

Collective Bargaining Agreement

between

Sisters School District No. 6

and

Sisters Education Association

July 1, 2025 - June 30, 2027



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ARTICLE 1 - PREAMBLE

- A. This Agreement is entered into between the Sisters Education Association (hereinafter referred to as the "Association"), and Sisters School District Number Six of Deschutes County, Oregon, (hereinafter referred to as the "District" or the "Board").
- B. The intent of this Agreement is to set forth the full agreement between the parties on matters of employment relations.
- C. Copies of this Agreement shall be printed by the District and all certified employees shall receive a copy.

D. Separability

If any provision of this Agreement or any application thereof to any employee is held by court action or mutual agreement between the Association and the Board to be contrary to law, then such provision or application will be deemed invalid, to the extent required by such court decision or mutual agreement, but all other provisions or applications shall continue in full force and effect.

In the event any provision of the Collective Bargaining Agreement is declared to be invalid or unenforceable by any court of competent jurisdiction, then upon request by either party, that part of the Collective Bargaining Agreement affected shall be reopened for negotiation.

E. Compliance Between Individual Contract and Agreement

Any individual contract between the Board and an individual employee heretofore and hereafter executed shall be subject to and consistent with the terms and conditions of this Agreement. If an individual contract contains any language inconsistent with this agreement, this Agreement, during its duration, shall be controlling.

ARTICLE 2 - RECOGNITION

The Sisters Education Association/Oregon Education Association/National Education Association is recognized as the exclusive bargaining representative for all certificated staff and school nurses ("employees" hereafter). All said employees shall be bargaining unit members when it is known that their assignment shall be sixty (60) calendar days or longer. All administrative, supervisory, confidential & substitute employees shall be excluded from the bargaining unit.

Temporary employees are covered by all terms and conditions of this Agreement and are considered members of the bargaining unit when it is known the assignment shall exceed sixty (60) calendar days or longer. Temporary employees do not have contractual rights under Article 7: Reduction in Force/Recall of this agreement.

Regarding the hiring of PERS retired employees:

1. The District shall not be required to pay any contributions to PERS on behalf of any PERS retired employee except as required by Oregon Law.
2. PERS retired employees shall not carry over sick leave or seniority accrued prior to retirement, except as provided in Article 8.
3. PERS retired employees shall be evaluated annually.

ARTICLE 3 - DISTRICT FUNCTIONS

All functions, rights, power, or authorities of the Sisters School District not specifically abridged, delegated, or modified by this Agreement are retained by the District.

ARTICLE 4 - RIGHTS OF PROFESSIONAL EMPLOYEES

- A.** All employees shall have the right to organize, join and otherwise assist the Association for the purpose of establishing, maintaining, protecting or improving conditions of professional service.

B. Required Meetings of Hearings

In compliance with Oregon law, if the need arises for an investigatory meeting between an employee and a supervisor (including administrators and/or the Board) and the supervisor reasonably believes that the meeting may result in the discipline of the employee, the supervisor shall inform the employee of the nature of the meeting, and the right of the employee to have a representative present. If, during the course of a meeting between an employee and a supervisor, the employee reasonably believes that the meeting may result in the discipline of the employee, the employee has the right to have a representative present.

The District will attempt to provide a representative of the employee's choosing. If the selected representative is not available and the District needs to meet, an alternative Association representative will be provided.

C. Just Cause

No member of the bargaining unit shall be dismissed or issued discipline without just cause. Discipline includes reprimand, reduction in compensation, and suspension.

D. Due Process

No member of the bargaining unit shall be reduced in basic salary, suspended without pay, or dismissed, without due process. Due process for the purposes of this article is defined as:

1. The employee will be told the charges and given the information forming the basis for such action.
2. The employee will have the opportunity to respond to the charges.
3. The employee will have an opportunity to discuss the matter with the employee's supervisor.
4. The employee will have the right to appeal the district action through the grievance procedure of this Agreement.
5. The employee will have the opportunity to include a statement in the employee's personnel file with regard to action(s) involved in due process.

E. Criticism of Employee

Supervisors, administrators, or Board members shall use discretion and shall avoid criticism of bargaining unit members, especially in the presence of students, parents, or other bargaining unit members or in public gatherings.

F. Nondiscrimination

The District will not illegally discriminate against any bargaining unit member based on the employee's race, color, religion, marital status, political beliefs, national origin, sex, age, disability, or membership or non-membership in the union.

G. Reprisals

The District will not retaliate or take adverse personnel actions against any employee who engages in Association activities, who participates in a grievance, or who reports health and safety incidents.

H. Academic Freedom

The personal, religious and political life of a teacher is not an appropriate concern of the District, except where it may constitute grounds for discipline and/or dismissal under ORS 342.865. In the event of a grievance, an arbitrator is authorized to independently determine whether the conduct at issue would constitute such grounds as part of an overall determination. The District and the Association will provide a teaching and learning atmosphere that is free from restraint upon free inquiry, learning and academic freedom. No mechanical or electronic device shall be installed in any classroom or brought in on a temporary basis which would allow a person to be able to listen or record the procedures in any class without the employee's consent. Both classroom instruction and teacher selected instructional materials shall be focused on the student attainment of Oregon State Standards. The District shall not take any progressive disciplinary or negative evaluative action against any teacher for the use of adopted curriculum or instructional materials aligned with Oregon State Standards.

I. Health and Safety (General Workplace Safety)

The District will take all appropriate means to provide for the health and safety of all employees while engaged in the performance of their duties. The Superintendent or designee, in consultation with the Association, and district and building safety committees as per board policy, will develop written procedures and training procedures as are necessary to accomplish this goal and to meet the requirements of law. Safety committees shall have Association representation elected or appointed at the discretion of the Association. All employees shall conduct their work in compliance with the safety rules of the district.

J. Learning Environment Safety

1. Building administrators will work collaboratively with employees to review and establish learning environment expectations that are consistent with District policy. This shall include the establishment of expectations and guidelines, as well as procedures for responding to both specific and general disciplinary matters at the building levels. Proactively in the fall, and throughout the year as may be necessary, building administrators shall communicate learning environment expectations with students, families, and staff. Teachers will support and reiterate communication from administration to families as may be necessary.
2. When a student's behavior significantly disrupts the learning environment, the employee shall be authorized to temporarily remove the student, pending re-regulation of student behavior, whether independently or with supports, or the establishment of a short-term plan for safe return.

ARTICLE 5 - GRIEVANCE PROCEDURE

A. Purpose

The purpose of this procedure is to provide an orderly process to secure, at the lowest possible level, solutions to grievances.

B. Definitions

1. A "grievance" is a contention by an employee or a group of employees of a violation of a specific provision of this Agreement, or of written Board policy, or of written administrative rules and regulations.
2. The "aggrieved" is the person or persons who has the grievance and is presenting the complaint.
3. A "party of interest" is either the person or persons filing the grievance, or the person or persons against whom the grievance is made in order to resolve the grievance.
4. "Consultant" is the one who advises either party of interest.
5. "Representative" is the one who may speak for and/or advise a party of interest.
6. "Immediate supervisor" is the one who has/had direct administrative or supervisory responsibilities over the aggrieved in the area of the grievance.
7. The term "days" shall mean employees' workdays excluding holidays. Weekend and vacation days are thus excluded. The following exception shall apply: In the event a grievance is filed so late in the school year that the time sequence cannot be followed and that irreparable harm may be done to a party of interest if a resolution is not made until the beginning of the following school year, the parties agree to make a good faith effort to reduce the time limits set forth herein so that the resolution may be made by the end of the present school year or as soon thereafter as feasible.

C. Time Limits

1. These procedures should be processed as rapidly as possible, the number of days indicated for settlement or appeal at each level should be considered a maximum. The time limits can be extended by written mutual consent of the parties involved at any level of the proceedings.
2. Failure at any step of this procedure to communicate the decision in writing on a grievance within the specified time limits shall permit the aggrieved to go on with procedures at the next step. Failure at any step of this procedure to appeal a grievance to the next step within the specified time limits shall be acceptance of the decision at that step.

D. Miscellaneous

1. There shall be no restraint, interference, discrimination, or reprisal exerted on any employee choosing to use these procedures for the resolution of grievance.
2. The District and the Association have a right to consultants or representatives of their own choosing at each level of the grievance procedure.
3. Every reasonable effort will be made by all parties to avoid interruption of classroom and/or any other school sponsored activities. Furthermore, every reasonable effort will be made by all parties of interest to avoid the involvement of students in the grievance procedure.
4. All parties of interest will process grievances after the regular workday or at other times which do not interfere with assigned duties.
5. All documents, communications, and records of a grievance will be filed in the school district office separately from the personnel files. References to the records, such as a summary, should be placed in the personnel file of the aggrieved.

