerings for the next year. This may be done in concert with a broker and/or a joint employee committee.
 - 25 Audit and review quarterly reports for workers' compensation and unemployment benefits. Take action as necessary to return workers to their positions and/or process claims.
 - 26 Review grievance actions to ensure that all steps have been taken appropriately to process the grievance in accordance with contract requirements.



- 1 Ensure that all letters of reasonable assurance are issued to less than 12-month classified and all substitute employees. Check for return of notices and follow-up as necessary.
- 2 Check to ensure that all required staff evaluations are complete by the applicable deadlines.
- 3 Finalize non-renewal notices for employees with unsatisfactory probation status and/or provisional status that will be non-renewed – no later than May 15.
- 4 Deliver (and sign for) certificated contract non-renewals before May 15 (performance related or RIF).
- 5 Follow-up to ensure that all issued contracts have been signed returned and filed.
- 6 Issue Letters of Intents to new hires.
- 7 Establish orientation dates for August and September for new hires and new substitutes. Begin planning for the agenda and being update of materials.
- 8 Send final reminder of certificate, license or work visa expirations.
- 9 Reminders to coaches of training requirements for the upcoming school year.
- 10 Review impact of new state legislation.
- 11 Remind supervisors to notify returning staff of next year’s assignments.
- 12 Send letters of recognition to foreign country exchange teachers.
- 13 Review K-4 actual staffing with Business Services to determine if adjustments may be needed in the current year 275 reporting.
- 14 Post the current year experience data to the employee’s record to determine schedule placement for the next year. Update budget database records to reflect experience changes. Prepare reports of the experience increment costs for the budget, including any planned impact to the average LEAP mix factor.
- 15 Prepare a list of current year retirees for distribution to Payroll and others as appropriate to support retirement celebration functions.
- 16 Prepare service award reports to support recognition of service activities.
- 17 Send letters to certificated staff hired on a leave replacement basis or classified staff hired on a temporary basis to confirm the end of their employment. Hold a meeting, inviting these staff, to review staffing plans for the upcoming year, the possibilities of postings and review application requirements.
- 18 Send reminder notice to certificated staff that all academic credits must be completed at regionally accredited institution, all clock hours must be completed from an approved clock hour provider; and all courses must meet one of the six state criteria for course approval.
- 19 Finalize work calendars for the upcoming school year. If complete, distribute to

- 20 staff prior to the end of the current school year.
- 20 Review information for employees' in light-duty status to determine if additional action needs to be taken to return the employee to work.
- 21 Remind employees of the processes for requesting a voluntary transfer for the upcoming school year.
- 22 Prepare reminders to employees if required training will expire prior to or during the upcoming school year, along with notice of dates of available training.
- 23 Conduct a Substitute Appreciation event and/or send thank you letters to substitute and temporary employees for their services.



- 1 Submit an update to the S-275 if needed.
- 2 Ensure that all administrator and classified evaluation are completed, submitted to HR and filed as appropriate.
- 3 Prepare administrator contracts for the upcoming school year. Ensure that the Board of Directors has previously approved the related Resolution.
- 4 Prepare and submit to the Board of Directors a motion and/or updates to policies and procedures to establish compensation, benefits and work schedules (holidays, vacations, leaves, etc) for non-represented employees.
- 5 Provide support to the Board of Directors for the review and/or issuance of the Superintendent's contract and/or other individual administrator contracts.
- 6 Continue negotiation as appropriate.
- 7 Continue budget preparation and staffing work for the upcoming school year, making final adjustments in preparation for adoption of the budget by the Board of Directors.
- 8 Process sick leave cash out for retirees.
- 9 Begin updates to handbooks, procedures, etc for the upcoming school year.
- 10 Distribute year-end substitute and leaves of absence reports to administrators and work sites as appropriate.
- 11 Develop plans for the summer administrative workshop, including HR related materials.
- 12 Provide input for budget preparation.
- 13 Update educational records for certificated employees and change schedule placement as appropriate for the upcoming school year.
- 14 Assist with plans for opening day ceremonies and activities.
- 15 Review orientation materials and agenda items. Establish schedules for presenters, locations, etc.
- 16 Submit Form 1977 for Bus Drivers to OSPI, Transportation.

Tasks by Month – Summary View of Calendar Year

TASKS	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Review progress of employees in probationary status. Assist administrators as needed to provide resources and support. Ensure that all steps of the probationary process are being met.												
Check second semester staffing for certification and Highly Qualified requirements to the planned assignment.												
Continue to review staffing based on monthly enrollment reports. Work with other departments, principals and site administrators to adjust enrollment as necessary, particularly for second semester secondary staffing.												
Prepare reports to compare planned second semester staffing and mid-year actual staffing to planned and budgeted staffing FTE.												
Process sick leave cash out for employees. Modify the S 275 report data to reflect cash out data.												
Begin review of budget guidelines and budget activities calendar for the upcoming school year.												
Update forms as appropriate for the year.												
Review Personnel/HR department budget and expenditures, particularly reviewing upcoming expenses for recruitment activities.												
Send reminder letters on expiring certificates, licenses and required training to staff.												
Make final plans for recruitment activities. Schedule Career Fair functions, process registrations, schedule, and make travel arrangements. Provide announcements to applicants and colleges/universities as appropriate.												

TASKS	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Prepare and distribute initial seniority lists and/or reports according to collective bargaining agreement requirements.												
Begin planning for pre-retirement seminars for employees. Coordinate with vendors or others to make presentations. Update information and prepare materials.												
Audit and review quarterly reports for workers' compensation and unemployment benefits. Take action as necessary to return workers to their positions and/or process claims.												
Continue to make changes to the S 275 report in preparation for February or March submission.												
Send reminders to administrators of evaluation responsibilities, due dates, etc.												
Conduct employee required training sessions. Ensure that employee required training is current.												
Conduct an inventory of office supplies and equipment. Order as necessary and as budget funds are available to update supplies and equipment.												
Check to ensure that all applicant data is appropriately archived.												
Prepare for winter placement of student teachers.												
Review substitute rosters to determine if additional recruitment activities are needed to add substitute and/or temporary staff to rosters to meet the typically heavier upcoming leave season.												
Double check that all I-9 forms, fingerprint documents, background/disclosure documents and Sexual Misconduct forms are appropriately completed and filed.												
Begin discussions with union representatives to determine work calendars for the upcoming school year if they are not already established by previous bargaining activities.												

WSPA
Personnel Operations Guide

Tasks by Month

TASKS	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Check emergency materials and supplies (batteries, flashlights, supplies) to ensure operations are ready in the event of an emergency. Conduct an emergency drill.												
Review performance progress of employees with all evaluators to determine if assistance is needed and/or employees are in need of notification of performance deficiencies. Prepare a report for the Superintendent of the status of employee performance.												
Review the WSPA web site for upcoming training opportunities and/or additional new information. www.wspa.net												
Review progress of employees in probationary status. Assist administrators as needed to provide resources and support. Ensure that all steps of the probationary process are being met.												
Check planned third trimester staffing if applicable for certification and Highly Qualified requirements to the planned assignment.												
Schedule recruitment events. Check schedules of all participants and travel accommodations. Final check of all materials, supplies and equipment.												
Continue work with union to establish work calendars for the new school year.												
Begin budget preparations for the upcoming school year. Obtain forecasted enrollments and prepare initial staffing allocation reports based on preliminary known data.												
Communicate with principals/staff for potential transfers, intent to return, educational advancement, etc. for next year as part of the continued staffing planning work.												
Submit reports related to Highly Qualified status as required (Note: this date has changed over the years so check report requirements on the OSPI web site: www.k12.wa.us annually.												
Determine composition of district collective bargaining agreement team(s).												

WSPA
Personnel Operations Guide

Tasks by Month

TASKS	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Determine if any data is needed to support upcoming negotiations, including preparation and completion of surveys to collect salary, benefits or other data.												
Check performance of provisional contract employees to determine eligibility for continued employment.												
Review the S 275 summary reports (1801, 1803) for accuracy. Obtain and review the 1159 K-4 compliance report. Make adjustments as necessary for submission of an updated 275 report.												
Review any corrections to seniority reports, make adjustments and prepare final seniority reports as required by collective bargaining agreements.												
Review departmental goals.												
Review summer vacation schedules with HR department staff.												
Attend WSPA Annual Conference.												
Determine composition of district collective bargaining agreement team(s).												
Attend WSSDA/WASA legislative conference.												
This is a good month to review HR special projects for the year and make progress on those projects.												
Pull a random set of certificated files. Review credit, degree and experience data to ensure it has been accurately calculated and reported on the 275 report.												
Notify supervisors of upcoming evaluation deadlines. Make final preparations for processing status of employee in probationary status or provisional employees that may not be performing adequately.												
Update the S 275 reporting data as necessary in preparation for the March submission.												
Continue to prepare staffing allocations for the upcoming school year. Work with Business Services to begin data entry into the												

WSPA
Personnel Operations Guide

Tasks by Month

TASKS	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
database systems to establish the upcoming budget data. Check for changes in account codes and make changes to database accordingly.												
Send letters to staff on leave of absence to determine if they are returning (be sure to check CBA requirements if dates for this activity are different).												
Distribute an announcement to staff regarding requests for leaves of absence for the upcoming school year and applicable deadlines.												
Check certification, licensing or work visas for all staff. Send reminder communications to staff with expiring certificates, licenses or work visas.												
Review retire/rehire employee list. Send letters to retiree-rehires thanking them for service but reminding them they are employed on a one-year only contract and their employment will end pursuant to the issued contract.												
Meet with principals/supervisors to review next year's staffing projections and confirm forecasted enrollment and staffing allocations.												
Attend recruitment events.												
Finalize salary survey data. Complete SIRS salary and benefit report.												
Begin collective bargaining for all open contracts.												
Attend ESD meetings related to budget planning.												
Prepare major equipment/supplies request for next year.												
Distribute notice to certificated/classified employees regarding summer work opportunities.												
Conduct pre-retirement seminars.												
Observe Classified Staff Appreciation Week.												
Review handbooks, policies, procedures, pamphlets and documents that are distributed to employees to determine if												

TASKS	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
changes will be necessary for the upcoming year based on known information. Develop a plan to update materials as appropriate.												
Coordinate student teacher placements for spring quarter.												
Review hiring processes with administrators. Provide training as appropriate.												
Process request for job classification changes.												
Complete changes to job descriptions.												
Review the annual resolution to employ staff. Submit to the attorney for review if appropriate in preparation for submission to the Board. This resolution is submitted to the Board in preparation of the issuance of annual contracts. Most districts attempt to issue contracts about the time staff return from spring vacation, but it is also dependent on legislative action and known budget status. Either way the resolutions should be reviewed and ready for submission to the Board.												
Review requirements for spring coaches to ensure they are appropriately qualified.												
Distribute the finalized Seniority Lists/Reports.												
Submit the annual resolutions to employ certificated staff and administrators to the Board of Directors for approval.												
Prepare certificated employee contracts for issuance, typically the week after spring break. Contracts may be delayed depending on budget information, legislative action and/or other CBA requirements. This is a good time however to issue contracts if possible to lock employees into the contract for staffing purposes. Administrator contracts may be issued at a later date but should be issued no later than June 30 th of the year.												
If possible, send an experience record, credits/degree record report and salary schedule to the certificated staff along with their contract. This will help them understand their schedule placement,												

TASKS	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
and what might be needed to advance for the next year.												
Prepare Reasonable Assurance notices to less-than-12-month classified and substitute employees. If possible send an experience record to classified employees so they have an opportunity to review their work experience record with the district.												
If necessary, prepare resolutions for approval by the Board of Directors to support a reduction in force (RIF) plan for the upcoming school year.												
If necessary, prepare Reduction in Force (RIF) Adverse Affect or Non-Renewal letters to be hand-delivered to affected employees by May 15, if applicable.												
Check progress of any probationary status employees; review with attorney. Prepare final documents and where applicable, notice of non-renewal.												
Final check of employees on Provisional contract status to determine performance. If problems exist, review with legal counsel if appropriate, and issue non-renewal notice on or before May 15 th .												
Continue budget development and staffing planning for the upcoming school year, entering data into database systems as appropriate to reflect changes. Continue meeting with site and department administrators to review staffing needs and allocations.												
Prepare preliminary staffing projections, estimate all FTE and budget costs, check staffing allocations. (NOTE: Be aware of legislative changes.)												
Notify supervisors of evaluation due dates.												
Notify all temporary employees of the status of their temporary position. Hold a meeting for these staff to inform them of budget planning and the potential for posting positions for the next year,												

TASKS	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
including application procedures.												
Finalize list of those returning from leave of absence (LOA).												
Prepare list of those approved LOAs for next school year. Match approved Leaves of Absence with issued Leave Replacement contracts. You can only have as many certificated FTE on Leave Replacement Contracts as you have certificated employees out on Leave of Absence.												
Attend recruitment events as planned. Review data coming back from recruitment activities. Follow up with applicants and/or administrators to set site visits and/or interview schedules as appropriate.												
Depending on recruitment activities and budget availability, issue early contracts as a result of recruitment activities.												
Typically begin negotiation with various units as required by CBAs. Meet with the Board of Directors to establish bargaining parameters.												
Review involuntary transfer plans with supervisors. Meet with affected employees and complete transfer processes as necessary. Provide support to transferred staff to plan move of their classroom supplies and materials.												
Follow-up with employees that were notified of expiring certificates, licenses or work visas to ensure they are taking action to renew appropriately.												
Review hiring procedures with management team and appropriate staff.												
Review applicant pool, particularly for hard-to-fill positions. Conduct additional recruiting as necessary.												
Observe National Administrative Professional's Week.												
Observe Certificated Staff Appreciation Week.												

TASKS	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Work with other units to prepare and post summer school positions.												
Negotiate with providers of employee health insurance plans as to premium amounts and benefit offerings for the next year. This may be done in concert with a broker and/or a joint employee committee.												
Audit and review quarterly reports for workers' compensation and unemployment benefits. Take action as necessary to return workers to their positions and/or process claims.												
Review grievance actions to ensure that all steps have been taken appropriately to process the grievance in accordance with contract requirements.												
Ensure that all letters of reasonable assurance are issued to less than 12-month classified and all substitute employees. Check for return of notices and follow-up as necessary.												
Check to ensure that all required staff evaluations are complete by the applicable deadlines.												
Finalize non-renewal notices for employees with unsatisfactory probation status and/or provisional status that will be non-renewed – no later than May 15.												
Deliver (and sign for) certificated contract non-renewals before May 15 (performance related or RIF).												
Follow-up to ensure that all issued contracts have been signed, returned and filed.												
Issue Letters of Intent to new hires.												
Establish orientation dates for August and September for new hires and new substitutes. Begin planning for the agenda and being update of materials.												
Send final reminder of certificate, license or work visa expirations.												
Reminders to coaches of training requirements for the upcoming												

TASKS	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
school year.												
Review impact of new state legislation.												
Remind supervisors to notify returning staff of next year's assignments.												
Send letters of recognition to foreign country exchange teachers.												
Review K-4 actual staffing with Business Services to determine if adjustments may be needed in the current year 275 reporting.												
Post the current year experience data to the employee's record to determine schedule placement for the next year. Update budget database records to reflect experience changes. Prepare reports of the experience increment costs for the budget, including any planned impact to the average LEAP mix factor.												
Prepare a list of current year retirees for distribution to Payroll and others as appropriate to support retirement celebration functions.												
Prepare service award reports to support recognition of service activities.												
Send letters to certificated staff hired on a leave replacement basis or classified staff hired on a temporary basis to confirm the end of their employment. Hold a meeting, inviting these staff, to review staffing plans for the upcoming year, the possibilities of postings and review application requirements.												
Send reminder notice to certificated staff that all academic credits must be completed at regionally accredited institution, all clock hours must be completed from an approved clock hour provider; and all courses must meet one of the six state criteria for course approval.												
Finalize work calendars for the upcoming school year. If complete, distribute to staff prior to the end of the current school year.												
Review information for employees' in light-duty status to												

TASKS	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
determine if additional action needs to be taken to return the employee to work.												
Remind employees of the processes for requesting a voluntary transfer for the upcoming school year.												
Prepare reminders to employees if required training will expire prior to or during the upcoming school year, along with notice of dates of available training.												
Conduct a Substitute Appreciation event and/or send thank you letters to substitute and temporary employees for their services.												
Submit an update to the S-275 if needed.												
Ensure that all administrator and classified evaluation are completed, submitted to HR and filed as appropriate.												
Prepare administrator contracts for the upcoming school year. Ensure that the Board of Directors has previously approved the related Resolution.												
Prepare and submit to the Board of Directors a motion and/or updates to policies and procedures to establish compensation, benefits and work schedules (holidays, vacations, leaves, etc) for non-represented employees.												
Provide support to the Board of Directors for the review and/or issuance of the Superintendent's contract and/or other individual administrator contracts.												
Continue negotiation as appropriate.												
Continue budget preparation and staffing work for the upcoming school year, making final adjustments in preparation for adoption of the budget by the Board of Directors.												
Process sick leave cash out for retirees.												
Begin updates to handbooks, procedures, etc for the upcoming school year.												