6. **Financial Responsibility:** Each party shall pay any and all costs incurred by said party, but shall pay mutually incurred costs on an equal basis.
7. The filing or pendency of any grievance under the provisions of this article shall in no way operate to impede, delay, or interfere with the right of the Board to take the action complained of, subject, however, to the final decision of the grievance.
8. An aggrieved may be represented at any stage of the grievance procedure after step one, at the option of the employee, by a representative selected or approved by the Association. When an aggrieved is not represented by the Association, the Association shall have the right to have one representative present.

E. Procedures

1. Step One - Immediate Supervisor

- a. An aggrieved person shall within twenty (20) days of the occurrence of the grievance or his knowledge of same, whichever occurs later, discuss it with the immediate supervisor, with the objective of resolving the matter informally.
- b. The immediate supervisor shall have ten (10) days in which to respond to the grievance. The immediate supervisor shall be informed that the discussion is Step One of the grievance procedures.

2. Step Two - Superintendent

- a. If the aggrieved person is not satisfied with the disposition of this grievance at Step One, the individual may file the grievance in writing with the superintendent within ten (10) days after Step One procedures have been completed. The written grievance shall specify the specific action or lack of action being grieved, the contract article or articles and sections or paragraphs thereof alleged to have been violated, and the specific remedy sought.
- b. The superintendent shall arrange for a meeting with the parties involved in the grievance to take place within ten (10) days of his receipt of the written appeal.
- c. Upon conclusion of the hearing, the superintendent will have ten (10) days in which to provide his written decision to the parties of interest.

3. Step Three - School Board

- a. If the aggrieved is not satisfied with the decision of the superintendent, the grievance may be presented to the Board by filing all correspondence presented or received at prior steps with the Board Secretary within ten (10) days after completion of Step Two procedures.
- b. Within thirty (30) days after receipt of the appeal, the School Board shall hold an executive session with all parties in the grievance involved. No party of interest may introduce any grounds or evidence which has not previously been discussed in Steps One and Two.
- c. Within ten (10) days after the conclusion of the hearing, the Board of Education shall render a decision in writing to the parties of interest.

4. Step Four - Arbitration

- a. If the aggrieved is not satisfied with the decision of the Board, the aggrieved shall within ten (10) days of completion of Step Three procedures submit to the superintendent, written notice of intent to arbitrate the issue. Such written notice shall contain a copy of all materials submitted or received at previous steps.
- b. Within ten (10) days of District receipt of written notification from the Association of their desire to arbitrate the grievance, the parties will meet and attempt to select an arbitrator and obtain a commitment from such arbitrator to serve. If the parties are unable to agree upon an arbitrator or to obtain such a commitment within the ten (10) day period, a request for a list of arbitrators may be made by either party to the American Arbitration Association. The parties will then be bound by the Voluntary Labor Arbitration Rules of the American Arbitration Association in the selection of an arbitrator.

- c.** Any information, material, or testimony of witnesses not previously made known to each party during level two of the grievance procedure may not be used in arbitration.
- d.** The designated arbitrator shall set a time and place for hearing which is agreeable to both parties. The expense of the arbitrator shall be borne equally by the parties; however, each party shall be responsible for compensating its own representatives and witnesses.
- e.** The arbitrator shall have authority to consider only a claim based on an alleged violation of a specific provision of this Agreement, and shall have no authority to add to, modify or detract from any provision of this Agreement.
- f.** Any decision of the arbitrator within the scope of this Agreement shall be final and binding upon the parties.

ARTICLE 6 - COMPLAINT PROCEDURE

- A.** A complaint is negative information received from a third party and conveyed to the administration with the intent that the administration take action.

Upon notification of a received complaint, the District shall inform the employee of their Weingarten Rights, that any employee shall have the right to request union representation during any investigatory meeting or interview with an administrator or supervisor when the employee reasonably believes that the meeting may result in disciplinary action.

No complaint or negative information originating from such a meeting shall be used in an employee's evaluation or placed in the employee's personnel file unless the complaint has been fully investigated and findings reduced to writing, and the employee has been given the opportunity to respond. Such complaints must be processed in accordance with the provisions outlined in the Complaint Procedure article of this Agreement and Board Policy.

- B.** If a complaint is made against an employee, a conference with the employee will be held under any of the following circumstances:
1. If the administration intends to make a record in the evaluation report of the complaint;
 2. If the administration intends to place a record in the employee's personnel file of the complaint or take any disciplinary action;
 3. If, in the administration's judgment, such complaint is sufficiently relevant to the employee's performance as to indicate the desirability of a conference; or
 4. If the employee learns of a complaint and requests such a conference.
- C.** The conference with the employee shall be held within fifteen (15) working days after the complaint was made to the administrator unless:
1. Either the employee or supervisor is absent, in which case the timeline shall be extended by the period of the absence; or
 2. A criminal or child abuse investigation is under way, in which case the District shall not proceed with an employee's conference until authorized by legal authorities.
- D.** At the conference, the complaint shall be explained and discussed with the employee and the District shall identify the name of the complainant, the date the complaint was made and the specifics of the complaint, except as provided below. If the complaint is oral, it shall be reduced to writing. If the complainant demands anonymity, the employee shall not be provided a copy of the complaint, but the administrator will not take disciplinary action unless the specifics of the complaint are independently substantiated. Documentation of the independent substantiation will be provided to the employee in such cases.
- E.** In the event that resolution results in a written document not covered by the Just Cause and Due Process provisions described in Article 4 and Article 16, either party may request a review by the Superintendent or designee to see if the resolution of the complaint is reasonable.

ARTICLE 7 - REDUCTION IN FORCE AND RECALL

- A.** The District shall determine when a reduction in staff is necessary and which programs will be affected. However, the District agrees that any layoffs will be implemented in accordance with ORS 342.934.

When the District determines the need to conduct layoffs, it will offer to meet with the Association to share the preliminary layoff plan and hear Association input. The parties will agree on when the layoff plan will be shared with employees who may be affected. The District shall make all reasonable efforts to provide affected employees with thirty (30) days notice prior to the effective date of the layoff. Upon the request of the Association, the District will make available to the Association all data relevant to the decision to conduct layoffs.

B. Recall

1. Employees who have been laid off will be given the first right of recall for all openings for which they are qualified (including consideration of merit and competence) as defined in ORS 342.934 which occur within twenty-seven (27) months of the date of layoff. The District will also consider the employee's recency with the District. Recency shall be defined as having taught a specific subject in the District within the last five (5) years. Refusal to return once the recall offer is made cancels any further obligation the District has for recall to the individual member, unless the recall offer is not substantially similar to the eliminated or reduced position. A position is not substantially equivalent if:
 - a. The eliminated or reduced position is 1.0 FTE and the new position is less, or
 - b. The eliminated or reduced position is less than 1.0 FTE and the new position is a decrease of at least 20% of hours, or
 - c. The new position requires additional training beyond basic orientation.
2. Recall of members shall be in reverse order of layoff, assuming that the member is certified and qualified for the vacancy as indicated in #1 above.
3. When recall occurs, the District will notify the members and the Association of available positions, by certified letter sent return receipt requested, to the last address given to the District by the member. Laid off members shall have seven (7) calendar days after receiving such notification in which to indicate their acceptance or rejection of the position and an additional fourteen (14) days thereafter in which to commence active employment. A member who cannot be reached at his/her last known address forfeits all recall rights.
4. A laid-off employee with recall rights shall be allowed to participate in the members' insurance program at the laid-off employee's expense so long as that is allowed by the insurance carrier.

ARTICLE 8 - LEAVES

A. Sick Leave. "Sick Leave" Sick leave benefits shall be available to an employee when an employee or a member of the employee's immediate family is incapacitated by illness or injury, in accordance with ORS 332.507.

1. Employees who are absent because of personal illness (or illness of any member(s) of the household) shall receive compensation on account of sickness during such absence in accordance with the provisions and restrictions pertaining to sick leave allowances. For purposes of this article, periods of actual disability due to pregnancy, whether because of miscarriage or other complications, or because of a reasonable amount of time needed to prepare for and recover from a normal childbirth, should be considered a personal illness. Sick leave may be used to prepare for child adoption, not to exceed seven days.

In addition to the sick leave allowances described above, employees may be eligible for wage replacement benefits under **Paid Leave Oregon**, which provides paid time off for qualifying family, medical, or safe leave needs, including serious personal or family health conditions, pregnancy or childbirth recovery, and bonding with a new child.

Additional protected, unpaid leave may be available through OFLA/FMLA.

2. In compliance with ORS 332.507(4), and subject to the limitations found in that statute, employees may transfer up to 75 days of accumulated sick leave from their previous public school employer.
3. **Retiring Employees:** As provided in ORS 238.350, and to the extent permitted by law, the District shall allow retiring employees to transfer accumulated sick leave for purposes of acquiring retirement benefits.

Retiring employees belonging to PERS' Oregon Public Service Retirement Plan, OPSRP, who are rehired by the District may carry over up to 120 hours of unused sick leave accrued prior to retirement into their rehire period, and will accumulate 8 hours of sick leave per month moving forward from the date of rehire.

4. Upon request to the superintendent, an employee shall be given a written accounting of his use and accumulation of sick leave, both for purposes of district use and for retirement.

B. Sick Time

1. If an employee has Sick Time available in any given school year, pursuant to ORS 653.601 through 653.661 and in accordance with Article 8(A)(2) of the Collective Bargaining Agreement, then the employee may utilize Sick Leave for any of the purposes available pursuant to ORS 653.601 through 653.661, and Sick Time and Sick Leave shall run concurrently. In the event that no Sick Time is available, the provisions of Article 8(A)(1) of the Collective Bargaining Agreement shall apply.
2. Article 8(A)(2) of the Collective Bargaining Agreement provides for 10 days of sick leave pursuant to ORS 332.507. Additionally, if ORS 653.601 through 653.661 applies, an employee shall be granted forty (40) hours of sick time during each school year. Such sick time shall be credited to said employee on the first contract day of the fall semester, and in the case of employees who begin service after the beginning of the school year, sick leave shall be credited on the first day of active teaching service and shall be prorated based on the proportion of the school year remaining.

C. Personal Leave. An employee shall be granted three (3) days of non-accumulative leave with full pay for personal reasons. This leave shall be in addition to any sick leave to which the licensed staff member is entitled under the following conditions:

1. Personal leave shall not be taken during the first week of the employee's school year, the first week of student's school year, the last week of each trimester or semester, parent conferences, to extend a major break such as Thanksgiving, Winter, or Spring break, or the last two weeks of the school year. The Superintendent or designee may make exceptions due to unusual or highly extenuating circumstances. An employee may extend a major break if a non-student contact day is scheduled adjacent to the start or end of the break.

2. **Incentive:** As an incentive for employees to be careful in the use of their personal leave, the District and the Association agree that if an employee has a balance remaining in their Personal Leave account, employees may choose to be compensated at the rate of \$200 per day for up to two (2) unused personal leave days. Any remaining unused personal leave days will be transferred into their Sick Leave account.”

D. Bereavement Leave. An employee shall be granted five (5) days of non-accumulative bereavement leave per event. This leave shall be in addition to any sick time for which the licensed staff member is entitled to make arrangements and/or attend funerals in the event of a death of the teacher’s spouse, child, son-in-law, daughter-in-law, parent, father-in-law, mother-in-law, brother, sister, brother-in-law, sister-in-law, grandparent or grandchild, or any other member of the teacher’s household or other situations as approved by the supervisor.

E. Professional Leave. The District will allow leave with pay, subject to advance approval of the superintendent or designee, for the employee to attend educational conferences and meetings and to visit other schools when, in the judgment of the superintendent or designee, such conferences, meetings, and visitations would be in the best interest of the District.

F. Legal Leave

1. If an employee is subpoenaed to appear as a witness, not a party of interest and not as witness adverse to the District, or is called to jury duty in a case in court, the District will authorize such absence without loss of pay. If the employee receives a fee for these services, the fee, less mileage, shall be deposited with the District in order for the employee to receive a full paycheck for the period involved; and provided further that a copy of the subpoena or other notice shall be filed with the District request for leave.
2. The leave described in #1 above shall be available for up to 10 days per school year. Leave anticipated to last more than 10 days per school year must be requested and may be approved by the Superintendent. In any case of requested jury duty leave, the employee and/or the Superintendent may ask the appropriate judicial authority to excuse the employee or to defer service until summer break. If the leave is expected to go beyond 10 days and if the employee wants to be excused from jury duty or have jury service deferred, the District will support such a request.
3. As soon as an employee is dismissed from the obligation as a witness or jury duty, the employee shall return to their regular assignment.

G. Sabbatical Leave

1. The objective of the sabbatical leave policy of Sisters School District is to improve the educational opportunities available to the pupils of the District by making it possible for selected staff members to improve their effectiveness.
2. In addition, it is hoped that such policy will encourage outstanding staff members to serve the District for a longer period of time.
 - a. Any certificated holder of a Baccalaureate Degree who has been employed by Sisters School District for a total period of at least seven (7) years may be eligible for unpaid sabbatical leave.
 - b. Written application shall be made to the Superintendent of Schools by January 15th in the academic year preceding the year of leave.
 - c. The applicant shall be given written notice by March 15th of acceptance or rejection of his application by the superintendent.

- d. To be approved for sabbatical leave, applicants must commit to returning to perform their assigned job responsibilities in the District for two (2) consecutive school years immediately following the end of the sabbatical period. Should an employee who took sabbatical leave fail to do so, the employee shall be required to reimburse the District a sum equal to the amount of insurance benefit paid by the District on behalf of the employee during the sabbatical leave. An applicant shall certify an agreement to this provision in a written and signed request stating understanding and agreement for sabbatical leave and this stipulation.
- e. Provided the conditions of this article are met, no more than one (1) certificated person may be allowed sabbatical leave in any one (1) year.
- f. A person on sabbatical leave shall be guaranteed a position on the staff upon return from their sabbatical.
- g. The employee will receive full insurance benefits during the sabbatical leave.
- h. The year of sabbatical leave shall be defined as existing from August 1st to July 31st.

H. Unpaid Leave

- 1. The Superintendent may grant an employee an unpaid leave of absence of up to one (1) school year in duration, subject to annual renewal. The Superintendent may grant such leave so that the employee can pursue educational improvement, advancement, maternity and paternity leave, and so that the teacher can return to the District after pursuing personal business.
- 2. An employee requesting an unpaid leave shall make a written request to the superintendent or designee stating the purpose for the leave. The Superintendent or designee, with expeditious consideration, will determine if such leave is to be granted and notify the employee in writing of the decision within ten (10) days of receipt of the request. The Superintendent or designee shall provide an explanation to the rationale in a decision. Each case shall be evaluated by the Superintendent on its own merit. No previous case shall be considered precedent setting. The Superintendent may choose not to grant the unpaid leave because of factors not connected with the requesting employee.
- 3. Licensed staff requesting unpaid leave shall exhaust personal leave prior to the use of unpaid leave.
- 4. An employee requests such leave with the intention of returning to the District. Should circumstances prevent the employee from returning to the District, the employee shall be obligated to notify the District in writing and such written notice must be received by the District no later than March 1 of the leave year. Failure to provide the notice described herein shall be construed as a resignation by the employee.
- 5. All benefits to which an employee was entitled at the time the leave of absence commenced, including seniority and unused accumulated sick leave, shall be restored to the employee upon return. The employee shall be assigned to the same or substantially equal position which they held at the time said leave commenced. Substantially equal position will be defined as: Elementary K-5, Middle School 6-8, and High School 9-12.

I. Injury On Duty

Absence due to an injury incurred in the course of employment which is compensable as a Worker's Compensation claim and under Oregon's Worker's Compensation Act shall not be charged against the employee's sick leave account for any Worker's Compensation waiting period. With the employee's permission as per ORS 656.240, the District shall pay to such employee the difference between the employee's salary and the benefits received under the Oregon Worker's Compensation Act. Sick leave shall be deducted from the employee's accrued sick leave account on a prorated basis according to the portion of their salary paid by the District.

ARTICLE 9 - EVALUATION

- A.** Employees shall be evaluated in accordance with the provisions of ORS 342.850. An employee may, upon request, discuss the results of an observation with the evaluator. The employee may attach to the evaluation any relevant comments, including documentation of any extenuating circumstances that might have affected the evaluation. In years when an employee is not formally evaluated, the supervising administrator will document the appropriate performance review as indicated in the certified professional growth handbook, with written confirmation to the personnel file. Summative standardized assessment data will not outweigh other evidence that demonstrates competent performance in personnel decisions.

The District shall keep evaluation records confidential and provide the same protections provided for personnel files. Employees shall have timely access to date-specified copies of all evaluation documents.

The District will consult with the association prior to making any changes to the evaluation process. The District will also provide training or guidance for administrators and employees to implement any new evaluation procedures.

- B.** The District shall notify the Association when an employee is placed on a program of assistance for improvement unless the employee specifically indicates that the Association should not be notified. Failure to notify is considered a technical procedure which shall not cause the overturning of a dismissal, non-extension of contract, non-renewal of contract or a disciplinary action unless the employee suffered a substantial and prejudicial impairment in the ability to comply with school district standards.

Where a program of assistance for improvement is initiated for an employee, the plan will:

1. identify the specific deficiencies in the employee's conduct or performance;
2. set forth corrective steps the employee should pursue;
3. establish assessment techniques to be used;
4. indicate assistance, including but not limited to the following:
 - a. at the employee's discretion, non-evaluative/non-supervisory coaching or mentorship
 - b. trainings, conferences, or other supports
5. indicate the timelines for the plan.

This provision is not intended to create an obligation to place a probationary employee on a program of assistance for improvement.

At the time a program of assistance for improvement is initiated, a conference shall be held between the evaluator, the employee, and the Association approved representative, if desired by the employee. The employee can request clarification of any element of the program of assistance for improvement at this time.