TASKS	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Distribute year-end substitute and leaves of absence reports to administrators and work sites as appropriate.												
Develop plans for the summer administrative workshop, including HR related materials.												
Provide input for budget preparation.												
Update educational records for certificated employees and change schedule placement as appropriate for the upcoming school year.												
Assist with plans for opening day ceremonies and activities.												
Review orientation materials and agenda items. Establish schedules for presenters, locations, etc.												
Submit Form 1977 for Bus Drivers to OSPI, Transportation.												
Conduct negotiation sessions with union representatives. Continue to prepare materials and/or information to support negotiation activities as necessary.												
As bargaining concludes, update all CBAs and distribute to site administrators as appropriate. Update the CBA "time schedule" document as appropriate as well. Schedule meetings as appropriate to update administrators and key department officials (payroll) as to changes in the CBAs.												
Final check to ensure that all certificated and administrator contracts are signed and filed.												
Process sick-leave cash out for retirees/resignations as appropriate.												
Finalize shared-leave donations and shared-leave reports.												
Verify certification for new hires.												
Review expiring certification for existing employees. Communicate with employees to ensure they are processing their renewals as appropriate.												

TASKS	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Verify experience for new hires, both certificated and classified.												
Check to ensure that all employee evaluations for the prior year are completed and filed. Prepare a report for the Superintendent to reflect this information.												
Audit compensatory time records for the previous year.												
Check all coaching records to ensure that coaches and volunteers are compliant with WIAA requirements to coach for the upcoming school year. Send reminder notices as appropriate for expiring First-Aid/CPR, Concussion Training, Dance/Stunt Training, Pole Vault Training, Rules Clinics, continuous coaching hours and other related WIAA training requirements. Update coaching status per training and experience records: Beginner, Experienced, Preferred, Grand parented).												
Review Washington Educator Recruitment and Hiring Code of Ethics with staff involved in recruitment and selection procedures.												
Prepare a list of supplemental contracts and coach authorizations from the prepared budget. Distribute to site administrators, principals and athletic administrators to review and correct as appropriate to determine the accurate issuance of contracts and pay authorizations for extra duties for the upcoming school year.												
In consultation with Business Services, review staffing for the upcoming school year and estimate K-4 FTE need and planned staffing to prepare for K-4 compliance reporting. Review staffing needs with site administrators as changes occur.												
Check return on Reasonable Assurance forms issued to employees. Process separations and requests for leaves of absence for the next school year.												
Check return on Reasonable Assurance forms and/or other correspondence from substitutes to determine continued eligibility for substitute and/or temporary work.												
Update the substitute database system as appropriate to reflect												

WSPA
Personnel Operations Guide

Tasks by Month

TASKS	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
changes in substitute and/or temporary employees and their related data.												
Continue update to database systems for completion of budget and/or preparation of September payroll.												
Review any changes to the Washington State Records Retention Schedule.												
Hold summer department staff meeting to review strategic plan, mission, and progress with prior year goals. Establish goals and projects for new year.												
HR administrator conducts evaluations of HR staff as required.												
Update district and/or department organization chart, directories, etc in preparation for August distribution.												
Check the WSPA web site for updates to legal requirements that may be new and/or changed – www.wspa.net .												
Review school board policy and procedures manual for personnel section updates.												
Update forms as appropriate to reflect changes for the new year.												
Update the HR section of the district web site as appropriate to reflect changes for the new year.												
Audit and review quarterly reports for workers' compensation and unemployment benefits. Take action as necessary to return workers to their positions and/or process claims.												
Update orientation materials for new hires, including new substitute and/or temporary staff. Finalize orientation dates, schedule, location, presenters and materials. Prepare orientation announcement materials.												
Update employee and/substitute handbooks.												

WSPA
Personnel Operations Guide

Tasks by Month

TASKS	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Update the HR/Personnel section of the annual administrator training and/or orientation agenda. Prepare related materials for presentation.												
Move terminated employee and substitute files to archived storage. Destroy files in accordance with the Washington State Records Retention rules. Employee files may be destroyed seven (7) years after the separation date. You should always, however, maintain a record of their employment service (year, dates, positions, hours/days, hourly or annual wage paid and leaves from any position).												
Post Leave Without Pay for certificated staff. Obtain a report from Payroll displaying any leave without pay hours and/or days for certificated staff. Deduct this FTE from the employee's work experience record for this current year. You can do this before and/or after you post or roll the employee work experience for the year.												
Print reports to reflect actual days worked by substitute and/or temporary staff to maintain as a permanent record.												
Prepare "Welcome Back" information for all employees for August distribution. (news, updates, HR/Personnel reminders, policy reminders, training requirement notices, etc.)												
Update HR Department internal procedures.												
Review the District Americans with Disabilities Act (ADA) plan; as appropriate review progress on facility modifications. Review actions taken to accommodate employees during the prior year. Prepare a year-end report of ADA plan progress and accommodation actions.												
Review the agreement with your Drug and Alcohol and/or Pre-												

TASKS	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Employment Physical testing providers. Determine if changes are needed and make arrangements for agreements for the upcoming school year.												
Prepare a year-end HR/Personnel Department report that displays information related to the department goals and achievements, as well as data that supports the department functions (e.g. number of separation and reasons, number of job postings, sources of recruitment events, number of new hire and their status (new, transfer, rehire, etc), numbers of leaves; number of dispatched substitutes, numbers of legal cases – complaints, investigations, grievances, etc.												
Review HR/Personnel Department POG to ensure that activities for the prior month have been completed and to prepare for the current and next month’s responsibilities.												
Review HIPPA requirements and adjust materials as necessary to provide accurate information to employees, administrators and/or update the Board policies and/or procedures.												
Conduct negotiation sessions with union representatives. Continue to prepare materials/information to support negotiation activities.												
As bargaining concludes, update all CBAs and distribute to site administrators as appropriate. Update the CBA “time schedule” document as appropriate as well. Schedule meetings as appropriate to update administrators and key department officials (payroll) as to changes in the CBAs.												
Review expired certificates list. Communicate with employees as appropriate to determine the status of their renewal applications. Communicate with administrators as appropriate to ensure they are aware of the status of the expired certificate. BEFORE school starts, conduct a final check. If any certificated employee does not hold a valid certificate, take action to remove them from their assignment BEFORE the first day of school.												

TASKS	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Continue recruiting activities to locate applicants for remaining vacancies and the substitute and temporary staff pool.												
Final review of expired INS/work visa permits. Ensure that all employees working with temporary authorizations are legal and/or take action to remove the employee from their work assignment and/or separate employment as necessary.												
Review Drug and Alcohol testing list. Send updated roster to Drug and Alcohol testing provider. Send policy reminder information to employees subject to Drug and Alcohol testing.												
Review bus driver abstracts with Transportation to ensure all abstracts are clear. Review CDL or School Bus Endorsement license expirations for all employees required to hold a CDL or Bus Driver Endorsement. Take action as appropriate to assist the employees in renewing licenses and/or remove the employee from assignment or employment.												
Request schedules and staff assignment rosters from all sites. For all sites check teacher certification and highly qualified requirements to the assignments noted on the roster. Take action as appropriate to reassign staff to appropriate assignments and/or create waivers and related documents as appropriate for reporting to the Board of Directors, parents and others. Remind principals of assignment rules and regulations, both for certification and Highly Qualified regulations.												
Get data from Payroll as to any certificated employees who worked less than 1.0 FTE for the current school year to determine if they substituted or otherwise worked in a certificated capacity (summer school, extended school year) and post that FTE to their work records for the current school year.												
Review evaluation status for all employees for the upcoming school year. If any employees are scheduled for probation status for the following school year, schedule meetings as appropriate to												

WSPA
Personnel Operations Guide

Tasks by Month

TASKS	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
review status and resources needed.												
Process final shared leave donations and prepare a final shared leave report for the current school year.												
Prepare Board agenda, adding all new hires, separations and changes as appropriate.												
Process classified and certificated new hires for the new school year. Create new hire personnel files. Work with new employees to complete required new hire documents. Ensure that all required documents are processed and on file (current disclosure form – reaffirmed or completed new upon hire, fingerprints taken, processed and/or cleared, I-9, W-4, Sexual Misconduct Forms from prior employers, internet use agreement, etc.) Update new hire checklists as items are completed.												
Schedule and conduct orientation sessions for new hires.												
Schedule and conduct required training sessions for new hires (Sexual Harassment, Bullying, Child Abuse Reporting, FLSA, FMLA, ADA Internet Use, Policy Review, etc.).												
Participate in annual administrator training workshop activities. Advise administrators of changes in policies, procedures, rules and regulation related to HR (Highly Qualified, Certification, ADA, FMLA, FLSA, EEO rules, etc). Update administrators on negotiation activities and changes in CBAs as a result of negotiations. Update administrators on staffing, budgeting and related data.												
Update list of employees who will be issued supplemental contracts for extra duties and/or coaching authorizations for the upcoming school year based on feedback from site administrators. Submit the list of employees who will be issued supplemental contracts for extra duties and/or pay authorizations for coaching to the Board of Directors for approval. This list should also include any volunteer coaches.												

TASKS	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Print and distribute salary schedules and calendars to other offices and agencies as appropriate.												
Distribute “Welcome Back” packet to employees. This packet typically includes a statement from the Superintendent and/or Board of Directors, policy reminders (Child Abuse Reporting, Sexual Harassment, Blood borne pathogens, Code of Conduct, FLSA, FMLA, ADA, Internet Use), notification of changes in compensation and/or benefits as a result of negotiations, policy changes or legislated actions, changes in processes or procedures, leave of absence and substitute request reminders, time record reminders and information from other departments (curriculum/instruction, transportation, maintenance, food services, etc.); and employee compensation, benefit and work calendar information. This packet is typically distributed and ready for staff the week prior to the start of school annually.												
Send reports to evaluators listing the employees they will be responsible for evaluating and the evaluation cycle the employee will be on for the upcoming school year. This should include probationary evaluations and required observation dates for all new hires. Ask evaluators to review, make any corrections and return to HR for final distribution in September.												
Assign new employee mentors working with site and/or department administrators, including coordination for the district Teacher Assistance Program (TAP) or related programs for new hires.												
Check training requirements for all coaches and volunteer coaches to ensure compliance with WIAA standards.												
Publish name, address, phone number of district Affirmative Action Officer, Title IX Officer, and Section 504 Coordinator. Coordinate with other mandated public disclosure notifications.												

TASKS	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
This information is typically included in the District Calendar, published by the Superintendent's or Community Relations offices.												
Update S-275 database system for final transmittal in September for the previous school year.												
Update emergency/disaster information and emergency telephone trees.												
Meet with payroll to review upcoming deadlines for September payroll. Review procedures and processes for September payroll processing.												
Prepare reports to compare year-end staffing budgeted staffing, working with Business Services and other staff responsible for district staffing functions.												
Review staffing for the upcoming school year with principals and department administrators to prepare for any potential changes.												
Review enrollment reporting procedures with principals and secretaries.												
Conduct a "welcome back" meeting for all substitute staff. Distribute updated substitute handbooks to substitute staff. Review changes as appropriate.												
Continue updates and corrections to the substitute database as appropriate.												
Conduct new substitute orientation dates.												
Inform certificated employees/principals of professional leave guidelines, including rules for use of substitutes and limits to the number of substitutes per day for professional leave purposes.												
Prepare for the Benefits Fair, usually held in September.												
Coordinate student teacher and practicum placements for fall quarter.												
Download the list of approved clock hour providers and approved												

WSPA
Personnel Operations Guide

Tasks by Month

TASKS	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
private schools from the OSPI web site, www.k12.wa.us , and add to your binder of previous information. This data is needed when checking clock hours and experience from private schools for the upcoming school year.												
Adjust compensation for staff holding or obtaining National Board Certification.												
Check Bus Driver records to ensure that all DOT physicals are current.												
Attend the annual WSPA/WASBO S 275 reporting workshop and/or webinar.												
Conduct negotiation sessions with union representatives. Continue to prepare materials and/or information to support negotiation activities as necessary.												
As bargaining concludes, update all CBAs and distribute to site administrators as appropriate. Update the CBA “time schedule” document as appropriate as well. Schedule meetings as appropriate to update administrators and key department officials (payroll) as to changes in the CBAs.												
Prepare contracts, supplemental contracts and/or pay authorizations for new hires and/or issue updated contracts or pay authorizations for existing staff (certificated, classified, coaches and administrators) as employee schedule placement or other changes are processed.												
Notify employees of Benefits Fair dates, Open Enrollment dates and processes for benefits enrollment.												
Hold the Benefits Fair.												
Prepare reports and otherwise coordinate September payroll data												

TASKS	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
with Payroll to assist with their processing. Double check all data for September payroll.												
Work with Payroll or Business Services to calculate the employee benefit pool amounts for September payroll.												
Obtain first four (4) days and every Monday report of school enrollment reports/rosters/master schedules from schools. Prepare data reflecting the impact of actual enrollment on current year staffing. Attend meetings to adjust staffing as needed.												
Collect staff rosters and master schedules from all sites to conduct a final check of appropriate assignment as related to certification and Highly Qualified requirements as assignments often change just before and after the start of the school year. Process waivers or take other actions as necessary to ensure compliance.												
Review the evaluation reports distributed to administrators in August. Update as necessary. Redistribute to administrators so they will have an accurate list of employees they are required to evaluate, the evaluation type or cycle, and the due date of that activity, including probationary evaluations or required observations.												
Provide evaluation/performance appraisal information updates and/or training for administrators. Check procedures for tracking administrator training related to evaluation processes as administrators are required to maintain teacher evaluation training on a current basis.												
Advise supervisors to inform all employees of the evaluation process and tools that will be utilized for their evaluation for this year. Receive documentation from each site that this information has been distributed to all employees.												
Review processes for any staff scheduled to be on probation. Meet with evaluators and review specific steps; establish specific												

TASKS	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
timelines, processes, resources, assistance and responsibilities.												
Continue processing new hires for the new school year. Create new hire personnel files. Work with new employees to complete required new hire documents. Ensure that all required documents are processed and on file (current disclosure form – reaffirmed or completed new upon hire, fingerprints taken, processed and/or cleared, I-9, W-4, Sexual Misconduct Forms from prior employers, internet use agreement, etc.) Update new hire checklists as items are completed.												
Continue new staff and new substitute orientation and required training sessions.												
Prepare reports of new hires and distribute to various other departments and/or administrators as appropriate, including to union representatives.												
Identify new hires eligible for the District New Hire Mentor Program. Work with others as appropriate to assign mentors and maintain appropriate documentation. Provide information and/or conduct orientation for assigned mentors.												
Submit final S-275 report for the previous year. Check all data prior to submitting to ensure data is correct, including reporting of salaries and K-4 FTE.												
Review HBV/HIV training records and information as to those employees eligible for inoculations pursuant to District policy and/or procedures. Provide notification of availability of inoculations, track employee decline or acceptance, track inoculation records. This task is often coordinated with school nursing staff.												
Check to ensure new year contracts/employment authorizations are all issued, signed, and returned.												
Review and prepare for the BEA 1497 report in coordination with other departments. Issue directions and information to principals												

WSPA
Personnel Operations Guide

Tasks by Month

TASKS	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
or department administrators as appropriate.												
Review the S-275 reporting requirements for the new year. Schedule activities, including training events offered by WSPA, WASBO or the ESD.												
Distribute directory as appropriate (may be on web site and/or otherwise made available).												
Send updated staffing reports to site and department administrators. Ask administrators to double-check data and report any discrepancies.												
Prepare reports comparing actual staffing based on September data vs. budgeted staffing. Review with Business Services or others as appropriate to adjust budget as needed.												
Notify certificated employees of deadlines for submitting new educational records or experience verifications that would affect salary schedule placement.												
Process salary schedule placement changes based on data that has been received, reviewed and validated (transcripts, degrees, experience, changes in positions, FTE or contract status). Issue payroll authorization notices as appropriate.												
Present opening of schools report to board.												
Continue to recruit for vacancies and substitute employees as necessary.												
October 1 is the first date for placing certificated employees on probation for the year. Ensure all procedures and notices are in place.												
Prepare official October 1 enrollment/staffing reports. Check sections for elementary PE, Music, Library staff that provide release time support for teachers. Utilize this data to update P, K, E, F, M, S codes for S 275 reporting and K-4 calculations.												

WSPA
Personnel Operations Guide

Tasks by Month

TASKS	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Start activities for the S-275 report for the current year.												
Remind evaluators or 90-day new-hire observations/evaluations and/or probationary evaluation requirements.												
Prepare and distribute a report displaying the contract status for all certificated employees (Provisional Year 1, Provisional Year 2, Continuing, Leave Replacement and/or Retiree-Rehire). Double check all data prior to distribution.												
Submit list to WIAA reflecting new coaches and coaching assignments.												
Continue processing benefit changes during the specified open enrollment period.												
Complete the BEA- 1497 report.												
Continue processing salary schedule placement changes based on data that has been received, reviewed and validated (transcripts, degrees, experience, changes in positions, FTE or contract status). Issue payroll authorization notices as appropriate.												
Review September and October payroll data with payroll one more time to ensure accuracy of data and changes.												
Prepare reminder notices to any staff with expiring certification, licensing, work visas and/or required training as appropriate. Update employee records with completed training data. Continue to monitor to ensure that all employee-required training is current.												
Continue processing new hires, including orientation and required training sessions.												
Check department head sections and/or other data that would alter compensation amounts for supplemental contracts.												
Working with Payroll and/or Business Services, review the benefit pool calculations used for September and adjust as necessary.												

WSPA
Personnel Operations Guide

Tasks by Month

TASKS	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Review Highly Qualified requirements for staffing, including Para educators, to ensure final compliance for the year. Issue notification to parents and/or others as necessary where requirements are not met. Prepare waivers and/or other documentation as appropriate.												
Update and distribute emergency and/or inclement weather procedures, including emergency telephone trees, to staff.												
Review evaluation requirements with administrators.												
Attend ESD workshop on S-275 reporting.												
Audit and review quarterly reports for workers' compensation and unemployment benefits. Take action as necessary to return workers to their positions and/or process claims.												
File all new contracts, supplemental contracts and pay authorizations prepared for the current year into the employees' personnel files.												
Remind employees of timelines and procedures for requesting a change in job classification for the next school year, including required documentation.												
Review list of job descriptions to be updated for the year. Schedule activities to complete this task.												
Check district collective bargaining agreements for mandated deadlines. Update the CBA timeline document and distribute to administrators and others as appropriate.												
Attend AASPA annual conference.												
Attend the WSPA Law Conference.												
Complete and transmit the initial State S-275 report. Continue to make corrections as necessary in preparation for the December												

WSPA
Personnel Operations Guide

Tasks by Month

TASKS	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
submission.												
Review Affirmative Action Plan/Program for next due date.												
Begin preparation of annual Affirmative Action Report to the Board of Directors. Prepare data from prior year activities (openings/reasons and hires/status, including gender, ethnicity, and other required reporting data).												
Prepare for second semester or trimester staffing. Request planned schedules to review certification, endorsements and Highly Qualified information to planned assignments.												
Begin working on seniority lists to be published according to collective bargaining agreements.												
Working with Payroll and/or Business Services, review the benefit pool calculations and adjust as necessary.												
Meet with fall student teachers.												
Review employee required training requirements. Conduct training to ensure all required training is completed by employees as applicable.												
Begin preparations for next year recruitment functions. Schedule dates on calendars. Review recruitment materials in preparation for changes as necessary.												
If applicable, review online application information and instructions for applicants. Update as necessary.												
Conduct HR related training for administrators to continue updating administrators in key HR areas on a regular basis.												
Work on updates to job descriptions.												
Review staffing for the current year. Attend meetings as appropriate to make final adjustments for the current year and prepare reports comparing current year staffing to budgeted												

WSPA
Personnel Operations Guide

Tasks by Month

TASKS	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
planned staffing.												
Check to ensure that required observations and/or probationary evaluations are completed and on file in personnel as appropriate.												
Work with transportation and food services to adjust employee work hours that may affect benefit calculations based on changes from the start of the school year.												
Check coach requirements for upcoming winter coaching assignments.												
Issue a report displaying all supplemental contracts and pay authorizations for extra duties and/or coaching assignments to site administrators. Ask the administrators to double check and verify the assignments. Adjust pay authorizations accordingly.												
Continue to monitor progress of employees in probationary status.												
Continue data updates to the S-275 report.												
Submit the December 275 report. This is the report that is typically utilized by SPI and legislators for this year’s legislative session activities. Be as careful as possible to ensure that this report is accurate – for salaries, benefits and assignment reporting. Double check the K-4 FTE reported and K-4 FTE requirements.												
Prepare a list of expiring teaching certificates, licenses, work visas and/or permits. Ensure that all staff are working with valid certification and/or licensing as required.												
Check the master schedules from the high schools and the middle/junior high schools for correct teaching assignments with teaching certificates/endorsements and highly qualified requirements.												
Prepare and/or review unemployment reports.												
Continue to review recruitment plans and prepare recruitment												

WSPA
Personnel Operations Guide

Tasks by Month

TASKS	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
materials and events for the upcoming recruitment season.												
Prepare a report of the prior year applicant data and activities.												
Archive inactive applicants. Store archived applicant data as appropriate.												
Review winter vacation schedules from staff (personnel and district office).												
Begin preliminary work on seniority reports as appropriate to the collective bargaining agreement requirements.												
Review district policies for additional updates as necessary.												
Review the HR department budget and expenditures.												
Prepare historical data from prior year for storage (work calendars, salary schedules, S 275 summary reports, substitute usage, leave usage, other data reports, etc).												
Perform another check to ensure that required observations and/or probationary evaluations are completed and on file in personnel as appropriate.												
Take time to review the CBAs with administrators to determine if any changes may be necessary or are desired for upcoming negotiations.												
Review changes in laws to determine if new labor law posters are required at work sites. If so obtain new posters. Check each work site to ensure that all labor law posters are appropriately displayed.												
Review minimum wage potential changes for the upcoming calendar year. If changes are required, submit changes to the Board of Directors and/or work with unions to ensure that all positions meet the new minimum wage requirements. Adjust pay as appropriate. Be sure to review hourly wage determination for coaching positions as part of this process.												
Post annual workers compensation and unemployment reports as required.												

Appendices

Table of Contents

Reference materials included in this section of the Personnel Operations Guide are not copyrighted.

Appendix

- A Glossary of Acronyms
- B Glossary of Terms
- C Calculations and Formulas
 - FTE Calculations
 - Credits and Clock Hours
 - K-12 New Staffing Model
 - Derived Base Salary and LEAP Mix Factor
 - Blended Pay Calculations
 - Placement of Certificated Vocational Instructors
- D Specific Staff Position Requirements
 - Bus Driver
 - Paraeducator
 - Certification – Certificated and Administrators
 - Coaches
 - Retiree-Rehire
 - Leave Replacement Contracts – Certificated Staff
- E Washington State Records Retention Schedule
- F Staff Training Requirements

Appendix A

Acronym Glossary

Acronym	Definition
1209	The original legislative bill that instituted into law the Washington State Educational Reform Act.
ADA	The Americans with Disabilities Act. Federal legislation that requires disabled individual's accessibility to programs and buildings.
AWSP	Association of Washington School Principals.
BEA	Basic Education Act.
BEACIS	Basic Education Act Certificated Instructional Staff. Defined as certificated employees whose assignments fall into programs 01, 21, 31, 45, or 97; duty roots 31 through 33, 40 through 49, or 63 through 64; and duty suffix 0.
BECCA Bill	A bill referred to extensive attendance requirement on the part of students. School districts are required to work closely with the court system and the juvenile department regarding poor attendance patterns.
CBA	Collective Bargaining Agreement.
CBAC	Citizens' Budget Advisory Committee. A committee that provides recommendations and guidance to the district which is comprised of selected individuals from the community.
CEL 5D+	University of Washington Teacher Evaluation Rubric
CEU	Continuing Education Unit. Certain, but not all, ESA staff can submit CEU credits for reporting on the 275 and advancement on the salary schedule. Requires a companion SP form to validate the CEU was required to maintain the employee's license for their position.
CIS	Certificated Instructional Staff. Defined as certificated employees whose assignments fall into duty roots 31 through 49 or 63 through 64 with suffix 0.
CTBS	See ITBS.
DRS	Department of Retirement System
EAP	Employee Assistance Program.
EALRs	Essential Academic Learning Requirements. This term refers to requirements developed by the state as part of the Washington State Educational Reform Act.
edTPA	Teacher Performance Assessment
EEOC	Equal Employment Opportunity Commission. The 1978 Equal Opportunity Guidelines still stand today as the most significant document regulating employment practices.
ERNN	Employee Relations and Negotiations Network.
ESA	Educational Staff Associate. A type of certificate issued to certificated support staff (e.g. counselors, nurses, psychologists, physical therapists, audiologists, speech and

	language therapists, occupational therapists).
ESD	Educational Service District. There are several ESDs strategically located throughout the state. These service districts provide a variety of services to their regional school district including staff development, grant processing, and technical assistance.
ESL	English as a Second Language. A program for students whose primary language is not English.
ELL	English Language Learners. Another term associated with programs for students whose primary language is not English.
ESPAW	Elementary School Principals' Association of Washington.
ESY	Extended School Year. Part of federal and state legislation pertaining to special education students requiring a school year beyond the normal 180 day school year, if necessary, as determined by the MDT.
FERPA	Family Educational Rights and Privacy Act.
FLSA	Fair Labor Standards Act. A federal law passed several years ago mandating certain types of payment to employees. Hourly rate of pay requirements usually refer to classified staff while most certificated employees are exempt from the FLSA.
FMLA	Family Medical Leave Act. The federal law passed outlining benefits and leave provisions for all employees.
Form 1497	An annual form that must be submitted to the Superintendent of Public Instruction's office to ensure district compliance with the Basic Education Act. (Previously the M 808)
FTE	Full Time Equivalent. This term refers to the percentage of time an individual and/or collective group of individuals are employed.
HQ	Highly Qualified
IA	Instructional Assistant.
IDEA	Individuals with Disabilities Education Act. The federal statute which provides programs for disabled students, ages 3 to 21.
IEP	Individualized Education Program. A document required by special education legislation which must be on file for each special education student.
IMC	Instructional Materials Committee. This is the local committee required by state law which approves instructional materials for use in the classroom.
ITBS	Iowa Test of Basic Skills. This is the mandated Washington State testing program which presently tests 4th and 8th grade students.
KCDA	King County Director's Association. A purchasing cooperative of districts throughout the state of Washington. This cooperative purchases materials on a volume basis and sells them to Washington State school districts.
L&I	Labor and Industries.
LAP	Learning Assistance Program. This program is similar to the federally funded Title 1 program. The essential difference is that this is a state-funded program.
LOA	Leave of Absence.
LWOP	Leave without Pay

M808	See Form 1497 on previous page.
MDT	Multi-Disciplinary Team. A team representing several certificated disciplines which meets to develop a special education IEP.
NWAEE	Northwest Association for Employment in Education.
OCR	Office of Civil Rights.
OPP	Office of Professional Practices.
OSPI (SPI)	Office of the Superintendent of Public Instruction.
OSPA	Oregon School Personnel Association.
PAC	Parent Advisory Committee.
PAC	Political Action Committee.
PERC	Public Employment Relations Commission.
PERS	Public Employees Retirement System for classified staff.
PIP	Primary Intervention Program. A program designed for early intervention with at-risk students. Eliminated by the Washington State Legislature in 1997.
Plan 1	Retirement system for employees who were employed in education prior to 1977.
Plan 2	Retirement system for employees who were employed in education after 1977.
Plan 3	An optional employee retirement plan for staff presently enrolled in Plan 2 which allows them to retire earlier than the eligibility age of 65 with reduced benefits.
POG	Personnel Operations Guide prepared by the Washington School Personnel Association.
PTA	Parent Teacher Association.
PTO	Parent Teacher Organization.
RCW	Revised Code of Washington. Represents essential elements of law developed by the legislature.
RIF	Reduction in Force.
S-275	A state report required annually for purposes of appropriations. It includes such things as: staffing by FTE, staff assignments, salary, benefit amounts, etc. Directions for this report should be received in your office annually. They can also be found on the internet at: www.k12.wa.us .
SBE	State Board of Education.
Section 504	The section of the 1973 rehabilitation act passed by the federal government. This section requires school districts to provide appropriate programs for students and their parents who are not eligible for special education, however, require accommodation for an appropriate program.
SIRS	School Information Research Service. A research analysis by the state for salary comparisons.
SLIP	Student Learning Improvement Plan. Often used synonymously with the term SLIG (Student Learning Improvement Grant).
SPI(OSPI)	Superintendent of Public Instruction's office which is located in Olympia, Washington.
TAP	Teacher Assistance Program.
Title I	Federally funded program for academically disadvantaged students. Frequently, this

	program is still termed Chapter I since Chapter I and Title I are sections of the federal budgeting process.
TPEP	Teacher Principal Evaluation Project
TRS	Teacher Retirement System for certificated staff.
WAC	Washington Administrative Code. WACs are essentially the implementing procedures required by RCWs.
WASA	Washington Association of School Administrators.
WASL	Washington Assessment of Student Learning.
WASBO	Washington Association of School Business Officials.
WASSP	Washington Association of Secondary School Principals.
WSIPC	Washington School Information Processing Center. This is a computer center located in Lynnwood, Washington, which provides data processing services for school districts across the state of Washington. This center provides extensive budget information as well as issuing monthly payroll checks.
WSPA	Washington School Personnel Association.
WSSDA	Washington State School Directors' Association

Appendix B

Glossary of Terms

Affirmative Action Officer	The person responsible for the Affirmative Action Plan and activities in the district.
Affirmative Action Plan	A state-required plan of all school districts for the purpose of the retention and recruitment of diverse personnel.
At-Risk Student	Student who is at risk of failure.
Background Check	Inquiry of individual's work history, quality of work, etc., usually done prior to employment offer. Can be conducted either over the phone or in person.
Basic Education Act (BEA)	Funding definition for basic education.
Benefit Fair	An activity an employer provides to employees at a specific time wherein all benefit vendors are assessable to employees.
Benefit Pool	The average calculation of employees by bargaining group to determine the benefit costs to employees which are then disbursed to individual employees.
Budget Guidelines	The perimeters within the budget that determine the expenditures for the school year.
Career Fair	An activity organized by organizations, colleges, and universities for the purpose of recruiting and attracting potential employees as well as promoting individual districts.
Certificate, Teaching	State-issued certificate allowing an individual to provide instruction to students.
Certificated Staff	Staff holding educational certificates such as teachers, counselors, librarians, administrators, etc.
Classified Staff	Staff employed in the district who do not hold an educational certificate.
Clock Hours	Credits earned by an individual for workshops or seminars approved by Educational Service Districts.
Co-Curricular	Contracts given to individuals outside their major work assignment that is "co" to the curriculum, e.g. music, theater, drama, clubs.

Employee Assistance Program (EAP)	A service offered by an employer to provide various types of assistance to employees who may need professional help not offered by the district.
Endorsement	The only areas in which a certificated employee may teach. Information can be obtained at the OSPI website: http://www.k12.wa.us/cert
Equal Employment Opportunity Commission (EEOC)	An organization that services complaints of employees against an employer for discriminatory practices. Ensures equal employment opportunities.
Evaluation	Assessment of an individual's performance.
Extra-curricular Authorizations	Pay authorizations given to individuals outside their major work assignment, such as coaches, where the assignment is not "co" to the curriculum. See Co-Curricular for that definition.
Family Medical Leave Act	The federal law passed outlining benefits and leave provisions for all employees.
HQ – Highly Qualified	A designation used to identify the regulation required under the No Child Left Behind Act (NCLB) that requires certificated staff and Para educators to meet certain educational and experience requirements to determine that they are "HQ." If they are not, notices must be made to the parents of students in the classrooms. Refer to the full regulation that can be found on the OSPI web site at www.k12.wa.us
I-200	Redefines state Affirmative Action requirements.
I-728	K-12 student achievement accountability. Provides additional funding per student FTE.
I-732	Provides cost of living increases for state-funded employees.
I-9	Immigration and Naturalization form required for all new employees.
Job Description	Listing of essential and nonessential job functions required for a particular position.
K-4 Reporting	A report required by the state of Washington which reflects the district's student/teacher ratio.
Labor and Industry Claim	Employee claim for compensation due to injury on the job.

Leave of Absence	Approved absence of an individual. Can be for one or many days up to one year.
Letter of Intent	Quasi contract given to a potential employee as part of the recruitment effort.
NCLB	No Child Left Behind Act. A major piece of legislation enacted by the federal government regulating requirements for staff to be Highly Qualified.
Negotiated Agreement	Document agreed upon by the respective unions and the school district.
Non-represented Policy	A policy required by law for employee not belonging to a recognized bargaining group.
Office of Professional Practices	The office in OSPI that is charged with enforcement, including discipline of educational practitioners for violation of the Professional Code of Conduct.
Para educator	Assists classroom teacher in the operation of the classroom. Other names: instructional assistant, teacher's aide, parapro, educational assistant, etc.
Policy Book	Book of rules and regulations established by the school board in the governance of the district. This book may also contain district procedures.
Pre-employment Testing	Testing of an individual which determines minimum competencies prior to offer of employment.
Pre-retirement Seminar	An opportunity to provide potential retirees with information in order to make good decisions about their retirement future.
Probation	The period of time in which an employee is assessed for possible nonrenewal.
Professional Code of Conduct	A set of behavioral codes expected of all certificated employees.
Recruitment	Activity which involves the attracting and hiring of potential employees.
Reduction in Force (RIF)	A process whereby a determination is made to reduce the employment force.
Reference Check	Inquiry of individual's work history, quality of work, etc., usually done prior to employment offer. Can be conducted either over the phone or in person.