ARTICLE 10 - VACANCIES AND TRANSFERS

- A.** The District shall post at each worksite and at the District Office all position vacancies at least three (3) days before such positions are externally posted, with the exception of an emergency period from June 1 until employees' first day of the school year during which the District shall post all position vacancies at least 24 hours before such positions are externally posted.
 - 1.** The District shall solicit voluntary transfer requests for the following year through its annual Notification of Continued Employment form, which employees are expected to complete and return by March 15 of each year.
 - 2.** Employees desiring to apply for a specific vacant position shall be required to submit a letter of interest, updated resume, and current letters of reference, but shall not be required to submit a full application. Employees may choose to fill out the full application if they believe it will assist the District in evaluating their credentials for the job and are ensured an opportunity to be considered by the hiring committee.
- B.** Positions may be filled by involuntary transfer before posting a vacancy. When there are employees on layoff, subject to recall, the provisions of the Article on Reduction in Force and Recall (Article 7) shall be followed prior to posting a vacancy or hiring.
- C. JOB SHARE:** The District and the employees may create job share positions by mutual agreement. The District does reserve the right to final approval of any job share request. The District shall not involuntarily transfer any employee into a job share position.
- D. Transfers** to new employee location, grade level and/or subject area:
 - 1.** The District will provide one day at curriculum rate to pack, move, and set up a new classroom. The District will provide moving materials and assistance.
 - 2.** The District will provide 1 (one) day at curriculum rate for employees new to the district.
 - 3.** The District maintains the right of assignment and will accordingly support employees when the assignment is outside their licensure and a class they have not taught in the past five years with 1 (one) day at curriculum rate.
 - 4.** Supervisors may consider reasonable requests for additional time to support curriculum needs at curriculum rate.

ARTICLE 11 - COMPENSATION

A. **SALARY:** Effective July, 1 2025 the District shall increase the 2024-2025 certified salary schedule by three and half percent (3.5%) which shall become the 2025-2026 certified salary schedule as shown in Appendix A of this Agreement and by this reference incorporated herein.

Further, the 2025-2026 certified salary schedule shall be increased by three and half percent (3.5%) to become the 2026-2027 certified salary schedule as shown in Appendix B of this Agreement and by this reference incorporated herein.

Wage Schedule Increments (Steps)

Employees will be granted an experience wage increment (step) as provided by the District certified wage schedule each July, except:

- Employees who were employed on or after March 1st and who were not previously employed in the same or equivalent position by an accredited school district in that school year.
- Employees returning from a prolonged, unpaid leave equivalent to one-half (1/2) or more of a regular work year, not including protected leave.

B. **Credit for Experience:**

Credit for experience shall be given as follows:

One year of experience for each year in which the employee was employed in a certified position at .75 FTE or more for a minimum of 135 days in an accredited educational institution or school system.

Counselors: Upon hire, initial placement of counselors on the District’s salary schedule shall be based either on Bachelors plus number of additional graduate credits or Masters plus number of additional graduate credits required for licensure as school counselor and/or minimum number of credits to receive the Master’s degree, whichever is more economically advantageous to the employee.

CTE: The District may grant experience credit on the salary schedule for teaching positions in state approved professional career and technical education (CTE) programs for verified full-time work experience, in the industry field directly related to the professional CTE program in which the applicant will teach. The applicant will receive one (1) year of experience credit for two (2) years of applicable work in the field, not to exceed a maximum of (10) years experience credit.

C. **PERS Pick-up:** The District agrees to pay the full PERS pick-up.

D. **Extra Duty Compensation:** The following percentages will be computed from a beginning teacher’s salary at the BA to BA+45 /1 level on the salary schedule:

Category	1-3 Years Experience	4+ Years Experience
1	14%	16%
2	10.5%	12.5%
3	9.5%	11.5%
4	7%	8%
5	5%	6%
6	3%	4%

EXPERIENCE: Coaches will advance in experience levels for extra duty compensation based on their paid coaching experience in the specific sport. Two years of paid coaching experience in a different sport may be applied toward the experience level of a new sport.

Category 1:		
H.S. Football Coach H.S. Volleyball Coach H.S. Wrestling Coach	H.S. Track Coach H.S. Soccer Coach H.S. Basketball Coach	H.S. Baseball Coach H.S. Softball Coach
Category 2:		
H.S. Cross Country Coach H.S. Tennis Coach H.S. Choral Director	H.S. Cheer Coach H.S. Golf Coach H.S. Swim Coach	H.S. Pep/Band Director H.S. Activities Director (biannually)
Category 3:		
H.S. Assistant Coach ECOS Teacher H.S. Speech/Debate	IEE Teacher M.S. Activities Director (biannually)	Building TAG Coordinator H.S. Yearbook
Category 4:		
M.S. Head Coach M.S. Yearbook	MS Athletic Director (Per Season)	ECOS Associate Teacher
Category 5:		
Strength Coach H.S. Newspaper H.S. Drama (per production)	M.S. Band Director M.S. Assistant Coach	H.S. Student Store M.S. Choral Director
Category 6:		
M.S. Drama (per production) HS LINK Advisor	Club Sport Advisor Sports Associate	MS WEB Advisor

Placement of positions on the Extra Duty Compensation Schedule, as determined by the standardized rubric outlined in Appendix D, shall occur as follows:

September 1, 2025	October 15, 2025	February 15, 2026	June 1, 2026
IEE TAG HS Cross Country HS Soccer HS Football	MS Head Coach HS Wrestling HS Basketball	HS Tennis HS Softball HS Baseball	HS Band HS Choir MS Band MS Choir
September 1, 2026	October 15, 2026	February 15, 2027	June 1, 2027
ECOS Lead ECOS Asst MS Asst Coach HS Asst Coach HS Cheer HS Volleyball	MS Yearbook HS Yearbook MS Activities HS Activities HS Swim	Club Sport Advisor MS WEB Advisor MS Drama HS Strength Coach MS Athletic Director HS Track and Field	Sports Associate HS LINK HS Store HS Drama HS Newspaper HS Speech and Debate HS Golf

Other Extra Duty:

Overnight Field Trip Supervision at \$100 per night (unless otherwise compensated under this Article).

Event Worker at \$40.00 per event, not to exceed 2.5 hours.

The District will communicate event worker opportunities to district employees prior to the beginning of each season. At such time, District employees will be given one week to request event worker shifts before opportunities are opened to the community. Staff must submit schedule requests by email. When more than one request is made for a single assignment, the earliest request will be honored.

New Positions: The administration reserves the right to place new positions on the extra duty schedule after consulting with the athletic director, another District administrator and two members from the Association (The committee). The placement of that position on the Extra Duty Compensation Schedule shall be determined using a standardized rubric (Appendix D). In the event the committee lacks knowledge of the position, a knowledgeable representative shall be called upon for their expertise. The committee shall apply the agreed-upon rubric to assess the effort, knowledge, complexity of duties, and organizational responsibilities with the new position. Final placement on the Extra Duty Compensation Schedule shall reflect the rubric's scoring and consensus recommendation of the committee. In the event of a tie or lack of consensus, the matter shall be referred to the Superintendent and Association President for resolution.

All positions on the extra duty schedule need only be filled with adequate staffing, budget, and student enrollment in the extracurricular activity. If filled, the positions shall be paid at the placement included here. The District is not obligated to fill the position if the above criteria are not met.

Pay Schedule: Employees will be paid in full at the end of the extra duty assignment unless the assignment is part of the teaching responsibility. If an employee resigns or is not able to fulfill the extra duty assignment, the extra duty pay will be prorated for the portion of the assignment worked and no extra duty pay will be paid for the balance of the extra duty assignment.

E. Other Compensation:

Curriculum Rate: For purposes of this section, curriculum rate is calculated as follows: First cell + last cell of salary schedule, divided by two, divided by 190 contract days, divided by 8 hours in a work day.

1. **Curriculum Development:** Assigned work on authorized curriculum development or for testing coordinator work will be paid at the curriculum rate as defined above.
2. **Supervisory Duties:** Employees who are assigned supervisory duties after school will be paid at the rate of \$15.00 per hour.
3. **Referee Duties:** Employees who referee interscholastic athletic contests will be paid a flat rate of \$40.00 per contest.
4. **Teacher Coverage:** Employees who cover another teacher's class during a time when they would otherwise have a preparation period will be paid at the curriculum rate as defined above, prorated in fifteen (15) minute increments.
5. **Meeting during Prep Time:** Time in mandatory meetings scheduled during an employee's prep time will be compensated at the curriculum rate as defined above, prorated in fifteen (15) minute increments.

ARTICLE 12 - INSURANCE BENEFITS

- A.** For employees assigned to work 0.4 FTE or more during 2025-2026, the District shall pay up to a maximum of \$1785.00 per month to be applied to the insurance fringe benefit package, subject to the insurance proration provisions of Section B of this Article 12, effective as of the September 2025 payroll.