S 275 Report	A state report required annually for purposes of appropriations. It includes such things as: staffing by FTE, staff assignments, salary, benefit amounts, etc. Directions for this report should be received in your office annually. They can also be found on the internet at: http://www.k12.wa.us/
Section 504	The section of the 1973 rehabilitation act passed by the federal government. This section requires school districts to provide appropriate programs for students and their parents who are not eligible for special education, however, require accommodation for an appropriate program.
Seniority List	Seniority lists may consist of the number of years of service by an employee, credits earned, and other experiences assigned to an employee's years of service.
Shared Leave	The ability for employees to donate leave for employees who have demonstrated hardship.
Staffing	A process for the assignment of staff for each building/program.
Stipend	A rate of pay different than hourly or daily rate agreed upon by practice and/or bargaining agreement.
Substitute	Temporary at-will employee.
Summative Evaluation	The culminating assessment of individuals who are on professional growth plans.
Supplemental Contract	Contracts given to individuals outside their major work assignment, such as: coaches, advisors, etc.
Teacher Assistance Program (TAP)	State-wide program that provides assistance to districts to work with new certificated staff.
Teaching Permit	Temporary teaching certificate for individuals whose certification is in process.
Title IX	The federal equity requirements involving students, especially in the area of athletics and activities.
Title IX Officer	Person responsible for equity issues involving students, especially in the area of athletics.
Unemployment Report	A report of former employees who have filed for unemployment compensation.
Union Contract	Collective bargaining agreement. Document agreed upon by the respective unions and the school district.

Work Calendar	Calendar of annually required and/or optional working days.
Worker's Compensation	Assessment of dollars for employees who have been injured on the job.

Appendix C

Calculations and Formulas

Full Time Equivalent - FTE

An FTE is the proportion of an individual's assignment to full time, with 1.0 equaling full time. The definition of 1.0 FTE is different for different groups of employees.

For classified employees, a 1.0 FTE for the position is based on 2,080 hours in a year (September to August annually). If an employee works less hours than that, they are less than a 1.0 FTE. For example, a Para educator might work 6.0 hours per day x 180 school days + 10 holidays. $6.0 \times 190 = 1,140$ annual hours; divided by 2,080 equals an FTE of .548 for that position.

For benefits, however, the full time 1.0 FTE calculation for classified employees is not based on 2,080 hours. Rather it is based on 1,440 hours (180 days x 8 hours). So for the Para educator example above, divide the worked hours 1,140 by the benefit 1.0 FTE of 1,440 and the benefit FTE for this same person is .79.

For certificated instructional staff a 1.0 FTE is the contracted year for a full time teacher or certificated instructional staff for that year. For example until the 2009-10 school year, the most common number of days per year was 182 but the hours per day varied. If the scheduled calendar for certificated instructional staff in your district was 182 days for 7.5 hours, then a full time CIS FTE would be 1,365 hours (7.5×182). This data is used both for establishing the FTE for the contract to be issued to the staff member; and to establish FTE of previous experience for placement on the salary schedule.

When verifying or crediting experience for certificated staff, it is critical that you verify both 1) what the employee actually worked and 2) what constituted a full-time FTE for that year for that prior employer (or your district if applicable).

No more than 1.0 year of experience can be accumulated during any traditional nine-month academic year or during any 12-month period. T

This data is reported to the state on the S 275 report and it is important that it be highly accurate as it is subject to audit by the State Auditor's office.

Samples of calculations of experience FTE for certificated instructional staff:

Formula: Total number of hours worked in one year (or the numerator) divided by the total number of hours that constitute a full time FTE in that contract year for that employer (denominator) .

1. If a teacher's full-time assignment in a district requires 181 days at eight hours per day, an individual working 1448 hours is 1.0 FTE.

An individual who starts 10 days after the beginning of the year will work 171 days. The FTE calculation will be: $171 \div 181 = .95$.

If the same individual works half time, the calculation will be: $171 \div 181 \times .5 = .47$. (It is a .5 or half-time position, but the employee's FTE is .47.)

2. Following are several examples of FTE calculations for teachers who teach a portion of the day. Each period is one hour in length, and the school year is 181 days.

A. Teaches 4 periods of a possible 5 = $724 \text{ hours} \div 905 \text{ hours} = .800 \text{ FTE}$

B. Teaches 5 periods of a possible 6 = $905 \text{ hours} \div 1086 = .833 \text{ FTE}$

C. Teaches 4 periods of a possible 7 = $724 \div 1267 = .571 \text{ FTE}$

If the total work day includes a conference and planning or preparation period, you will need to be aware of your district's practice for including or excluding that period in the above calculation. Commonly, only the actual teaching sections are considered in the formula, with an assumption that a portion of the planning period is "included" in each teaching section. In example A above, there would be six periods per day, one of which is for planning. The .800 teacher teaches 4 sections and has a .800 section for planning.

The actual calculation will absolutely depend on what your district has established as the work days and hours per day for a full time certificated instructional staff employee.

Calculations for individuals who have unique calendars need to be made on the basis of the proportion of hours worked to the total possible number of hours and adjusted appropriately, if needed. For example, an individual who works full time Monday, Tuesday, and Wednesday might work fewer or more hours than an individual working 3/5-time (60%) every day of the year. A determination would need to be made as to whether the M/T/W individual's assignment is for the actual total number of hours worked on Mondays, Tuesdays, and Wednesdays, or if the expectation is for 3/5 (60%) of the total hours in a full year.

Using sample numbers, if the full year is 180 days at seven hours per day, 1.0 FTE is 1,260 hours. $.6 \times 7 \times 180 = 756.0 \text{ hours}$.

If the M/T/W calendar included 109 days at seven hours per day, the hours worked would be 763. $763 \div 1260 = .606 \text{ FTE}$. The individual could be paid on the basis of a .606 FTE assignment, or

the calendar might be adjusted to include one less day to equal 756 hours, which is .6 FTE, depending on the practice of the district.

Calculations for classified employee FTE's are typically based on a full year of 2,080 hours (260 days at eight hours per day). Paid holidays and vacation days as well as work days may be used to determine the employee's FTE.

Examples:

1. An employee works six hours per day, is given 11 holidays and 16 vacation days per 180 day school year:

$$\frac{(180 + 11 + 16) \times 6}{2,080} = \frac{207 \times 6}{2,080} = \frac{1,242}{2,080} = .597$$

2. The same employee as in Example 1, but the assignment begins when there are 102 days remaining in the 180-day work year. In this case, the employee would be given six holidays and nine vacation days.

$$\frac{(102 + 6 + 9) \times 6}{2,080} = \frac{117 \times 6}{2,080} = \frac{702}{2,080} = .338$$

You will need to familiarize yourself with your district's practices and collective bargaining agreements, as well as the S-275 reporting regulations to properly calculate FTEs.

Appendix C

Calculations and Formulas

Credits/Clock Hours Calculations

It is highly recommended that all HR staff responsible for S-275 reporting and/or salary placement calculations attend workshops, webinars and conference session presented by WSPA annually in support of the calculation of credits and clock hours. The information presented here is a summary discussion of some of the important elements of the credits and clock hour calculation, but does not include the level of detail presented in the S-275 workshops.

1. There are four categories of credits:
 - a. Academic credits earned since the highest degree.
 - b. Inservice credits, which are commonly referred to as clock hours but also include continuing education units (CEUs) for ESA staff and non-transfer courses (those courses completed 9/1/87 or thereafter that otherwise meet the requirements of an academic credit except they are not applicable or transferrable to a degree program). Note: Some Washington colleges that are approved clock hour providers will display clock hours as CEU unit (e.g. Seattle Pacific University).
 - c. Excess Credits. Credits in excess of 45 earned between the first Bachelor's degree and the first Master's degrees. (This may include a combination of academic and inservice credits).
 - d. Nondegree credits for Vocational Only or Special Degree staff as reported on the S 275.
2. Applicable WACs are referenced in the S-275 Reporting Process Instructions. The information provided here will pertain to the first three categories noted above. Refer to the S-275 instructions and the Rules for Placement of Vocational Instructors on the Salary Allocation Schedule of the appendix; page B8, for more information on the fourth category.
3. Documentation may be originals or copies per WAC 392-121-280. Copies are subject to school district acceptance or rejection; be aware of your district's policy on this issue. Because of requirements to ensure that the documentation is appropriate, most districts require official transcripts.
4. Academic and inservice clock hours should be converted to quarter credits. When evaluating a transcript in a format other than quarter credits, convert units and semester credits to quarter credits. Inservice classes must be a minimum of three (3) hours in length to be recognized.

5. Semester credits $\times 1.5 =$ quarter credits (Example: three (3) semester credits = 4.5 quarter credits).
6. Total inservice clock hours $\div 10 =$ quarter credits (Example 25 clock hours = 2.5 quarter credits). Please note with regard to rounding inservice hours. The Auditor has ruled that you can round up or down if the credit calculates to the 2nd place but you must be consistent. For example an inservice course of 37.5 hours divided by 10 = 3.75 quarter credits. For reporting, you may either record this course as 3.8 quarter credits or 3.7 quarter credits, so long as you are consistent with your practice.
7. When a transcript lists units, there is generally a formula provided for converting units to either semester or quarter credits. If the conversion formula is not stated or is unclear, contact the registrar of the school for clarification. Be very careful about reading the back of transcripts to ensure you are recording the correct credit type.
8. Review the back of the transcript to determine the credit type by the course number designation. Be careful of courses with odd numbers as it is likely that they are a non-transfer credit and cannot be credited unless it was completed on or after 9/1/87 as they are counted as inservice credits.
9. All credits earned after September 1, 1995, must meet at least one of the five criteria (formerly six criteria) established in WAC 293-121-262. This applies to inservice as well as academic credits. Also, if the post-September 1, 1995, credits were previously approved in another Washington school district, they are to be recognized by subsequent employers. Credits not recognized in one school year may be recognized in later school years. If an employee is hired who has credits earned after September 1, 1995, which have not been previously approved (such as an individual arriving from out of state or a recent master's in teaching graduate), the classes need to be evaluated in light of the criteria before recognizing them. You may stamp or otherwise note on the transcript that the designed district representative (HR staff member) has reviewed the course and it meets one of the criteria requirements.
10. If the individual has more than one bachelor's degree, begin counting credits after the first degree was awarded, regardless of whether it is education-related.
11. If the employee has a master's degree, total all credits (academic and inservice) earned between the first bachelor's degree and the date of conferring or awarding of the master's degree. Any credits in excess of 45 will be recorded as "excess." All credits earned after the awarding or conferring of the master's degree will be recorded as either "academic" or "inservice." The total of these three categories will determine placement in the appropriate master's column on the LEAP schedule.

- a. Example One. A teacher is hired who has a bachelor's degree and a master's degree. After the bachelor's degree but before the master's degree the teacher earned 98.0 academic credits and 66 inservice clock hours (the equivalent of 6.6 quarter credits). Since the master's degree, the teacher has earned three academic credits and 13 inservice clock hours. The appropriate transcripts and approval forms are on file to document all training. The credits would be calculated as follows:

$$98.0 + 6.6 = 104.6 - 45.0 = 59.6 \text{ excess credits}$$

$$3.0 \text{ academic credits}$$

$$1.3 \text{ inservice credits}$$

Total = MA + 63.9 (placement in the MA + 45 column)

- b. Example Two. A teacher has provided appropriate documentation of 24.0 academic credits and 57 inservice clock hours after the bachelor's degree. The credits would be calculated as follows:

$$24.0 \text{ academic credits}$$

$$5.7 \text{ inservice credits}$$

Total = BA + 29.7 (placement in the BA + 30 column)

The total of academic and inservice credits earned after the degree, plus credits in excess for those with a master's degree, result in placement on the LEAP schedule as follows:

High Degree	Number of Credits	Placement
BA	0.0 - 14.4	BA + 0
BA	14.5 - 29.4	BA + 15
BA	29.5 - 44.4	BA + 30
BA	44.5 - 89.4	BA + 45
BA	89.5 or more	BA + 90
BA	134.5 or more**	BA + 135
MA	0.0 - 44.4	MA + 0
MA	44.5 - 89.4	MA + 45
MA	89.5 or more	MA + 90
Doctorate	Record 0 Credits	D

**At least 134.5 credits must have been earned prior to January 1, 1992.

Appendix C- Calculations and Formulas

NEW STAFFING MODEL

Substitute House Bill 2776

SHB 2776 was passed during the 2010 Legislative Session, and expands on or updates items that were introduced in ESHB 2261 (passed during the 2009 Legislative Session). Among the items included in SHB 2776 is a new formula for the allocation of general apportionment moneys to school districts.

- [Link to Substitute House Bill 2776](#) (pdf) (Added May 5, 2010)
- [Link to Final Legislative Bill Report for SHB 2776](#) (pdf) (Added May 5, 2010)
- [2776 Baseline - Decoded](#) (Excel) (Added May 20, 2010)

This model breaks down the funding formula in SHB 2776, showing staffing units funded under the prototypical school model.

- [CTE and Skills Center Funding Comparison to Governor's Proposed 2011-13 Budget](#) (PowerPoint) (Added February 1, 2011)

Crosswalk Models - Beta Versions for Discussion Purposes

The following models are beta version crosswalk models between the current funding formula and the new formula under SHB 2776.

- [School-Level Staffing Model Using S-275 Information](#) (Excel 2003 format) (Added May 20, 2010)

WARNING!!! This is a LARGE file! 31MB+ in size!

This model represents districts 2008-09 S-275 reported data for their schools, consistent with the SHB 2776 structure.

These models are beta version crosswalk models between the current funding formula and the new formula under SHB 2776. They are provided for illustration and discussion purposes only, as actual results will vary from the results presented in these models. These models will not be updated until the 2011-12 school year. Districts should perform their own projections for budget or planning purposes using the F-203 "X" option module now available on the EDS system.

For questions about these models, please e-mail [T.J. Kelly](#), or you may reach him by phone at (360) 725-6181 (360) 725-6181 .

PowerPoint Training Presentations

- [HB 2776 for the Business Manager](#) (PowerPoint) *(Added December 21, 2010)*
- [HB 2776 for the Superintendent](#) (PowerPoint) *(Added December 21, 2010)*

LISTED BELOW ARE A FEW SAMPLES FROM THE POWER POINT. IT IS CRITICAL THAT HR STAFF FULLY UNDERSTAND THE NEW FUNDING MODEL. TAKE TIME TO FULLY REVIEW THE INFORMATION.

Funding Structure - Existing

- The current funding provides high level formula staff units solely at the district level.
 - Certificated Instructional 46/1000.
 - Certificated Administrative 4/1000.
 - Classified Staff Units 1 per 58.75 student FTE.
- No additional detail by job classification exists.

2776 - Functional Structure - NEW

- 2776 breaks out the funding structure into the three major functional areas of a school district:
 - Schools.
 - Districtwide Support.
 - Administration.

2776 - Class Size Assumption in Formula

Grade Level	Class Size (Basic Ed)	Class Size (High Poverty School)
Grades K-3	25.23	TBD
Grade 4	27.00	TBD
Grades 5-6	27.00	TBD
Grades 7-8	28.53	TBD
Grades 9-12	28.74	TBD
CTE 7-8	26.57	Same
CTE 9-12	26.57	Same
Skills Centers	22.76	Same
Lab Science	TBD	Same
Advanced Placement	TBD	Same
International Baccalaureate	TBD	Same

2776: School Level Other Staffing

School Level Staffing	Elementary (K-6)	Middle (7-8)	High (9-12)	Staff Type
Base Enrollment	400	432	600	Student
Principals	1.253	1.353	1.880	CAS
Teacher Librarians	0.663	0.519	0.523	CIS
Guidance Counselors	0.493	1.116	1.909	CIS
<u>Health & Social Services:</u>				
School Nurses	0.076	0.060	0.096	CIS
Social Workers	0.042	0.006	0.015	CIS
Psychologists	0.017	0.002	0.007	CIS
Teaching Assistance	0.936	0.700	0.652	CLS
Office Support	2.012	2.325	3.269	CLS
Custodians	1.657	1.942	2.965	CLS
Student & Staff Safety	0.079	0.092	0.141	CLS
Parent Involvement Coordinators	0.0	0.0	0.0	TBD

Appendix C

Calculations and Formulas

Derived Base Salary-LEAP Mix Factor

The State of Washington utilizes a Salary Allocation Model (SAM) to determine the allocation of monies for certificated instructional staff FTE in basic education positions. This model follows on the next pages, where first you see the model in the numeric LEAP mix factor format (where BA 0, Step 0 equals a factor of 1.00000); and then you see the model in the salary format where the factor is multiplied by the derived base for that year and salaries are calculated for each step on the schedule.

When salaries are calculated it is simply a multiplication of the mix factor for that step times the Derived Base Salary. The Derived Base Salary the amount set for the BA 0, 0 step by the legislature for each budget year. Example: BA 15, Step 7 has a Mix Factor of 1.13286. Multiply that by the Derived Base Salary for 2009-10 (BA 0, Step 0 = \$34,237) equals a salary of \$38,786 for BA 15, Step 7.

For funding purposes the state determines the average LEAP mix factor for each district and then uses a formula that multiplies the allocated staffing FTE times the average mix factor times the Derived Base Salary for that year to determine the allocation for certificated instructional staff salaries in basic education programs. There are other formulas for other programs.