For employees assigned to work 0.4 FTE or more during 2026-2027, the District shall pay up to a maximum of \$1860.00 per month to be applied to the insurance fringe benefit package, subject to the insurance proration provisions of Section B of this Article 12, effective as of the September 2026 payroll.

A Section 125 benefit for out-of-pocket insurance benefit premiums and child care expenses shall be provided at no expense to the employee. If an employee wishes to use a Section 125 benefit for un-reimbursed medical expenses, the employee shall pay the administrative fee.

B. Insurance Proration

1. Employees hired prior to January 1, 2006 shall be "grandfathered" under the current contract provision which provides that employees working .4 FTE or more shall receive the same District paid insurance "cap" as employees working full-time and those working less than .4 FTE are not eligible for District paid insurance benefits.
2. For employees hired after January 1, 2006 the insurance cap will be paid on a prorate basis, for employees working at least .4 FTE but less than .8 FTE. Employees hired after January 1, 2006 working .8 FTE or more shall receive the same District paid insurance cap as employees working full-time.

3. Double Coverage

Where a bargaining unit member and their spouse/domestic partner are both employed by the District and therefore are able to be covered by the District's insurance program under the remaining employee's eligibility, one of the employees may "opt out" of their coverage and be covered under the remaining employee's eligibility. In such cases, the District will fully pay the premium for the remaining employee up to the combined cap amount for the two employees. This may occur only to the extent permitted by the insurance carrier.

- C.** Subject to the rules and regulations of the Oregon Educator Benefit Board (OEBB) and the Internal Revenue Service (IRS), eligible employees who choose a High Deductible Health Plan (HDHP), will receive the difference between the premium for such plan and the District provided insurance cap that will be contributed toward a Health Savings Account (HSA), so long as said contributions do not exceed IRS limits on tax free contributions.

D. Job Share

When both job share employees' total assignment equals 0.4 FTE or more, the District premium contribution shall be as identified in section A. above. This premium contribution shall be split 50/50 unless both employees agree to structure differently as allowed by the carrier.

E. Insurance Opt-Out

An employee may choose the option of withdrawing from the District's offered insurance plan if such withdrawal is allowed under the rules of the plan. In lieu of the District's insurance contribution, the employee shall be paid a stipend in their regular paycheck equivalent to 50% of the maximum amount the District applies to the insurance fringe benefit package, prorated according to their FTE in relationship to their normal insurance contribution.

F. Other Insurance Considerations

An employee who receives a benefit under Worker's Compensation Insurance may elect to use accrued sick leave to make up the difference between their benefits and normal salary. Upon receiving written notice of such an election, the District shall deduct and apply the number of accrued sick leave hours necessary to ensure that the employee receives their normal salary.

An employee who receives a benefit under Paid Family and Medical Leave Insurance may use accrued sick leave to make up the difference between their benefits and their normal salary. Upon receiving notice of the benefit an employee has or will received under Paid Family and Medical Leave Insurance, the District shall deduct and apply the number of accrued sick leave hours necessary to ensure that the employee receives their normal salary.

ARTICLE 13 - WORKDAY/WORK YEAR

A. Work Year

The number of contract days for each school year during the term of this Agreement shall be 190 days, which shall include 6 paid holidays (Labor Day, Veteran's Day, Thanksgiving, MLK Jr. Day, President's Day, and Memorial Day). If there is a statewide in-service day in October, it shall be a non-student contact day for teachers. At least fifty percent (50%) of non-student contact days shall be dedicated to employee self-directed work time, with the exception of the statewide in-service day in October. Effective July 1, 2021, the equivalent of at least four (4) full non-student contact days will be dedicated to employee self-directed work time. New Years' Day is a non-contract day if recognized as a national holiday on Monday. Juneteenth is a non-contract day in years in which the school year extends to or beyond the day on which it is federally observed.

B. Workday

1. The District directed onsite normal workday shall be eight (8) hours, including a daily thirty (30) minute duty-free lunch.
2. In addition, employees at each building shall be expected to participate in up to two (2) evening school activities, as directed by the building principal. This section shall not limit the District's flexibility to establish a work schedule or the employee's flexibility to perform non-directed duties as needed.

C. Preparation Time

1. All elementary teachers shall continue to have a daily minimum forty-five (45) minutes and the equivalent of a specials period on early release days of continuous and uninterrupted preparation time within the student contact day. If the District, for any reason, does not continue to schedule and provide such time, the District and the Association, upon a timely request by either party, shall meet to negotiate a new contract provision for elementary prep time.
2. Secondary teachers shall receive a daily continuous and uninterrupted preparation time within the student contact day that shall be the equivalent to a full class period based on the respective building schedule.
3. On early release days, at least 50% of non-student contact time shall be teacher directed.

ARTICLE 14 - NOTIFICATION OF ASSIGNMENT

Upon request, the District will provide the employee with a current job description related to their assignment. When an employee is assigned to a new class or expected to meet new instructional expectations, the District will provide reasonable support, which may include training or other resources. The nature of support will be determined by the District in consideration of instructional needs, available resources, and, in collaboration with the employee and the Association.

A tentative teacher assignment schedule for the following school year shall be posted in the teachers' room no later than May 31st of each year. Teachers shall be notified of any major changes in such assignments and the rationale for such changes at the time such decisions are made. An email communication via the school district's email account shall constitute notification.

ARTICLE 15 - TUITION REIMBURSEMENT

A. *Employees should refer to Appendix C for the most current terms and conditions related to tuition reimbursement, as modifications may apply.*

To qualify for district reimbursement, employees shall request approval from the superintendent prior to class enrollment. Upon approval from the superintendent and successful completion of the course, employees shall be reimbursed for the cost of tuition for the approved course. Only college graduate credit courses will be allowed. An employee shall be reimbursed if approved by the Superintendent, for a maximum of 6 hours every two-year period. The consecutive two-year periods will be figured from initial date of employment. No retroactive claims may be based on this article.

Reimbursement by the District for coursework will be considered if directly related to:

- The teacher’s teaching assignment,
- TSPC endorsement area,
- Planned TSPC endorsement area,
- Or present or future building needs determined by the District.

Members will give District advanced notice of planned coursework for budgetary purposes by March 1st.

B. **Advancement on the Salary Schedule:**

1. Advancement on the salary schedule as a result of coursework shall occur based only on successful completion (grade of “C” or above) of graduate level coursework.
2. **ADVANCEMENT FOR NURSING STAFF:** For licensed nursing staff, advancement on the salary schedule based on professional growth training shall be granted at a ratio of fifteen (15) hours of District-approved professional development coursework or training to one (1) credit hour unit. Licensed nursing staff may advance on the salary schedule based on their attainment of specific academic and professional milestones. Salary placement and advancement shall recognize the following qualifications:

BA to BA +45	BA +60 / MA	BA +75 / MA +15	BA+90 / MA +30	BA +015 / MA +45
BSN (BA of Science and Nursing)	BSN +18 (Medical Credits)	BSN +NCSN	MSN	Doctorate

Bachelor of Science in Nursing (BSN): Placement on the salary schedule on the BA-BA+45 column.

BSN +18 Medical Credits: Placement on the second column.

BSN +NCSN Certification: Advancement to the third column upon earning the National Certified School Nurse (NCSN) credential in addition to the BSN.

MSN: Earning a Masters of Science in Nursing (MSN) earns a placement on the fourth column.

Doctorate: Advancement on the salary schedule for attaining a Doctorate in a field related to nursing, healthcare, or education will equal the MA+45 column.

- 3. ADVANCEMENT FOR CTE RESTRICTED LICENSED EDUCATORS:** For CTE educators, horizontal movement on the salary schedule may be based on traditional coursework, or as follows:
 - Credit for advancement may be obtained from substantive classes/training sponsored by other accredited organizations and/or programs leading to an industry-recognized certification or a specified skill set provided the subject matter is related to the licensed educator's current assignment or a future assignment within CTE and is pre-approved. In order to substitute these trainings for college credit, fifteen (15) clock hours will equate to one (1) quarter credit hour of college credit.
 - College credit for CTE educators may be either lower or upper division level courses provided the subject matter is related to the licensed educator's current assignment or a future assignment within CTE.
- 4.** For coursework to be considered for advancement on the salary schedule for September payroll or for fall reimbursement, coursework must be successfully completed and documented verification by grade report or official transcript must be submitted to the District by **October 10th**.
- 5.** For coursework to be considered for advancement on the salary schedule for February payroll or for winter reimbursement, coursework must be successfully completed and documented verification by grade report or official transcript must be submitted to the District by **February 10th**.
- 6.** When an employee expects to complete course work for advancement on the salary schedule, written notification will be made to the District by March 1st of the preceding year is necessary for budgetary purposes.

ARTICLE 16 - PERSONAL FILES

- A.** Employees will have the right, upon request, to review the contents of their personnel file and to receive a copy at District expense of any documents contained therein. This file shall contain all materials relevant to the employee's employment and shall be the sole repository of such materials. An employee will be entitled to have a representative of his or her choice accompany him or her during such review.

- B.** No material derogatory to an employee's conduct, service, character, or personality will be placed in their personnel file unless they have had an opportunity to review the materials. The employee will acknowledge that he or she has had the opportunity to review such material by affixing his or her signature to the copy to be filed, with the express understanding that such signature in no way indicates agreement with the contents thereof. The employee will also have the right to submit a written answer to such material and his or her answer will be reviewed by the superintendent and attached to the file copy.

In the event the employee believes the material other than that contained on the evaluations and/or that which forms the basis of District initiated procedures for renewal, discharge, removal, or dismissal of a teacher, to be inaccurate, untrue or unfair, he or she may grieve the matter. It is expressly understood that any grievance related to materials on evaluations which the employee believes to be inaccurate, untrue, or unfair may be grieved only to the Board.

- C.** Although the District agrees to protect the confidentiality of personal references, academic credentials, and other similar documents, it shall not establish separate files.

- D.** No evidence not previously recorded in the employee's personnel file prior to the notification of the demotion, discipline or other involuntary change in the employment status shall be used by the District as a basis for its action.

ARTICLE 17 - ASSOCIATION RIGHTS

A. Access to New Hires

The District shall notify the Association of new hires, when practicable, at least one week prior to the start of the school year. The District shall provide the Association up to 2-hours to meet with new hires at the start of the school year.

B. Employee Information

By mid-October, the District shall provide the Association an electronic database of each employee in the bargaining unit (active members, and non-members) that includes full name, first date of service, FTE, classification or title, PERS classification, worksite, position on the salary schedule, dues deductions, residential address, cell, home and work phone numbers, personal and work email addresses. Updated employee information reports will be provided mid-February and mid-June.

For every bargaining unit member hired after the start of the school year the District shall provide such information within thirty (30) days of hire.

C. Use of School Facilities

1. Buildings

The Association and its representatives shall have the right of access to District buildings for any union purpose directly related to the representation of SEA members, providing there is no interference with the regular program, and provided such use does not displace any other user of the facility under the District facilities use policy. The Association will ensure that the administrator of the building in question shall be notified of Association presence.

2. Equipment

The Association shall have the right to use District facilities and equipment, including, but not limited to, phones, typewriters, e-mail, computers, internet access, photocopiers (and other duplicating equipment), calculating machines, and audio-visual equipment at reasonable times, when such equipment is not otherwise in use. The Association shall pay for the actual cost of all materials and supplies incidental to such use, and for any repairs necessitated as a result thereof. District facilities and equipment may not be used for political purposes pursuant to this Collective Bargaining Agreement.

3. Bulletin Boards

The Association shall have, in each building, the use of a bulletin board in each employee lounge and dining room. The Association shall also be assigned space on the bulletin board in the District Central Office for Association notices.

4. Mail/Email

The Association shall have the right to use the inter-building mail facilities, mailboxes, and district email as it deems necessary, but may not use them for political purposes.

D. Association Business

The Association has the right to conduct business during the workday so long as services are not disrupted. Whenever any representative of the Association or any employee participates during working hours in association business, they shall suffer no loss in pay, benefits, leave accrual or seniority.

Upon request, the Association may make brief announcements at the beginning of any District sponsored employee meeting.

E. Maintenance of Membership

1. The District will deduct dues, fees, and other authorized contributions (such as OEA PAC and OEA Foundation) from employee paychecks based on payroll deduction authorizations signed by members. The Association will provide the District with a list of authorized members, the specific deduction amounts, and any instructions needed for remitting payment and reporting. The District will rely on this information to process deductions and remit them to the Association. The Association agrees to defend, indemnify, and hold the District harmless against any claims, legal actions, or liabilities arising from errors in the implementation of this section based on inaccurate information received from the Association or employee.
2. In the event that the above paragraph is held to be invalid by operation of law or by any tribunal of competent jurisdiction, the parties shall meet within 30 days, to initiate expedited bargaining pursuant to PECBA, for the sole purpose of negotiating replacement language for the above paragraph D of the Collective Bargaining Agreement.

ARTICLE 18 - DURATION OF AGREEMENT

- A. The duration of this Agreement is for two years beginning July 1, 2025 and ending June 30, 2027.
- Executed by the undersigned officials with the authority and on behalf of the Sisters School Board of Directors and the Sisters Education Association, respectively.

FOR THE DISTRICT:

DocuSigned by:
Asa Sauer
AB990091B43F4EF...
Chairman, Sisters School Board

9/10/2025 | 1:55 PM PDT
Dated

FOR THE ASSOCIATION:

Signed by:
Jonathan Kelly
50D2D3B5DA1E440...
President, Sisters Education Association

9/11/2025 | 8:22 AM PDT
Dated

APPENDIX A**Sisters School District Certified Salary Schedule 2025-2026**

Nurses	BSN	BSN+18 (Medical Credits)	BSN + NCSN	MSN	Doctorate
Licensed Staff	BA to BA+45	BA+60 / MA	BA+75 / MA+15	BA+90 / MA+30	BA+105 / MA+45
Year 1	48,736	49,954	51,203	52,483	53,795
Year 2	50,563	51,828	53,123	54,451	55,813
Year 3	52,460	53,771	55,115	56,493	57,906
Year 4	54,427	55,788	57,182	58,612	60,077
Year 5	56,468	57,880	59,327	60,810	62,330
Year 6	58,585	60,050	61,551	63,090	64,667
Year 7	60,782	62,302	63,859	65,456	67,092
Year 8	63,062	64,638	66,254	67,911	69,608
Year 9	65,426	67,062	68,739	70,457	72,219
Year 10	67,880	69,577	71,316	73,099	74,927
Year 11	70,425	72,186	73,991	75,841	77,737
Year 12	73,066	74,893	76,765	78,685	80,652
Year 13	75,806	77,702	79,644	81,635	83,676
Year 14	78,649	80,615	82,631	84,697	86,814
Year 15	81,599	83,638	85,729	87,873	90,070

APPENDIX B**Sisters School District Certified Salary Schedule 2026-2027**

Nurses	BSN	BSN+18 (Medical Credits)	BSN + NCSN	MSN	Doctorate
Licensed Staff	BA to BA+45	BA+60 / MA	BA+75 / MA+15	BA+90 / MA+30	BA+105 / MA+45
Year 1	50,442	51,703	52,995	54,320	55,678
Year 2	52,333	53,642	54,983	56,357	57,766
Year 3	54,296	55,653	57,044	58,471	59,932
Year 4	56,332	57,740	59,184	60,663	62,180
Year 5	58,444	59,905	61,403	62,938	64,511
Year 6	60,636	62,152	63,706	65,298	66,931
Year 7	62,910	64,482	66,095	67,747	69,441
Year 8	65,269	66,901	68,573	70,287	72,045
Year 9	67,716	69,409	71,145	72,923	74,746
Year 10	70,256	72,012	73,812	75,658	77,549
Year 11	72,890	74,713	76,580	78,495	80,457
Year 12	75,624	77,514	79,452	81,439	83,474
Year 13	78,460	80,421	82,432	84,492	86,605
Year 14	81,402	83,437	85,523	87,661	89,852
Year 15	84,454	86,566	88,730	90,948	93,222

APPENDIX C

Professional Development and Advancement on the Salary Schedule Pilot Program

This Memorandum of Agreement ("MOA") is between Sisters School District 6 ("District") and the Sisters Education Association ("Association").

Recitals

The District and the Association are parties to a collective bargaining agreement ("CBA") with effective dates of July 1, 2025 through June 30, 2027.

The District and the Association recognize the increasing importance of interest-based, personalized, and real-world learning models in public education. As part of this forward-thinking shift, the District wishes to pilot a two-year program for licensed educators that models this approach.

This initiative will offer certified staff an opportunity to engage in professional learning experiences that embrace bold, innovative educational trends aimed at reimagining the future of teaching and learning. These experiences will be implemented on a trial basis as the District and Union Leadership fine tune the program, while remaining non-binding, and non-precedent setting.

The parties desire to memorialize the terms of this pilot program in this MOA.

Agreement

1. **PILOT PROGRAM STRUCTURE:** The District and the Association will collaboratively implement a two-year pilot program as initially described in the attached document, beginning with the 2025–2026 school year and concluding at the end of the 2026–2027 school year. For the 2025–2026 school year, the program will utilize currently budgeted professional development funds. For the 2026–2027 school year, the District will determine budget allocations based on the number and scope of professional growth proposals submitted by March 1, 2026. This program is designed to support licensed educator engagement in professional growth activities under one or more of the following categories:
 - a. Action Research and Inquiry Projects
 - b. Specialized Certifications
 - c. Micro-Credentialing Based on National Education Association (NEA) Offerings
 - d. Graduate-Level Coursework (traditional track)
2. **PROPOSAL REVIEW PROCESS:** All professional growth proposals submitted under this pilot program will be reviewed through a collaborative process held monthly at a predetermined time. The review team will consist of the Director of Human Resources, one additional administrator as needed, and two members appointed by the Association. This team is responsible for ensuring that each proposal meets the criteria outlined in the Professional Growth & Advancement on the Salary Schedule supposal, demonstrates a high standard of depth and complexity, and emphasizes the application of critical thinking, problem solving, and meaningful integration of knowledge gained. The intent is to ensure that proposals are not treated as mere "check-the-box" exercises, but rather as substantive professional endeavors that enhance instructional practice and align with the pilot program's goals.