Note: In past years, only certain BEACIS assignments/FTEs were used to calculate the average staff mix. (defined as programs 01, 21, 31, 45; duty root 31 through 49; duty suffix 0). Now all CIS staff salaries and LEAP data is used to calculate the average.

1. $\text{Sum all BEACIS Assignment Salaries} \div \text{sum all BEACIS Assignment FTE} = \text{BEACIS Average Salary}$
2. $\text{Sum (All CIS Employees' Mix Factors} \times \text{Employee's Assignment FTE(s))} \div \text{sum all BEACIS Assignment FTE} = \text{BEACIS Average Mix Factor}$
3. $\text{BEACIS Average Salary} \div \text{BEACIS Average Mix Factor} = \text{Derived Base Salary}$

Due to the impact of the derived base salary on funding and compliance, it is imperative that salary, FTE, and assignment data be reported accurately on the S-275 report.

STATE ALLOCATION MODEL – LEAP MIX FACTOR SCHEDULE

Years	BA	BA+15	BA+30	BA+45	BA+90	BA+135	MA	MA+45	MA 90+ or Ph.D.
0	1.00000	1.02701	1.05499	1.08304	1.17303	1.23099	1.19891	1.28891	1.34693
1	1.01346	1.04084	1.06918	1.09846	1.18939	1.24704	1.21224	1.30317	1.36079
2	1.02628	1.05393	1.08257	1.11411	1.20478	1.26303	1.22566	1.31632	1.37458
3	1.03950	1.06741	1.09636	1.12890	1.21940	1.27905	1.23838	1.32881	1.38850
4	1.05246	1.08160	1.11072	1.14439	1.23542	1.29551	1.25171	1.34274	1.40286
5	1.06585	1.09513	1.12454	1.16008	1.25077	1.31206	1.26526	1.35599	1.41728
6	1.07961	1.10825	1.13866	1.17597	1.26623	1.32785	1.27915	1.36942	1.43100
7	1.10379	1.13286	1.16367	1.20301	1.29461	1.35793	1.30517	1.39673	1.46008
8	1.13919	1.16984	1.20138	1.24398	1.33681	1.40246	1.34610	1.43896	1.50458
9		1.20814	1.24125	1.28538	1.38038	1.44826	1.38747	1.48253	1.55041
10			1.28158	1.32891	1.42517	1.49532	1.43104	1.52733	1.59744
11				1.37371	1.47207	1.54362	1.47584	1.57423	1.64574
12				1.41708	1.52023	1.59391	1.52240	1.62236	1.69607
13					1.56956	1.64544	1.57060	1.67169	1.74756
14					1.61913	1.69890	1.62022	1.72451	1.80105
15					1.66126	1.74310	1.66233	1.76934	1.84788
16 or more					1.69447	1.77794	1.69557	1.80472	1.88482

STATE ALLOCATION MODEL – SALARY AMOUNTS SCHEDULE

2014-15

YEARS OF Service	BA	BA+15	BA+30	BA+45	BA+90	BA+135	MA	MA+45	Ma +90 OR Ph.D.
0	34,048	34,968	35,920	36,875	39,939	41,913	40,820	43,885	45,860
1	34,506	35,439	36,403	37,400	40,496	42,459	41,274	44,370	46,332
2	34,943	35,884	36,859	37,933	41,020	43,004	41,731	44,818	46,802
3	35,393	36,343	37,329	38,437	41,518	43,549	42,164	45,243	47,276
4	35,834	36,826	37,818	38,964	42,064	44,110	42,618	45,718	47,765
5	36,290	37,287	38,288	39,498	42,586	44,673	43,080	46,169	48,256
6	36,759	37,734	38,769	40,039	43,113	45,211	43,552	46,626	48,723
7	37,582	38,572	39,621	40,960	44,079	46,235	44,438	47,556	49,713
8	38,787	39,831	40,905	42,355	45,516	47,751	45,832	48,994	51,228
9		41,135	42,262	43,765	46,999	49,310	47,241	50,477	52,788
10			43,635	45,247	48,524	50,913	48,724	52,003	54,390
11				46,772	50,121	52,557	50,249	53,599	56,034
12				48,249	51,761	54,269	51,835	55,238	57,748
13					53,440	56,024	53,476	56,918	59,501
14					55,128	57,844	55,165	58,716	61,322
15					56,563	59,349	56,599	60,242	62,917
16 or more					57,693	60,535	57,731	61,447	64,174

For credits earned after the BA degree but before the MA degree: Any credits in excess of 45 may be counted after the MA degree.

Appendix C

Calculations and Formulas

Blended Pay Calculations-FLSA

Blended formulas may be used when an employee has multiple assignments which include varying classifications (job categories, union representation, lengths of assignments, etc.). Items for consideration include (but are not limited to) impacts on hourly pay rates, union dues and/or representation fees, benefits calculations, determination of overtime eligibility and calculations, and S-275 assignment reporting.

Following are some situations which might involve blended-rate calculations with possible solutions. You will need to follow YOUR district's policies and collective bargaining agreements as well as laws pertaining to such items as overtime calculations.

Examples:

1. An employee who is a three-hour-per-day Paraeducator for 180 days and a five-hour-per-day office assistant for 190 days. Both assignments are in the same bargaining unit.

$$\text{Salary is based on } \frac{3 \times (180 + \text{holidays} + \text{vacation})}{2,080} = \text{FTE Paraeducator salary}$$

$$+ \frac{5 \times (190 + \text{holidays} + \text{vacation})}{2,080} = \text{FTE office assistant salary}$$

$$\text{Hourly rate might be based on } \frac{3 \times (\text{IA hourly rate}) + 5 \times (\text{office assistant hourly rate})}{8}$$

2. A classified employee who works seven hours per day for 180 days who has been selected as an assistant football coach. In this district coaches are nonrepresented classified hourly employees.

Determine the total hours for which the employee is to be compensated in a week. Multiply the base assignment hourly rate by 35 and the number of coaching hours by the coaching hourly rate. Divide by the total hours worked. Hours in excess of 40 are to be paid at 1.5 × blended rate, and hours in excess of 48 are to be paid at 2 × blended rate. (NOTE: Overtime can be paid at 1.5 or 2 times the higher hourly rate of the two assignments. The calculation may be different if coaches are represented.)

Assume the employee's hourly rate for the regular position is \$15.00 per hour, and the assistant coach rate is \$10.00 per hour. This individual worked a normal 35-hour week plus 16 hours of coaching. The pay calculation might be as follows:

- 35 hours at \$15.00/hour (regular assignment)
- 5 hours at \$10.00/hour (coach hours not exceeding 40 hours per week)
- 8 hours at 1.5 × blended rate (first 8 hours in excess of 40)
- 3 hours at 2.0 × blended rate (hours in excess of 48)

The blended rate would be calculated $\frac{(35 \times \$15.00) + (16 \times \$10.00)}{(total\ hours\ worked)} = \frac{\$525.00 + \$160.00}{51}$

$\$685/51 = \$13.43/hour$ ($\times 1.5 = \$20.15/hour$) ($\times 2.0 = \$26.86/hour$)

\$779.05 total for this week

Appendix C

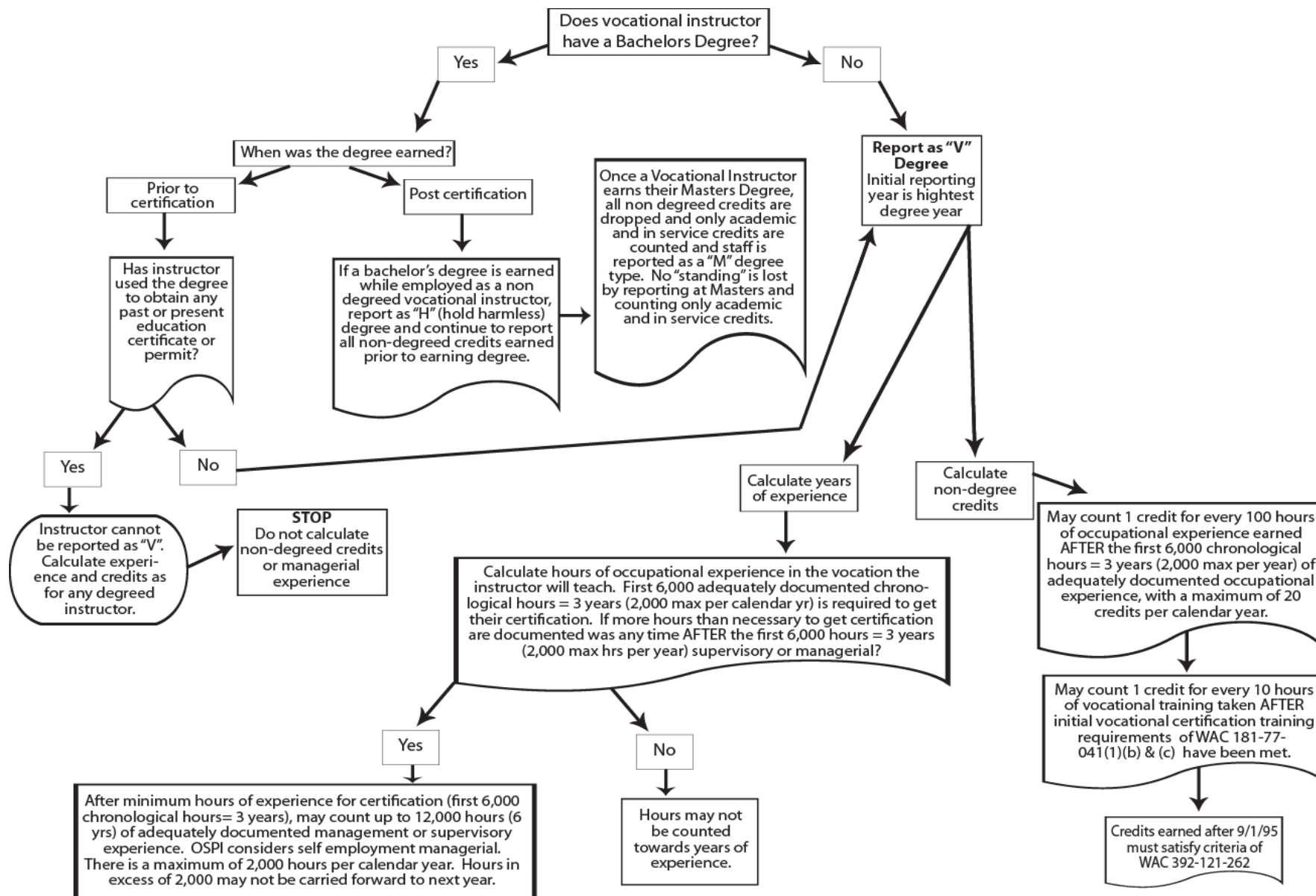
Calculations and Formulas

Rules for Placement of Vocational Instructors on the Salary Allocation Schedule

Placement on the LEAP salary allocation schedule for vocational instructors is done for the purpose of funding education and must be done in accordance with the rules established for education funding. An individual's LEAP placement is determined by very specific rules for vocational instructors. This document is an abbreviated restatement of the information in the S-275 Reporting Process instructions regarding individuals who hold vocational certificates.

Note: A significant change for determining placement of Vocational instructors was made effective with the 2007-08 school year and S-275 reporting. These instructions reflect the current regulations.

The next page reflects a flow chart provided by the State Auditor's office displaying the steps in determining vocational staff placement and reporting. Following that, a step-by-step guide is provided.



Steps to Place Vocational Instructors on the Salary Allocation Schedule

1. Determine if the instructor holds a Bachelors' degree.
 - 1.1. If NO, then report as high degree type V and treat as vocational degreed. Proceed to Step 3.
 - 1.2. If YES, then proceed to Step 2.
2. Determine when the degree was earned.
 - 2.1. If prior to certification being issued, then determine if the instructor used the degree to obtain any past or present education certificate or permit. This answer can only be provided by the Vocational Certification Office at OSPI. You will need to contact them for this response.
 - 2.1.1. If NO, then you may report as high degree type V and treat as vocational degreed. You may, however, report them and treat them as a regular BA degreed instructor if your district chooses to do so. In most cases they are reported as degree type V. Proceed to Step 3.
 - 2.1.2. If YES, then the instructor CANNOT be reported as degree type V. STOP. Calculate experience and credits as for any regular degreed CIS. Do NOT report any non-degreed experience or vocational management experience.
 - 2.1.3. Assign degree type "H" to vocational instructors previously assigned as degree type "V" who obtain(ed) a degree while employed in the state of Washington as a nondegreed vocational instructor.
3. If the highest degree type is "V:"
 - 3.1.1. Determine eligible certificated years of experience.
 - 3.1.1.1. Prior professional educational employment (i.e., teaching). [WAC 392-121-245(1)(a) through (d)]
 - 3.1.1.2. Up to a maximum of six years of **management** experience [WAC 392-121-245(1)(e)] AFTER meeting the minimum occupational years of experience (6000 hours – limited to 2000 hours per year).

Management experience is defined by WAC 180-77-003(6) as “...work as a supervisor, foreman, or manager in the occupational area in which the person will instruct.” Occupational experience is defined by WAC 180-77-003(7) as “...paid or unpaid work experience in the career field to be taught.” (Note that management experience is part of the universe of occupational experience.)

The “start point” for conversion of management experience into certificated years of experience is the date upon which the individual met the minimum occupational experience requirements for vocational certification. Management experience acquired after that date may be converted into certificated years of experience.

- The minimum occupational experience requirements for vocational certification are three years (six thousand hours) of paid occupational experience in the specific vocational field for which certification is sought. [WAC 180-77-041(1)(a)]

3.1.1.3. To calculate nondegree credits for employees with degree type “V:”

- Total all hours of related experience earned after meeting the minimum occupational experience requirement (no more than 2,000 hours may be considered in a one-year period).
- Divide the balance by 100 to convert experience to nondegree credits.

3.1.2. Determine eligible nondegree credits which are:

3.1.2.1. Vocational educator training earned after meeting the minimum requirements.

[WAC 392-121-259(3)(a), 180-77-041(1)(a) and (1)(b)]

- The “start point” for recognition of nondegree vocational educator training credits is the date upon which the individual met the six thousand hours (6000) hours of occupational experience in the field for which certification is sought.

- Completion of the vocational educator training and/or technical education/upgrading required to obtain the initial vocational certificate (two hundred fifty hours of vocational educator training and/or technical education/upgrading).

To determine if the hours for which recognition is requested qualify as vocational educator training, contact the OSPI Vocational-Technical Education office. Note that these requirements are generally more restrictive than those for regular certificated employees.

3.1.2.2. Converted occupational experience hours.
[WAC 392-121-259(3)(b)]

The “start point” for conversion of occupational experience into nondegree credits is the date upon which the individual met the minimum experience requirements for initial vocational certification. The minimum experience requirements for initial vocational certification is three years (six thousand hours) of paid occupational experience in the specific vocational field for which certification is sought. [WAC 180-77-041(1)(a)]

Nondegree credits are determined as one credit for each 100 clock hours of occupational experience up to a maximum of 20 credits per calendar year. Note that management experience is also occupational experience and that all occupational experience should be converted to nondegree credits.

3.1.3. Individuals with degree type "V," are not eligible for academic, in-service, or excess credits. [WAC 392-121-261(3)]

3.2. If the highest degree type is “H:”

3.2.1. Continue to count nondegree credits and management experience as determined in 3.1.2 above which were [WAC 392-121-261(1)(b)]:

3.2.1.1. Earned prior to the awarding of a degree earned while employed in the state of Washington as a nondegree vocational instructor.

- 3.2.1.2. Reported on Form S-275 prior to the awarding of the degree.
 - 3.2.2. Assign no additional nondegree credits or management experience.
 - 3.2.3. From the time of the degree onward treat the instructor as a degreed person (degree type is “H”).
4. Eligible credits and eligible experience must be properly documented.

WAC 180-05-107 Documentation Requirement.

Each certificate holder filing a report with the superintendent of public instruction shall be responsible for retaining records which document compliance with the continuing education requirements. Such documentation shall include:

- Inservice registration forms approved by the superintendent of public instruction and furnished by an approved inservice education agency.
 - College and university grade sheets or transcripts which indicate completion of courses.
 - Any official correspondence from an approved inservice agency which verifies completion of three or more clock hours.
- 4.1. Document assigned nondegree credits. [WAC 392-121-280(4)]
- 4.1.1. Assigned nondegree vocational teacher training credits must be supported by:
 - 4.1.1.1. Documents meeting the standards established in WAC 180-85-107.
 - 4.1.1.2. Evidence that the training was authorized pursuant to WAC 180-77-003(2), (9), or (12).
 - 4.1.2. Assigned nondegree credits from converted occupational experience must be supported by:
 - 4.1.2.1. The name and address of each industry employer.

- 4.1.2.2. The number of hours per year and dates of employment with each industry employer excluding unpaid leave.
 - 4.1.2.3. The district calculation of FTE (the quotient of 4.1.2.2 divided by 2,000 for each year of experience).
 - 4.1.2.4. Documents which provided evidence that the occupational experience meets the requirements of WAC 180-77-003(7).
 - 4.1.2.5. The district calculation of converted credits pursuant to WAC 392-121-259(3)(b). For each year of industry employment after the minimum requirements were met:
 - Determine the number of hours worked.
 - Divide those hours of experience by 100.
 - Up to 20 such credits per year of industry employment may be counted.
- 4.2. Districts shall document certificated years of experience.
[WAC 392-121-280(5)]
- 4.2.1. Recognized management years of experience must be supported by:
 - 4.2.1.1. The name and address of each industry employer.
 - 4.2.1.2. The number of hours per year and dates of employment with each industry employer excluding unpaid leave.
 - 4.2.1.3. Documents which provided evidence that the management experience meets the requirements of WAC 180-77-003(6).
 - The experience was in the occupation to be taught.

- The person worked as supervisor or manager.

4.2.1.4. The district calculation of years of management experience (the quotient of 4.2.1.2 divided by 2,000 for each year of management experience worked after meeting the minimum occupational experience requirements for initial certification):

- No more than one year of experience may be earned in a year.
- Up to six such years of experience may be counted.

4.2.2. Assigned occupational experience must have on file the documentation identified in 4.1.2 above.

4.3. Summary tables of assigned experience and credits must be maintained by the school district and be available for audit.

5. Place the individual on the proper column of LEAP salary allocation schedule.

5.1. Individuals assigned as highest degree type “V” are placed on the BA columns of LEAP salary allocation schedule until 135 or more nondegree credits are reported at which time the person is placed on the MA + 0 column. [WAC 392-121-270(3)]

5.2. Individuals assigned highest degree type “H” are placed on the BA columns of LEAP salary allocation schedule unless 135 nondegree credits are reported in which case the person is placed on the MA + 0 column. [WAC 392-121-270(4)]

This is a SAMPLE of a completed document to support calculation of a vocational experience and non-degree credits. You can submit your documentation to the State Auditor for review.

Career and Technical Salary Placement Calculation

Year	From	To	Employer	Occupation	Hrs Day	Days Yr	Hours Worked	FTE	Cum Occup Exp =6000 Hrs Req'd	Mgt Hrs	Mgt FTE	Nondegree Credits Granted	Non-Degree Cum
1990	5/1/90	12/31/90	USA Vet Clinic	Vet Tech	7.6	175	1330	0.665	1330				
1991	1/1/91	12/31/91	USA Vet Clinic	Vet Tech	7.6	261	1983.6	0.992	3313.6				
1992	1/1/92	12/31/92	USA Vet Clinic	Vet Tech	7.6	262	1991.2	0.996	5304.8				
1993	1/1/93	12/31/93	USA Vet Clinic	Vet Tech	7.6	91.48	695.248	0.348	6000.05				
Meets Occupational Minimum 6000 Hours Requirements													
1993	1/1/93	12/31/93	USA Vet Clinic	Vet Tech	7.6	169.52	1288.35	0.644		0	0.000	12.88	12.88
1994	1/1/94	12/31/94	USA Vet Clinic	Vet Tech	7.6	260	1976.00	0.988		0	0.000	19.76	32.64
1995	1/1/95	12/31/95	USA Vet Clinic	Vet Tech	7.6	260	1976.00	0.988		0	0.000	19.76	52.40
1996	1/1/96	12/31/96	USA Vet Clinic	Vet Tech	7.6	262	1991.20	0.996		0	0.000	19.91	72.32
1997	1/4/97	12/31/97	NW Clinic	Clinic Manager	7.6	260	1976.00	0.988		1976.00	0.988	19.76	92.08
1998	1/1/98	12/31/98	NW Clinic	Clinic Manager	7.6	261	1983.60	0.992		1983.6	0.992	19.84	111.91
1999	1/1/99	12/31/99	NW Clinic	Clinic Manager	7.6	261	1983.60	0.992		1983.6	0.992	19.84	131.75
2000	1/1/00	12/31/00	NW Clinic	Clinic Manager	7.6	260	1976.00	0.988		1976	0.988	19.76	151.51
2001	1/1/01	12/31/01	NW Clinic	Clinic Manager	7.6	261	1983.60	0.992		1983.6	0.992	19.84	171.34
2002	1/1/02	12/31/02	NW Clinic	Clinic Manager	7.6	261	1983.60	0.992		1983.6	0.992	19.84	191.18
2003	1/1/03	12/31/03	NW Clinic	Clinic Manager	7.6	261	1983.60	0.992		1983.6	0.992	19.84	211.02
2004	1/1/04	8/14/04	ABC Vet Clinic	Clinic Manager	7.6	162	1231.20	0.616		1231.2	0.616	12.31	223.33
2004	10/4/04	12/31/04	ABC Vet Clinic	Practice Mgr	7.20	65	468.00	0.234		468.00	0.234	4.68	228.01
2005	1/1/05	12/31/05	ABC Vet Clinic	Practice Mgr	7.20	260	1872.00	0.936		1872.00	0.936	18.72	246.73
2006	1/1/06	12/31/06	ABC Vet Clinic	Practice Mgr	7.20	260	1872.00	0.936		1872.00	0.936	18.72	265.45
2007	1/1/07	12/31/07	ABC Vet Clinic	Practice Mgr	7.20	261	1879.20	0.940		1879.20	0.940	18.79	284.24
2008	1/1/08	4/3/08	ABC Vet Clinic	Practice Mgr	7.20	68	489.60	0.245		489.60	0.245	4.90	289.14
2008	5/1/08	12/31/08	Seattle CC	Cert Vet Tech Instructor	0.00	0	0.00	0.000		0.00	0.000	0.00	289.14
2009	1/1/09	1/31/09	Seattle CC	Cert Vet Tech Instructor	0.00	0	0.00	0.000		0.00	0.000	0.00	289.14

2009	1/1/09	4/30/09	Seattle CC	Student Recruiter	0.00	0	0.00	0.000		0.00	0.000	0.00	289.14
2009	4/1/09	10/31/09	Dunham Vet Hospital	Practice Manager	7.60	114	866.40	0.433		866.40	0.433	8.66	297.80
2010	1/1/10	8/31/10	Seattle CC	Cert Vet Tech Instructor	0.00	0	0.00	0.000		0.00	0.000	0.00	297.80
2010	4/1/10	6/30/10	Seattle CC	Faculty Member	0.00	0	0.00	0.000		0.00	0.000	0.00	297.80
			TOTALS							22,548.40	11.27	297.80	

MAX
6.0

*Minimum occupational experience requirement = 6,000 hours of paid occupational experience.

*Years of experience and nondegree credits are not granted until after the minimum occupational experience requirement has been met.

NOTES:

1	2,000 hours paid occupational experience is the maximum allowed per year.
2	2,000 hours paid occupational experience equals one year of experience.
3	Annual hours worked (2,000 hours maximum) divided by 100 = nondegree credits.
4	Years of experience granted = annual management hours divided by 2000.

PLACEMENT: MA 0 Step 6 as of 9/8/10

ONLY for Vocational Degreed instructors, IF the total non-degree credits are 134.5 or greater, this will place them in the MA 0 column. They cannot be placed any higher than that unless they are converted to an H degree type.

Appendix D

Specific Staff Position Requirements

Job
Bus Driver
Certificated Instructional Staff and Administrators - Washington State Certification Requirements
Certificated Instructional Staff and Administrators and Paraeducators – Highly Qualified Requirements
Coaches – WIAA Requirements
Leave Replacement Contracts – Certificated Employees
Paraeducators - Washington State Core
Retiree-Rehire Guidelines

Bus Driver

- Drug testing – subject to random and incident related testing.
- Driver Abstract must be clear.
- Physical ability certificate on file.
- Disclosure form completed.
- Sexual Misconduct Forms completed from prior employers.
- Department of Transportation physical certificate on file.
- First aid/CPR card on file.
- 1977 Form Report to OSPI in June annually

Legal Reference: WAC 180-20

E-Certification

Goodbye paper trail! The E-Certification system is now open and ready for access.

You may access E-Certification through OSPI's [Education Data System \(EDS\) Portal](#). Once you create an account in EDS, **Select E-Certification**, then you are on your way!

All applications for **Teacher, Administrator, Educational Staff Associates, and Career and Technical Education** are available online **except** the following:

- Initial Teacher renewal or Continuing Application
(These are available only to individuals who hold or have held an Initial Teacher Certificate that expired after 08/31/2000)
- First Peoples Language, Culture, and Oral Traditions
- Non-Immigrant Exchange Teacher
- Verification of Active Duty Military Service
- CTE Counselor
- Occupational Information Specialist
- Continuing ESA school counselor, psychologist
(To apply for this you must hold valid Initial ESA Counselor, Psychologist Certificate)

Beginning January 1, 2015, applications will only be accessed through E-Certification except the above.

We apologize if you do not currently see your certificate information in the "My Credentials" page. If you do not see your certificate information or if you have technical difficulties submitting an application online please contact the [Professional Certification Office](#).

For more information visit <http://www.k12.wa.us/Certification/e-Cert/default.aspx>

**Washington Certification Handbook May 2009 Appendix E-1
ENDORSEMENT-RELATED ASSIGNMENTS**

Endorsement-Related Assignment Table If You Hold This Endorsement	You May Be Assigned to Teach Courses with Content Related to:
Bilingual	No other appropriate content assignments
Designated Arts:	
Dance	No other appropriate content assignments
Music: Choral	No other appropriate content assignments
Music: General	Instrumental Music; Choral Music
Music: Instrumental	No other appropriate content assignments
Theatre Arts	No other appropriate content assignments
Visual Arts	Computer Graphics*
Designated CTE*:	
Agriculture Ed.	Environmental Science; Horticultural Science
Business Education	Information Technology; Web Development Digital media; Network Systems; Technical writing
Family & Cons.Sci.Ed.	Nutrition*
Marketing Ed.	No other appropriate content assignments
Technology Ed.	No other appropriate content assignments
Designated Science:	
Biology	Life Science; Pre-algebra; Algebra; Integrated Sciences (incorporation of other sciences with biology) Nutrition*; General Mathematics; Environmental science
Chemistry	Basic Mathematics; Pre-algebra; Algebra; Pre-calculus; Calculus; Safety, Storage, Disposal of hazardous waste products; Integrated Sciences (incorporation of other; sciences with chemistry); Basic Physics; Genetics; Physical Science; Environmental Science
Earth and Space Science (Formerly Earth Science)	Basic Mathematics; Pre-algebra; Algebra; Geology; Oceanography; Environmental Science; Meteorology; Astronomy
Physics	Basic Mathematics; Pre-algebra; Algebra; Pre-calculus; Calculus; Environmental Science; Physical Science
English Language Arts	Literature (history, theory, elements); Language acquisition and development; History of English language; Grammar; Speech; Creative writing/composition; Journalism; Poetry; Technical writing; Media; Drama
English Language Learner (ELL) Formally ESL	English composition; Grammar; Linguistics
Designated World Language	No other appropriate content assignments
Early Childhood Ed.	No other appropriate content assignments
Early Childhood Special Ed	No other appropriate content assignments
Elementary Education	No other appropriate content assignments
Health/Fitness	Anatomy and Physiology; Nutrition; Safety/First Aid/CPR; Disease Prevention; Substance Abuse; Family Life; Human Sexuality; Adaptive PE
History	Political Science; Geography; Civics

If You Hold This Endorsement	You May Be Assigned to Teach Courses with Content Related to:
Library Media	No other appropriate content assignments
Mathematics	No other appropriate content assignments
Middle Level- Humanities	Social Studies; History; Geography; Civics; Economics; English; Language Arts; Political Science; Anthropology; Sociology; Psychology; Literature; Journalism; Technical Writing; Media; Speech
Middle Level Math/Science	No other appropriate content assignments
Reading	No other appropriate content assignments
Science	Integrated Science; Life Science; Biology; Chemistry; Physics; Physical Science; Earth Science; Environmental Science; Ecology; General mathematics; Pre-Algebra; Algebra; Pre-calculus; Calculus; Astronomy; Meteorology; Oceanography; Geology
Social Studies	History; Geography; Political Science; Sociology; Economics; Anthropology; Civics; Psychology
Special Education	No other appropriate content assignments
Traffic Safety	No other appropriate content assignments

*Note: These subjects may be assigned in a general education classroom, but are usually associated with career and technical education (CTE) curriculum. Any courses involving use of CTE (vocational) funds require that the teacher hold a CTE certificate.

NEWS AND UPDATES FROM THE CERTIFICATION OFFICE

Significant changes in certification procedures and regulations have occurred this year. David E. Kinnunen, Associate Director, has shared the following list of important issues. HR offices should be mindful of this information. Questions can be directed to the OSPI Office. David has also been asked to present at regional WSPA meetings.

- Due to ESHB 1449 a \$33 OSPI processing fee for all application actions on certificates and subsequent actions
- \$33 to build, maintain and eventually replace state funding to support the state certification office. (state funding will end on July 1, 2011 to run the certification office)
- e-Certification will create applications totally online
- There is one application total online now (payment and logging clock hours which is the continuing cert. renewal)
- OSPI automatic notice to districts on residency cert holders need and timeline to apply to reissuance of dated residency certificate.
- Automatic S-275 eligibility for residency cert holders with at least 1.5 years of experience eligible for Pro Teach enrollment
- HQT system in pilot and current feedback
- <http://www.k12.wa.us/Certification/e-Cert/default.aspx> - the web site for the E-Cert program

HIGHLY QUALIFIED RULES

TITLE II PART A

The best source of information and resources related to the Highly Qualified rules is the OSPI web site at www.k12.wa.us as shown below where you can download multiple resource documents.

Title II Part A - Teacher and Principal Quality

Connections...



HQT Improvement/Accountability Plan

- [EDS Collection Tool For HQT Improvement and Accountability Plans for 2009-10](#) (Word)
- [Guidance to Complete HQT Improvement and Accountability Plans 2009-10](#) (Word)
- [Individual Teacher Plan for Achieving HQT Status 2009-10](#) (Word)
- [Procedures for Hiring a Teacher Not Yet Highly Qualified 2009-10](#) (Word)

NCLB Highly Qualified Teacher Requirements

Highly Qualified Teacher Forms

Resources

- [Highly Qualified Teacher Resource Manual-April 2009](#) (pdf)
- [Equitable Distribution of Qualified, Experienced Teachers State Plan](#) (Word)
- [Washington State-approved WEST-E/Praxis II Assessments](#)
- [Washington State NCLB Highly Qualified Teacher Revised Plan, September 28, 2006](#)
- [Qualified Teachers for At-Risk Schools: A National Imperative](#) (pdf)
- Parents Right-to-Know Letters
 - [Sample Letter to Parents Regarding Instruction Provided by Non-Highly Qualified Teacher](#) (Word)
 - [Sample Parent Request Form for Information About Teacher Qualifications](#) (Word)
 - [Sample Parent's Right-to-Know Letter](#) (Word)
 - [Sample Response Letter to Parents Regarding Teacher Qualifications](#) (Word)

EXCERPT FROM THE WIAA HANDBOOK COACHES REQUIREMENTS 2016-2017

20.0.0 COACHES

PHILOSOPHY OF COACHES: *Coaches are primarily for imparting valuable educational experiences to student participants. Therefore, the WIAA believes that all coaches should have training in at least the essential areas of study required for a physical education teacher's endorsement in Washington secondary schools and the NFHS Coaches Education Program.*

20.1.0 EMPLOYEE OF THE DISTRICT - No school team or individual contestant shall be eligible to represent a school in an athletic contest unless the coach is an employee of the school district in which he/she coaches. This requirement applies to all paid and/or volunteer coaches. Volunteers become representatives of the District, and may serve as coaches, only upon registration, approval and authorization of the school district Board of Directors.

23.1.1 Coaching stipends and all gifts to a coach exceeding a total of \$500 in a season must be approved by the school's board of directors.

20.2.0 SUPERVISION - A school appointed coach, or another appointed member of the school faculty, must accompany any school team (or individual) at any time in connection with school sponsored interscholastic competition.

20.3.0 TRAINING - Interscholastic coaches, paid and/or volunteer, shall have training in at least the essential areas of study required for a physical education teacher's endorsement in Washington secondary schools and the NFHS Coaches Education Program. For initial employment as a paid and/or volunteer interscholastic coach, an individual must meet the following requirements:

20.3.1 COACHING REQUIREMENTS - Described below are the minimum standards for a paid and/or volunteer interscholastic coach for employment, progressive employment, and continuous employment.

A. Hold a valid current First Aid Certification or have completed a School District approved Athletic Training/Sports Medicine course equivalent to the Red Cross First Aid Card training or be enrolled in a First Aid class. A Sports Medicine course is to include prevention of injuries, recognition of injuries, emergency on-site procedures including transporting the injured, and rehabilitation of injuries. If a Sports Medicine course is used to fulfill this requirement, it must be renewed every three (3) years.

B. Hold a valid current "hands-on" CPR Certification or be enrolled in a "hands-on" CPR Course.

C. Red Cross Safety Training for Swim Coaches or Lifeguard Certification is required for all swim coaches. Red Cross Safety Training for Swim Coaches or U.S. Diving Safety certification is required for diving coaches.