- 3. COMPENSATION FRAMEWORK:** The District and Association shall collaboratively develop a guiding framework to determine credit or stipend value prior to the launch of the pilot, with a shared commitment to ensuring fair and equitable compensation for licensed employees. Recognizing that the pilot will involve learning and refinement, the parties affirm that a clearly defined pay structure is essential. This structure may include factors such as estimated professional engagement hours, alignment with instructional goals, and contribution to student-centered outcomes.
- 4. CREDIT AND STIPEND PARAMETERS:** For options 1, 2, and 3, the compensation framework establishes the number of credits or stipend amount per individual project to ensure proposals remain both manageable and meaningful. While projects may evolve or build upon prior work, each submission must independently demonstrate appropriate complexity, depth, and a high level of intellectual engagement—emphasizing critical thinking, problem-solving, and the meaningful application of professional learning. This structure supports sustainable implementation, maintains high standards, and promotes fairness. Compensation may take the form of credits for salary advancement or stipends, determined by the collaboratively developed framework and subject to budget availability. Awarded stipends will be at the rate of resident graduate credits charged by Eastern Oregon University. Although the pilot encourages a "learn-by-doing" approach, well-defined parameters are necessary to ensure consistency, equity, and clarity in evaluating and compensating professional growth efforts.
- 5. FLEXIBILITY AND ADAPTATION:** Given the broad and innovative nature of this pilot, the parties acknowledge the need for flexibility throughout its implementation. Adjustments to process, criteria, and scope may be made collaboratively by the District and Association as necessary, based on feedback and experience. Any such adjustments shall be memorialized in writing at the time of agreement. This "learn by doing" approach will ensure the pilot evolves through practical application and continuous reflection.
- 6. PROGRAM EVALUATION:** The District and Association will jointly evaluate the pilot program upon conclusion. Re-evaluation will take place in the spring of 2027 to determine the program's impact and whether it should be extended, modified, or terminated. The results of this evaluation may inform future considerations for professional development and compensation frameworks.
- 7. RELATIONSHIP TO THE CBA:** If any provision of this agreement is found in conflict with the provisions of Article 15 of the CBA, this agreement shall prevail until its date of expiration. In the event any aspect of this agreement is found invalid or unenforceable, adjustments shall be made collaboratively by the District and Association per the conditions of Paragraph 5 of this section. All terms and conditions of employment not specifically addressed in this MOA remain subject to the CBA.
- 8. PILOT SCOPE AND LIMITATIONS:** The parties agree that this pilot is non-binding, and non-precedent setting. The provisions outlined in this MOA shall not be interpreted or applied to any other current or future employment conditions outside the specifically mentioned circumstances.
- 9. DISPUTE RESOLUTION:**

The parties shall attempt to resolve disputes regarding this MOA through collaborative dialogue as described in paragraph 5 of this section. Should disagreement remain regarding alleged violation of the agreement, it shall be subject to Article 5 of the CBA.

Professional Growth & Advancement on the Salary Schedule

Statement of Purpose / Reason for the Proposal:

The goal is to empower and inspire our educators to take ownership of their learning and professional growth. This initiative is designed to:

- Encourage inquiry by allowing teachers to explore challenges in education, test new strategies, and refine their practice through action research.
- Promote deeper expertise by recognizing specialized certifications that enhance student learning and align with district priorities.
- Build meaningful connections between classrooms and the real world through partnerships with industry and community organizations.
- Support academic advancement by valuing graduate coursework that strengthens instructional practices.

By investing in our teachers, we are investing in our students. Through this model, we cultivate a culture of continuous learning, ensuring that our educators remain at the forefront of educational best practices, ultimately creating classrooms that inspire, prepare, and empower every student.

Salary and Stipend Options:

We may need to differentiate stipend and salary options to support brand-new educators and those at the top of the salary schedule. Some ideas might be:

- Credit for Action Research (Design Thinking Approach)
- Credit for Specialized Certificates
- Credit for NEA Microcredentials
- Credit for Graduate School (Traditional Method)

Professional Growth & Advancement on the Salary Schedule:

When an employee expects to advance on the salary schedule, written notification will be made to the District by March 1st of the preceding year. The District shall provide a written response within 20 workdays to the plan presented, inclusive of the credit that will be awarded for successful completion, any applicable reimbursement or compensation related to the proposal, any resulting stipend or movement on salary schedule, and the agreed upon timeline and expectations for work completed. Adjusting one's salary due to course work will happen twice a year. Research must be successfully completed, with documented verification submitted to the District by October 10th for fall reimbursement by October 15th, or February 10th for winter reimbursement by February 15th.

Option 1: Credit for Action Research (Design Thinking)

To ensure that professional development opportunities align with our district's mission and directly support student learning, please complete the following sections when requesting funding.

1. Identifying the Challenge

- What specific challenge in education are you seeking to address?
- Who are the students impacted by this challenge, and what do they need?
- Share an anecdote or story that illustrates this challenge in action.

2. Understanding the Problem

- Why are you interested in addressing this challenge?
- How well do you currently understand the problem?
- What data or evidence do you have to support your understanding?
- How would solving this problem positively impact students?

3. Research and Exploration

- What is your plan for gathering more information?
- What resources, experts, or learning experiences will you engage with?
- How will this professional development deepen your understanding and ability to address the challenge?

4. Test & Experiment

- What strategies, tools, or methods will you test as potential solutions?
- How will you experiment with different approaches in your classroom or school?
- How will you gather feedback from students and colleagues to refine your approach?
- How will you measure whether the strategies you implement are making a meaningful impact?

5. Presentation of Findings and Next Steps

- How will you document and share your learning (e.g., portfolio)?
- What format will you use to present your findings (e.g., staff meeting, professional learning community, report, blog, etc.)?

6. Credits and Funding Request

- How many credits are you requesting for this work (maximum of five)?
- Will you be requesting salary scale advancement as a result of these earned credits, or a stipend in lieu of advancement in the event no further movement is possible?
- What expense & reimbursement for conducting this work are you requesting, if any?

Option 2: Credit or Annual Stipend for Specialized Certifications

Licensed staff can earn credit toward salary advancement by completing an approved specialized certification program or endorsement.

1. Identify an Approved Certification Program

- Ensure the certification is recognized by the Sisters School District and aligns to District needs and student learning goals.
- Examples of eligible certifications:
 - National Board Certification
 - Oregon Dyslexia Specialist Certification
 - Trauma-Informed Teaching Certification
 - STEM or Computer Science Specialization
 - English Language Learners Endorsement

2. Submit a Pre-Approval Request

- Before beginning the certification process, licensed staff should submit a proposal to the HR department.
- The proposal should include:
 - Certification name and issuing organization
 - Connection to district priorities and student learning outcomes
 - Expected time commitment and coursework required
 - How the certificate will impact classroom instruction

3. Complete Certification Requirements

- Engage in all required training, coursework, and assessments to obtain certification.
- Maintain a log of professional learning hours, artifacts and reflections.

4. Submit Certification Documentation

- Upon completion, submit official documentation (certificate, transcripts, or completion letter) to the district's HR or salary advancement committee.
- Include:
 - Proof of certification completion
 - Reflection on how the certification impacts students
 - Any lesson plans, student work, or assessment data showing implementation

5. Apply for Salary Advancement

- Follow district salary schedule guidelines for credit and lane movement
- Possible annual stipend

6. Present to Colleagues

- Share learning through a professional development session or series
- Mentorship
- Leadership presentations at department meetings or district meetings

Option 3: Credit for NEA Microcredentials

Teachers can earn credit toward salary advancement by submitting evidence of completion of NEA Microcredentials.

1. Identify a Target Skill

- Choose a Learning Journey and Skill Stack from the NEA Microcredential Library.
- Collect the required evidence demonstrating your work and competence in the selected area. For most micro-credentials, you will be required to collect evidence from real experiences in your classroom or worksite. Each micro-credential requires different kinds of work to demonstrate mastery.
- Examples:
 - Lesson Plan/Curriculum Development
 - Videotaping a Meeting or Collaborative Event
 - Data collection and analysis

2. Submit your evidence to the NEA certification bank for review.

- You have six months from the time you click Start to complete your micro-credential. If your time runs out, you will need to click Start again and re-upload anything you already completed. Review takes approximately two weeks.

3. Apply for Salary Advancement

- Submit completed microcredential to HR.
- If required, present findings to school leadership or colleagues.