D. “Hands on” Pole Vault Coaches Training is required for Pole Vault Coaches. Coaches must be recertified every three (3) years with “hands on” training to be required the first year and either the “hands on” training or completion of WIAA-approved online courses in subsequent years.

E. Stunt Certification is required for Cheer Coaches and dance/drill coaches who intend to have their cheer or dance/drill squad(s) perform stunts. The certification program must be approved by the Washington State Cheer Coaches Association, the Washington State Dance/Drill Coaches Association, and the WIAA. Coaches must be recertified every three (3) years with “hands on” training to be required the first year and either the “hands on” training or completion of WIAA-approved courses in subsequent years.

F. All Middle School and High School football coaches must complete school-district approved technique specific safety training similar to “Heads Up Football”. The training must include, but is not limited to, Safer Tackling Techniques and Drills, Helmet and Shoulder Pad fitting, Concussion management with Return to Play Protocols following a concussion, Heat and Hydration training and Sudden Cardiac Arrest training. Football coaches will be required to repeat this training every three years.

G. The Employing School District will require for paid and/or volunteer coaches:

1. Washington State Patrol Criminal History Information Form required by RCW 43.43.830 on file.
2. The OSPI Moral Character Supplement Form 4020B be completed.

H. The Coach Must Satisfy the Following Requirements:

1. Be a high school graduate or have completed a graduation equivalency diploma (GED) program, except as in d. below a. Be at least 21 years of age to be a head coach. b. Be at least 19 years of age to be an assistant coach except as in d. below. c. Hold a valid current First Aid Certification and “hands-on” CPR Certification or be enrolled in a First Aid Certification and “hands-on” CPR Course. d. High school students may serve as middle level volunteer assistant coaches during the designated middle school season when under the direct supervision of the middle level coach. These high school students must meet WIAA coaches standards minimum requirements to hold a valid First Aid Certification and a valid CPR card.

2. Head Coach - High School - Annually complete the WIAA general rules clinic and the WIAA approved rules clinic for the sport being coached prior to the end of the third week of the sports season.

- a. DEFINITION OF A HEAD COACH - A head coach is that person in charge of the highest level team for that building (e.g.), the person responsible for the highest level (varsity) team in a building that houses grades 10-12 is the head coach; the person who is responsible for the highest level team in a building that houses grades 7-9 is the head coach.

3. Head Coach - Middle Level and Assistant Coaches, High School and Middle Level - The WIAA recommends, but does not require, that the head coach at the middle level or junior high level and the assistant coaches at both the high school and middle level or junior high level annually complete the WIAA general rules

clinic and the WIAA approved rules clinic for the sport being coached prior to the end of the third week of the sports season

20.3.2 ENTRY LEVEL COACH REQUIREMENTS (Paid and/or Volunteer Coaches) – An entry level coach is in his/her first two (2) years of coaching employment.

A. **Paid Coaches:** Before the beginning of the third year of coaching employment, a member school coach (paid or volunteer) must meet the beginning level coaching standard by either completing the class and successfully passing the test of the ASEP Coaching Principles Course or the NFHS Coaches Fundamentals Course, or attending all sessions of the WIAA Coaches School or other Coaches Schools as approved by the WIAA or must have completed a total of at least thirty (30) hours of coaches education courses. A paid coach remains at the beginning level and earns an additional fifteen (15) hours of coaching education courses within the next three (3) years of coaching and then advances to the continuous training level. (NOTE: Volunteer coaches are exempt from the continuous training standard.)

B. **Volunteer Coaches:** Must complete a coaching effectiveness training class as provided by the WIAA or a school district approved coaching course equivalent to the ASEP Coaching Principles Course or the NFHS Coaches Fundamentals Course and approved by the WIAA, or complete a total of at least thirty (30) coaches education hours. Training must be completed before the beginning of the third year of coaching. Volunteer coaches are encouraged to obtain a minimum of fifteen (15) clock hours of coaching standard courses during any three (3) year period of coaching.

23.3.3 CONTINUOUS TRAINING LEVEL REQUIREMENTS–(Paid Coaches)

After completion of the entry coach level, during each subsequent three (3) year period of coaching, must obtain a minimum of fifteen (15) coaches education hours of approved coaches standards courses selected or prescribed by the employing school district shall be completed by all coaches.

A. An individual who has earned a Physical Education major or minor and/or a Coaching major or is considered to have completed the WIAA Entry Coach Level requirements and shall only be required to meet the Continuous Training Level.

B. An individual who coached 5 of 7 years prior to the 1994-95 school year, a cheer coach prior to the 1996-97 school year, or a dance-drill coach prior to the 1998-99 school year, shall be grand-fathered and is considered to have completed the WIAA Entry Coach level requirements shall only be required to meet the Continuous Training level.

20.4 .0 PROGRESSIVE LEVELS OF COACHING STANDARDS- (OPTIONAL STATUS) Should an individual wish to work toward professional fulfillment in the coaching profession, he/she must earn 60 coaches education hours and have four (4) years of interscholastic coaching experience for the experienced coach level, and 90 clock hours and have six (6) years of interscholastic coaching experience for the preferred coach level.

20.4.1 EXPERIENCED COACH STANDARD (Optional status)

A. Four years of interscholastic coaching, and a total of sixty (60) coaches education hours shall be completed from three (3) or more of the Coaching education areas. (Additional 30 course hours beyond Beginning Coach Standards).

B. Demonstrate understanding and knowledge of School District and WIAA Interscholastic Activities policies.

20.4.2 PREFERRED COACH STANDARD (Optional status)

A. Six (6) years of interscholastic coaching and a total of ninety (90) coaches education hours shall be completed with a minimum of six (6) hours from each of the five coaches education categories listed below. (Additional 30 hours beyond the Experienced Coach level.)

B. Demonstrate understanding and knowledge of School District and WIAA Interscholastic Activities policies.

20.5.0 COACHES EDUCATION CATEGORIES (Knowledge and Skills)

20.5.1 Medical aspects of coaching - Health and Welfare

- A. Care and Prevention of student injury
 - 1. First Aid
 - 2. CPR Certification
 - 3. Athletic Training/Sports Medicine
 - 4. Chemical and Substance Abuse
 - 5. Injury Rehabilitation

- B. Kinesiology
- C. Exercise Physiology

20.5.2. Legal Aspects of Coaching - Litigation, Liability

- A. School Physical Education, Sports, or Athletic Law
- B. Annual review of rule changes and application of rules
- C. School Board Policies, WIAA Rules, School Law

20.5.3 Psycho/Social Foundations

- A. Sociology and Psychology of Sports (adolescent psychology, sports sociology and psychology, motivation, dealing with substance abuse.)
- B. Philosophy of Interscholastic Activities Programs

20.5.4 Coaching Techniques

- A. Instructional methods in physical education/activities
- B. Instructional methods in physical education for handicapped

C. Instructional methods in interscholastic sports

20.5.5 Philosophy/Sports Management/Pedagogy

20.5.6 Providers of clock hours - Upon WIAA approval of course outline and instructor, coaching education clock hours may be obtained from an accredited university or college, WIAA approved offering, or an OSPI named provider

20.6.0 COACHES EDUCATION COMPLIANCE - Only paid and/or volunteer coaches who have met the coaches standards are eligible to coach or be involved in a practice or competition. If a school district has more restrictive coaching standards, the coach will be held to the more restrictive standard.

20.7.0 SHARED COACHING - The WIAA Executive Director may approve shared coaching in diving, pole vaulting and gymnastics that have been determined to pose a safety or health concern for student athletes due to the qualifications or lack thereof of available coaching staff. Prior to approval the following criteria must be documented or verified to the Executive Director by the requesting member school:

20.7.1 The requesting school district has determined no qualified coaching is available, and the shared coach is qualified and approved (employed) by the local school district in compliance with Coaching Standards as set forth by the WIAA.

20.7.2 The "specialized" program must be made available to all athletes in that event (e.g., under the safety purposes of this permissive rule, if a school sends one pole vaulter to a shared coach, the school must send all pole vaulters from the school).

20.7.3 Coaching will be only during the WIAA adopted season for the sport.

20.7.4 Approval must be requested during the first year of each classification period.

20.7.5 Each team must have a certified swim coach on site during practice and competition in order for an athlete(s) to be eligible to participate in swimming.

23.7.6 Each team must have a certified dive coach on site during practice and competition in order for an athlete(s) to be eligible to participate in diving.

20.8.0 NEGATIVE COMMENTARY/BY COACHES AND/OR OFFICIALS - The WIAA prohibits negative commentary or statements to the media or general public in any form relative to officiating prior to, during, or following any interscholastic activity or athletic event. This rule applies equally

Leave Replacement Contracts – Certificated Staff

RCW 28A.405.900

Certain certificated employees exempt from chapter provisions.

Certificated employees subject to the provisions of RCW [28A.310.250](#), [28A.405.100](#), [28A.405.210](#), and [28A.405.220](#) shall not include those certificated employees hired to replace certificated employees who have been granted sabbatical, regular, or other leave by school districts, and shall not include retirees hired for postretirement employment under the provisions of chapter 10, Laws of 2001 2nd sp. sess.

It is not the intention of the legislature that this section apply to any regularly hired certificated employee or that the legal or constitutional rights of such employee be limited, abridged, or abrogated.

[2002 c 26 § 1; 2001 2nd sp.s. c 10 § 2; 1990 c 33 § 404; 1972 ex.s. c 142 § 3. Formerly RCW [28A.67.900](#).]

Pursuant to the provisions of this RCW, Districts may employ individuals on a limited or leave replacement contract when another employee is on a leave of absence.

Pursuant to multiple PERC rulings, a district can only have as many staff FTE on leave replacement contracts as are on leave. There is no such contract as “temporary” for certificated staff. The only other limited contract is the Retiree-Rehire contract.

Paraeducators — Requirements of Title I, Part A Federal Law

Updated April 11, 2016

New! Transition from NCLB to ESSA

OSPI and school districts are shifting from NCLB to ESSA. ESSA removed the term “highly qualified” for paraeducators, just as it did for teachers. Instead, ESSA directs OSPI to develop minimum state standards. [Every Student Succeeds Act](#) on the OSPI website

- Until ESSA is fully implemented, OSPI will continue to apply the federal standards used under NCLB and explained in the [Title I, Part A Guide to Paraeducator Requirements](#).
- OSPI is developing the new standards. By 2017–18, paraeducators who work in a Title I, Part A program must meet those standards.

School districts may continue to require additional standards for the paraeducators they employ.

Paraeducator Requirements

If you plan to work as a paraeducator in a school that operates a Title I, Part A schoolwide or targeted assistance program, you must meet the federal NCLB requirements — **before hire**. [Elementary and Secondary Education Act](#) | [Section 1119 \(c\) through \(l\)](#)

- [Title I, Part A: Guide to Paraeducator Requirements](#)

Basic Education Qualifications

All paraeducators must have the first, essential credential —a high school diploma or GED (General Educational Development). Paraeducators can provide a **copy of their high school diploma** — transcripts are not necessary.

With this credential in place, there are three educational pathways and one evaluation option a potential paraeducator can take to meet federal requirements.

1. Two years of study at an institution of higher education. The institution you choose must meet five criteria of the Higher Education Act, Section 101(a). All classes must be at **level 100 or higher**.
2. Associate degree or higher. All associate degrees are acceptable.
3. Pass the **ETS ParaPro Assessment**. The assessment measures skills, and content knowledge related to reading, writing and math. Contact ETS 800-772-9476 or visit

[ETS ParaPro Assessment.](#)

4. Washington paraeducator portfolio or apprenticeship program — **completed previously**. Those meeting the apprenticeship requirements must present a journeycard or certificate. The portfolio and apprenticeships are no longer offered for enrollment, however OSPI will continue to honor this pathway.

Qualifications Vary By District

Be aware that districts can require more education or higher credentials. Contact [district](#) staff where you plan to work and find out what requirements you must meet. Many districts require all paraeducators to meet Title I, Part A requirements because of the flexibility it affords as they assign paraeducators to different duties.

Special Education — Additional Requirements for Paraeducators

Paraeducators must meet the 14 competencies — knowledge and skills — necessary to support students with disabilities consistent with [WAC 392-172A-02090](#) (1) (f). In Title I, Part A schools, paraeducators, who work in a special education programs, must meet the [core competencies for special education](#) and the requirements of Title I, Part A, ESEA [Section 1119](#) (c) through (f).

No More Hiring Limits

Starting with the 2016-2017 school year, all districts may hire as many paraeducators as they need within the allowable uses of Title I, Part A.

For some district, this is no different from past years.

This is a change, however, for schools that did not meet Adequate Yearly Progress and sufficient progress toward all teachers being “Highly Qualified” in the 2015-2016 school year.

For more information:

ESSA at OSPI www.k12.wa.us/ESEA/ESSA

Paraeducators www.k12.wa.us/paraeducators

Retire/Rehire Legislation

Health Care Authority:	http://www.hca.wa.gov/pebb/Pages/index.aspx
Department of Retirement Systems:	http://www.drs.wa.gov/Employer/drsn/e07012.htm
OSPI:	http://www.k12.wa.us

Hiring Retirees

Employers can still hire retirees, but your organization's hiring process has a direct impact on how many hours can be worked by retirees before their pensions are suspended.

To prevent pensions for Plan 1 retirees from being suspended after working 867 hours, several criteria must be met by employers – they include:

- Having a *written policy* relating to hiring retirees
- Hiring a retiree through an established process for the position with the approval of the school board or other highest decision making authority
- Documenting the need to hire a retiree, the process used and the decisions made during that process, retaining that documentation and making it available in the event of an audit

Choosing to follow these processes allows your eligible Plan 1 retirees to work up to 1,500 hours before their pension is suspended. Most of the criteria above have been law since 2003 for employers who hire PERS Plan 1 retirees, but the legislature added *pursuant to a written policy* to PERS statute effective July 22, 2007. All the requirements for TRS Plan 1 are also effective on that date. Note: For eligible retirees that work for more than one employer, each employer must follow the process described above or the retiree's pension will be suspended after 867 hours.

Break In Service for Retirees

In addition to an employer's hiring process, retirees are required to have a specific break in service in order to work up to 1,500 hours and still receive their pension. Details by system are listed below:

- TRS Plan 1 members who retire on or after July 22, 2007 must remain unemployed for at least 45 calendar days after their effective retirement date
- TRS Plan 1 members who retired prior to July 22, 2007, can continue to work up to 1,500 hours per fiscal year (July 1 - June 30) without affecting the benefit, provided the retiree waited at least 30 calendar days from their retirement effective date before returning to work.

- PERS Plan 1 members who retire on or after August 1, 2003 must remain unemployed for at least 90 calendar days after their effective retirement date
- PERS Plan 1 members who retired prior to August 1, 2003, can continue to work up to 1,500 hours per calendar year without affecting the benefit, provided the retiree waited at least 30 calendar days from their retirement effective date before returning to work.

Normally, the effective retirement date is the first of the month following the month the employee stops work. For example, if a teacher terminates employment in June and applies for retirement, the retirement effective date would usually be July 1.

Lifetime Limit

TRS Plan 1 retirees are now subject to a lifetime limit of 1,900 hours. This lifetime limit is prospective and applies to any retiree who can work beyond 867 hours without their pension being suspended. Hours worked beyond 867 up to 1,500 within a fiscal year are the only hours that count toward this lifetime limit. Once the 1,900-hour limit is reached, the benefit will be suspended for work beyond 867 hours within each fiscal year.

A similar lifetime limit has been in place for several years for PERS Plan 1 retirees.

Communication

To manage the yearly hourly limits (867 or 1,500), DRS will communicate with both retirees and employers. When retirees approach the 867 hour limit for the year, DRS will send them a letter to let them know their pension will be suspended unless they;

- Terminate employment prior to reaching the 867 hour limit, or
- They qualify to work up to 1,500 hours under the rules described above.

At the same time, employers will be sent an email to ask for confirmation that the hiring requirements were met to allow the retiree to work up to 1,500 hours, or to verify the date the retiree will exceed the hourly limit or cease employment.

In addition, DRS will provide information to PERS Plan 1 retirees and TRS Plan 1 retirees each year to inform them of the cumulative hours worked that have been applied toward their 1,900 hour limit.

Other Changes

The bill changes the TRS definition of "separation from service " to specify that a retiree cannot have a verbal or written agreement to resume employment with the same employer following termination.

PERS and TRS separation definitions also have been updated to clarify that, " mere expressions or inquires about post-retirement employment by an employer or employee that do not constitute a commitment to reemploy the employee after retirement are not an agreement under this subsection

Appendix E

Records Retention

The Secretary of State maintains records retention guidelines. This retention schedule authorizes the destruction/transfer of public records documenting the common functions and activities of all local government agencies such as the management of the agency and the management of the agency's assets, finances, human resources, and information resources. It is to be used in conjunction with the other approved schedules that relate to more specific functions of the agency.

The Local Government Common Records Retention Schedule (CORE) may be accessed online at:

<https://www.sos.wa.gov/archives/RecordsManagement/Local-Government-Records-Retention-Schedules---Alphabetical-List.aspx>

The records retention schedule for School Districts and Education Service Districts (version 8.2) may also be accessed on the WSPA Shared Drive.

Contact Info

ARCHIVES

Location: 1129 Washington Street SE Olympia

Email State Archivist archives@sos.wa.gov

Research Requests and Information about Public Records:
research@sos.wa.gov

Mail: PO BOX 40238
OLYMPIA WA 98504-0238

Telephone: (360) 586-1492 (360) 586-1492

Records Management Email: recordsmanagement@sos.wa.gov

Read more at <http://www.sos.wa.gov/archives/default.aspx>



Washington State Archives
Office of the Secretary of State

Local Government Common Records Retention Schedule (CORE)
Version 3.0 (November 2012)

This schedule applies to: All Local Government Agencies

Scope of records retention schedule

This records retention schedule authorizes the destruction/transfer of the public records of all local government agencies relating to the common functions of the management of the agency, and management of the agency's assets, finances, human resources and information resources. It is to be used in conjunction with the other approved schedules that relate to the functions of the agency.

All current approved records retention schedules can be accessed online at: <http://www.sos.wa.gov/archives/recordsretentionschedules.aspx>.

Disposition of public records

Public records covered by records series within this records retention schedule must be retained for the minimum retention period as specified in this schedule. Washington State Archives strongly recommends the disposition of public records at the end of their minimum retention period for the efficient and effective management of local resources.

Public records designated as Archival (Permanent Retention) or Non-Archival (with a retention period of "Life of the Agency" or "Permanent") must not be destroyed. Records designated as Archival (Appraisal Required) must be appraised by the Washington State Archives before disposition. Public records must not be destroyed if they are subject to ongoing or reasonably anticipated litigation. Such public records must be managed in accordance with the agency's policies and procedures for legal holds. Public records must not be destroyed if they are subject to an existing public records request in accordance with chapter 42.56 RCW. Such public records must be managed in accordance with the agency's policies and procedures for public records requests.

In addition to the minimum retention requirements specified in this schedule, there may be additional (longer) retention requirements mandated by federal, state and/or local statute, grant agreement, and/or other contractual obligations.

Revocation of previously issued records retention schedules

All previously approved disposition authorities for records that are covered by this retention schedule are revoked, including those listed in all general and agency unique retention schedules. Local government agencies should take measures to ensure that the retention and disposition of public records is in accordance with current approved records retention schedules.

Authority

This records retention schedule was approved by the Local Records Committee in accordance with RCW 40.14.070 on November 29, 2012.

For the State Auditor: Cindy Evans

For the Attorney General: Sharon Payant

The State Archivist: Jerry Handfield

Appendix F

Staff Training

The information provided in the following chart is intended as a guide to assist HR offices in monitoring employee required training. Local policies may vary and districts should also adhere to their local requirements.

Topic	Legal Reference	Audience	Timeline	Notes
Non-Discrimination	Office of Superintendent of Public Instruction (OSPI)	<ul style="list-style-type: none"> • New Hires • All Employees • Applicants • One Designated Person 	<ul style="list-style-type: none"> • Upon hire • Annual reminder <p>Include statement in posting and recruitment materials</p>	<p>Recommended for new hires</p> <p>Required for school one designated employee to coordinate compliance with non-discrimination laws.</p> <p>https://www.k12.wa.us/Equity/pubdocs/ProhibitingDiscriminationInPublicSchools.pdf#Procedural</p>
Americans with Disabilities Act (ADA)	Office of Superintendent of Public Instruction (OSPI) Americans with Disabilities Act	<ul style="list-style-type: none"> • New Hires • All Employees • Applicants 	<ul style="list-style-type: none"> • Upon Hire • Annual Reminder <p>Include Statement In Posting And Recruitment Materials</p>	<p>Recommended. Not Required.</p> <p>https://www.k12.wa.us/Equity/pubdocs/ProhibitingDiscriminationInPublicSchools.pdf#Disabilities</p> <p>http://www.ada.gov/reg2.htm</p>
Blood borne Pathogens HIV	RCW 392-198	<ul style="list-style-type: none"> • New Hires • All Employees 	<ul style="list-style-type: none"> • Upon Hire • Annual Reminder 	<p>There are Two Components to the Training. One Component is Mandatory and the Other Component is Supplemental.</p> <p>http://apps.leg.wa.gov/wac/default.aspx?cite=392-198</p>

Topic	Legal Reference	Audience	Timeline	Notes
Bus Drivers	Office of Superintendent of Public Instruction (OSPI)	<ul style="list-style-type: none"> • New Hires • All Drivers 	<ul style="list-style-type: none"> • Upon Hire • Annual In-service Training 	<p>Required.</p> <p>Before becoming a School bus driver must complete a two-week Instructor Training Course.</p> <p>Once Certified, must complete an annual In-service Training.</p> <p>http://www.k12.wa.us/Transportation/DriverInstructor/default.aspx</p>
Cheer, Dance, and Drill Stunt Training	Washington Interscholastic Activities Association (WIAA) & Washington State Dance/Drill Coaches Association (WSDDCA)	<ul style="list-style-type: none"> • New Hires • All Employees 	<ul style="list-style-type: none"> • Upon Hire • Renewal Every 3 years 	<p>Required for Coaching and Required for Stunts</p> <p>http://www.wiaa.com/subcontent.aspx?SecID=370 (WIAA)</p> <p>http://www.wsddca.com/stuntcertification.htm (WSDDCA)</p>
Child Abuse Reporting	RCW 26.44.030	<ul style="list-style-type: none"> • New Hires • All Employees 	<ul style="list-style-type: none"> • Upon Hire • Annual Reminder 	<p>Required upon hiring. Recommended Annually.</p> <p>http://apps.leg.wa.gov/rcw/default.aspx?cite=26.44.030</p>

Topic	Legal Reference	Audience	Timeline	Notes
Chemical Lab Safety	RCW 296 (Generally) & National Science Teachers Association (NSTA)	<ul style="list-style-type: none"> • New Hires • All Employees 	<ul style="list-style-type: none"> • Upon Hire • Annual Reminder 	<p>Required upon hiring for Science Teachers, but recommended for all new hires.</p> <p>Recommended Annually.</p> <p>http://apps.leg.wa.gov/wac/default.aspx?cite=296</p> <p>http://www.nsta.org/safety/</p>
Clock Hours	Office of Superintendent of Public Instruction (OSPI)	<ul style="list-style-type: none"> • All Employees 	<ul style="list-style-type: none"> • Upon Hire • Renewal Every 5 years 	<p>Required for Those who hold a continuing certificate</p> <p>https://www.k12.wa.us/certification/teacher/ContinuingClockhours.aspx</p>
Code of Conduct	Office of Superintendent of Public Instruction (OSPI)	<ul style="list-style-type: none"> • New Hires • All Employees 	<ul style="list-style-type: none"> • Upon Hire • Annual Reminder 	<p>Required upon hiring, but recommended annually.</p> <p>https://www.k12.wa.us/ProfPractices/CodeConduct.aspx</p> <p>Includes Provisions from WAC and RCW</p>

Topic	Legal Reference	Audience	Timeline	Notes
Concussion Training	Washington Interscholastic Activities Association (WIAA) RCW 4.24.660 & RCW 28A.600	<ul style="list-style-type: none"> • New Hires • All Employees 	<ul style="list-style-type: none"> • Upon Hire • Annual Reminder 	Required. http://www.wiaa.com/subcontent.aspx?SecID=623 http://apps.leg.wa.gov/rcw/default.aspx?cite=4.24.660 http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.600.190
Continuous Hours Training	Washington Interscholastic Activities Association (WIAA)	<ul style="list-style-type: none"> • Paid Coaches 	<ul style="list-style-type: none"> • Upon Hire • Renewal Every 3 years 	Required. http://www.wiaa.com/subcontent.aspx?SecID=367
Crisis Emergency Management	Office of Superintendent of Public Instruction (OSPI) RCW 28A.320.126	<ul style="list-style-type: none"> • New Hires • All Employees 	<ul style="list-style-type: none"> • Upon Hire • Annual Reminder • Emergency Drill • Emergency Response system submission due annually 	Required. http://www.k12.wa.us/safetycenter/emergency/default.aspx http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.320.126 http://www.emd.wa.gov/preparedness/prep_schools.shtml
Drug Free Workplace	U.S. Department of Education	<ul style="list-style-type: none"> • New Hires • All Employees • Applicants 	<ul style="list-style-type: none"> • Upon Hire • Annual Reminder 	Recommended. http://www2.ed.gov/about/offices/list/osdfs/programs.html#state

Topic	Legal Reference	Audience	Timeline	Notes
EEOC	U.S. Equal Employment Opportunity Commission Washington State Human Rights Commission	<ul style="list-style-type: none"> • New Hires • All Employees • Applicants 	<ul style="list-style-type: none"> • Upon Hire • Annual Reminder 	Required. http://www.eeoc.gov/laws/practices/ http://www.hum.wa.gov/faq/faqeeo.html
Fall Protection	WAC 296-155-24601 (-) 24624	<ul style="list-style-type: none"> • Maintenance and Custodial Staffs 	<ul style="list-style-type: none"> • Upon Hire 	Required http://apps.leg.wa.gov/wac/default.aspx?cite=296-155

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First Aid & CPR	WAC 296-800-15005 WIAA 02/03 rule 23.2.1 A&B WAC 392-144-120 WAC 170-295-7050 WAC 296-155-120 OSHA 29 CFR 1910.151(b)	<ul style="list-style-type: none"> • New Hires • All Employees • Applicants <ul style="list-style-type: none"> - Teachers - Personnel - Custodial Staff - Bus Drivers 	<ul style="list-style-type: none"> • Upon Hire • Annual Renewal 	Required. http://apps.leg.wa.gov/wac/default.aspx?cite=296-800-150 http://www.wiaa.com/subcontent.aspx?SecID=370 http://apps.leg.wa.gov/wac/default.aspx?cite=392-144-120 http://apps.leg.wa.gov/wac/default.aspx?cite=170-295-7050 http://apps.leg.wa.gov/wac/default.aspx?cite=296-155-120 https://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=9806
FLSA Fair Labor Standards Act	FLSA L&I	<ul style="list-style-type: none"> • New Hires • All Employees 	<ul style="list-style-type: none"> • Upon Hire • Annual Reminder 	Recommended. http://www.dol.gov/whd/flsa/ http://www.lni.wa.gov/WorkplaceRights/Wages/Minimum/
FMLA Family Medical Leave Act of 1993	FMLA	<ul style="list-style-type: none"> • New Hires • All Employees 	<ul style="list-style-type: none"> • Upon Hire • Annual Reminder 	Recommended. http://www.dol.gov/whd/fmla/

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Gun-Weapon Free Workplace/ Violence Prevention and Conflict Resolution	RCW 28A.300.270	<ul style="list-style-type: none"> • New Hires • All Employees 	<ul style="list-style-type: none"> • Upon Hire • Annual Reminder 	<p>Required.</p> <p>http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.300.270</p>
Hazard Materials Communication	WAC 296-62	<ul style="list-style-type: none"> • New Hires • All Employees 	<ul style="list-style-type: none"> • Upon Hire • Annual Reminder 	<p>Required.</p> <p>May need more specific information depending on job function.</p> <p>http://apps.leg.wa.gov/wac/default.aspx?cite=296-62</p>
Hazardous Energy Lockout-Tagout	WAC 296-24	<ul style="list-style-type: none"> • Maintenance and Custodial Staff 	<ul style="list-style-type: none"> • Upon Hire • Annual Reminder 	<p>Required.</p> <p>http://apps.leg.wa.gov/wac/default.aspx?cite=296-24</p>
Hearing Conservation	WAC 296-817	<ul style="list-style-type: none"> • Designated Workers 	<ul style="list-style-type: none"> • Upon Hire • Annual Reminder 	<p>Required only for designated workers.</p> <p>http://apps.leg.wa.gov/wac/default.aspx?cite=296-817</p>
Industrial Insurance/Worker's Comp	WAC 296-15	<ul style="list-style-type: none"> • New Hires • All Employees 	<ul style="list-style-type: none"> • Upon Hire • Annual Reminder 	<p>Required.</p> <p>http://apps.leg.wa.gov/wac/default.aspx?dispo=true&cite=296-15</p>
Job Sharing	WAC 28A.405.070	<ul style="list-style-type: none"> • New Hires • All Employees 	<ul style="list-style-type: none"> • Upon Hire • Annual Reminder 	<p>Recommended.</p> <p>http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.405&full</p>

Topic	Legal Reference	Audience	Timeline	Notes
				=true#28A.405.070
Leaves of Absence, Leave Sharing	WAC 251-22	<ul style="list-style-type: none"> New Hires All Employees 	<ul style="list-style-type: none"> Upon Hire Annual Reminder 	<p>Required.</p> <p>http://www.dop.wa.gov/sitecollectiondocuments/rules/wac%20251%20(rules)/wac25122.htm</p>
Medication Handling	Office of Superintendent of Public Instruction (OSPI)	<ul style="list-style-type: none"> Staff Handling Medications 	<ul style="list-style-type: none"> Upon Hire Annual Reminder 	<p>Required.</p> <p>http://www.k12.wa.us/healthservices/pubdocs/WAStateSchoolStaffHealthTrainingGuide.pdf</p>
Personal Protective Equipment	OSHA 3151-12R WAC 296-155-200	<ul style="list-style-type: none"> Staff Needing to Use Person Protective Equipment 	<ul style="list-style-type: none"> Upon Hire Annual Reminder 	<p>Required.</p> <p>https://www.osha.gov/Publications/osha3151.html</p> <p>http://apps.leg.wa.gov/wac/default.aspx?cite=296-155-200</p>
Safety Orientation	Labor and Industries WAC 257-05	<ul style="list-style-type: none"> New Hires All Employees 	<ul style="list-style-type: none"> Upon Hire Annual Reminder 	<p>Required.</p> <p>http://www.lni.wa.gov/safety/GettingStarted/default.asp</p> <p>http://apps.leg.wa.gov/wac/default.aspx?cite=257-05&full=true#257-05-060</p>

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Pole Vault Training	Washington Interscholastic Activities Association (WIAA)	<ul style="list-style-type: none"> Pole Vault Coaches 	<ul style="list-style-type: none"> Upon Hire Renewal Every 3 years 	Required. http://www.wiaa.com/subcontent.aspx?SecID=322
Red Cross Training	Washington Interscholastic Activities Association (WIAA)	<ul style="list-style-type: none"> Swim Coaches 	<ul style="list-style-type: none"> Upon Hire Renewal Every 3 years 	Required. http://www.wiaa.com/subcontent.aspx?SecID=318
Rules Clinic	Washington Interscholastic Activities Association (WIAA)	<ul style="list-style-type: none"> Coaches 	<ul style="list-style-type: none"> Upon Hire Annual Renewal 	Required. http://www.wiaa.com/subcontent.aspx?SecID=629
Sex Bias Awareness	WAC 392-190-020	<ul style="list-style-type: none"> New Hires All Employees 	<ul style="list-style-type: none"> Upon Hire Annual Reminder 	Required. http://apps.leg.wa.gov/wac/default.aspx?cite=392-190-020
Sexual Harassment, Intimidation, Bullying	RCW 28A.300.285	<ul style="list-style-type: none"> New Hires All Employees 	<ul style="list-style-type: none"> Upon Hire Annual Reminder 	Required. http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.300.285
Suicide Awareness and Prevention	American Foundation for	<ul style="list-style-type: none"> New Hires All Employees 	<ul style="list-style-type: none"> Upon hire 	Required.

Topic	Legal Reference	Audience	Timeline	Notes
Training	Suicide Prevention			<p>Upon Hire and Those Already Hired Who Have Yet to Receive Training. Washington State Requires 3 Hours of Training as a Condition of Professional Certification.</p> <p>Not annual.</p> <p>file:///C:/Users/rls/Downloads/School%20Personnel%20Training%20Overview.pdf</p>
Swim Dive Coach Training	Washington Interscholastic Activities Association (WIAA)	<ul style="list-style-type: none"> Swim and Dive Coaches 	<ul style="list-style-type: none"> Upon Hire Renewal Every 3 years 	<p>Required.</p> <p>http://www.wiaa.com/subcontent.aspx?SecID=318</p>
Administrators: Teacher Evaluation Training (TET)	<p>RCW 28A.405.100</p> <p>Washington State Teacher/Principal Evaluation Project</p>	<ul style="list-style-type: none"> Administrators Evaluating Staff 	<ul style="list-style-type: none"> Annual Training/Certification 	<p>Required.</p> <p>http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.405.100</p> <p>http://tpep-wa.org/trainingpd/</p>
Tobacco Free Workplace	RCW 28A.210.310	<ul style="list-style-type: none"> New Hires All Employees 	<ul style="list-style-type: none"> Upon Hire Annual Reminder 	<p>Required.</p> <p>http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.210.310</p>

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Type II Driver License		<ul style="list-style-type: none"> Staff who drive students within district and are not bus drivers 	<ul style="list-style-type: none"> Upon Hire Maintain Type II 		Required depending on district.
Whistleblower Policy			<ul style="list-style-type: none"> Upon Hire Annual Reminder 		Recommended. Based on District's Policy