Option 4: Credit for Graduate Credit from a College or University

To advance on the licensed salary schedule using graduate-level coursework, the following criteria must be met:

- **Graduate-Level Courses:** The courses must be **offered by an accredited source** at the 500 level or higher, which are considered graduate-level courses.
- **University Credit System:**
 - For universities using a semester system (fall, spring, and summer terms), 1.5 credits will be granted for each credit earned at the university.
 - For universities using a quarter system (fall, winter, spring, and summer terms), 1.0 credit will be granted for each credit earned at the university.
- **Eligibility:** These graduate-level courses must be relevant to the teacher's professional development and must be successfully completed with a grade of "A", "B", "C", or "Pass" to count toward salary advancement.
- **Documentation for Advancement:** To receive credit for salary advancement, appropriate proof of completion from the university must be submitted to verify successful completion of the graduate-level coursework at the level required for eligibility, above.

APPENDIX D

Extra Duty Compensation Placement Guide (6.3 Edition-Rubric Format)

Effort			
	High Level (3)	Medium Level (2)	Low Level (1)
Time	<ul style="list-style-type: none"> Devotes time daily for 10-12 weeks or more, dedicating extensive time to preparation and execution. 	<ul style="list-style-type: none"> Devotes time daily for approximately 90 to 120 minutes for around 30 days, dedicating some time to preparation and execution. 	<ul style="list-style-type: none"> Involves some hours outside of the school day, generally around a total of 20 hours.
Planning for Individuals	<ul style="list-style-type: none"> Engages in individualized and strategic planning daily, addressing unique needs for growth of each participant. 	<ul style="list-style-type: none"> Generally, engages in strategic planning on a monthly to weekly basis focusing on incorporating fundamental growth but without the depth of individualized approaches. 	<ul style="list-style-type: none"> Minimal planning is required, as it typically relies on generic approaches or pre-made plans, rather than customized strategies for individual participants.
Planning for Performance / Competition	<ul style="list-style-type: none"> Conducts complex planning on a daily basis and often spends time planning/ coordinating throughout the school year...or 	<ul style="list-style-type: none"> Plans activities on a weekly to monthly basis for a more limited duration and not throughout the school year. 	<ul style="list-style-type: none"> Little to no planning is required before activities, with a focus on basic execution rather than preparation.
Attention during Activity	<ul style="list-style-type: none"> Requires constant and proactive supervision of participants and assistants, implementing a sophisticated plan that adapts in real time based on participant feedback and performance. Coordinates and organizes multiple positions and techniques. 	<ul style="list-style-type: none"> Requires supervision of participants while implementing a general practice plan and providing feedback. Some autonomy is allowed and necessary for the individual participants to engage in the activity. 	<ul style="list-style-type: none"> Requires little to no supervision, primarily supporting participants with a basic plan for events and participants are more autonomous during the activity.

Knowledge			
	High Level (3)	Medium Level (2)	Low Level (1)
Instruction	<ul style="list-style-type: none"> Delivers specialized instruction by teaching multiple positions, skills and techniques tailored to participants' developmental levels, ensuring individualized growth and mastery. Adapts instruction based on ongoing assessment, feedback and competition. 	<ul style="list-style-type: none"> Instruction is focused on foundational skills, drills and activities for all participants, ensuring a baseline needs to perform. Provides some differentiation in instruction. 	<ul style="list-style-type: none"> Involves little to no teaching of specific content or skills, primarily supervising participants without delivering targeted instruction.
Guiding Positions / Roles	<ul style="list-style-type: none"> Needs to possess knowledge of various positions and roles, enabling effective guidance for support staff and development of participants in specialized skills. Actively mentors support staff and participants in understanding 	<ul style="list-style-type: none"> Needs to possess knowledge for a limited number of positions and roles. Supports participants with insights of lower complexity and/or may not offer comprehensive mentorship of all stakeholders. 	<ul style="list-style-type: none"> Provides little to no guidance for skill-building in positions and roles, focusing primarily on oversight rather than instruction. Participants have limited opportunities for role-specific development.

	the nuances of their roles and how to excel in them.		
Rules & Regulations	<ul style="list-style-type: none"> Understands and enforces numerous rules, policies, and regulations, ensuring compliance at all levels and fostering a culture of accountability. Proactively educates support staff and participants on the intricacies of rules and regulations, facilitating adherence through comprehensive understanding. 	<ul style="list-style-type: none"> Ensures that participants adhere to policies and regulations which are generally limited in number. Addresses rule adherence but lacks the need of a breadth of knowledge of numerous rules, policies and regulations. 	<ul style="list-style-type: none"> Ensures participants comply with a few rules with minimal need for understanding a broader context. Participants need little to no guidance on the rules.
Strategies, Tactics & Schemes	<ul style="list-style-type: none"> Requires expertise in designing and executing complex plans tailored to specific situations and opponent tendencies, utilizing a comprehensive approach. Integrates long-term strategies, short-term tactics, and targeted training across various positions to maximize team effectiveness. 	<ul style="list-style-type: none"> Contributes to a part of, or supports the overall approach to an event or activity/practice, which requires less specific knowledge and strategic depth. Events may be more limited in frequency, duration, or scope, resulting in the need to engage in less comprehensive tactical strategies and schemes, if any. 	<ul style="list-style-type: none"> Events require little to no strategic planning, with a focus on basic execution rather than informed decision-making. Participants may successfully engage in the activity with minimal guidance.

Complexity of Duties			
	High Level (3)	Medium Level (2)	Low Level (1)
Decision-making during Preparation	<ul style="list-style-type: none"> Requires a high degree of independent judgment in making real-time decisions. When preparing participants. Regularly adjusts plans based on in-the-moment assessment of participant performance, team dynamics, and competition conditions. Develops detailed, preparation tasks clearly define roles, manages timelines, and continually adapts plans to respond to changing circumstances or new information. Actively fosters leadership and advanced skill development in participants, guiding them through decision-making and problem-solving processes. 	<ul style="list-style-type: none"> Requires some decision-making when preparing for practices, competitions, activities, and events but generally follows established training strategies or long-range plans. Plans and strategies are mostly consistent, with occasional adjustments based on participant abilities, performance, or external circumstances. Preparation centered on a general strategy, with the coach or coordinator assisting in implementing the plan rather than creating it. Primarily focuses on facilitating the development of basic skills, offering some guidance on leadership development when opportunities arise. 	<ul style="list-style-type: none"> Involves minimal decision-making during preparation, primarily acting in a supervisory capacity. Plans and strategies are pre-established, with minor or no adjustments; the focus is on executing rather than creating or adapting game plans. Provides limited support in the development of participant skills, with little to no involvement in leadership development. Primarily oversees the implementation of an event, with little or no expectation to modify. Primarily a supervision duty or ensures that participants follow the guidelines.
Adaptation of Game Plans & Playing Time	<ul style="list-style-type: none"> Regularly adapts game/event plans on a weekly basis, often making multiple adjustments within the same week based on specific matchups, team/group 	<ul style="list-style-type: none"> Develops game/event plans that focus on general strategies, with occasional assistance in implementing specific adjustments as needed. 	<ul style="list-style-type: none"> Requires little to no adaptation of a strategy for a competition/event. Typically follows a pre-established plan or idea.

	<p>dynamics, and opponent strategies.</p> <ul style="list-style-type: none"> Actively manages playing/participation time during each competition/event, employing strategic analysis of participants' strengths and weaknesses to optimize team/group performance and individual development. 	<ul style="list-style-type: none"> Supports efforts to ensure all participants receive equitable playing/participation time, emphasizing fairness over strategic optimization. 	
Analysis of Skills	<ul style="list-style-type: none"> Conducts an initial analysis of individual skills and continuously analyzes participant skills throughout the program to drive individualized growth and needs of the organization. Engages in frequent strategic planning and adaptations, identifying specific areas for improvement and implementing tailored strategies that maximize each participant's success in competitions/events. 	<ul style="list-style-type: none"> There are basic observations of participant skills necessary at the beginning of the program, and some monitoring throughout the program to support individual growth. Makes occasional adaptations to strategies based on participant performance but relies on established frameworks rather than comprehensive assessments. 	<ul style="list-style-type: none"> Requires little assessment of participant skills, often relying on basic observations, recommendations or prior knowledge rather than in-depth evaluations. Involves little to no strategic planning to support individual participant needs.

Organizational Responsibilities			
	High Level (3)	Medium Level (2)	Low Level (1)
Management of Others Delegation Hiring & Training Others	<ul style="list-style-type: none"> Manages multiple people in varied roles, as well as a significant number of students, requiring frequent coordination and supervision. Actively delegates tasks and responsibilities to support personnel to ensure smooth and efficient program operations and development. Plays a key role in recruiting, hiring, and training qualified assistants and volunteers. Directly involved in shaping the team, club or organization. 	<ul style="list-style-type: none"> Occasionally oversees volunteers, parents, or support personnel. Manages a few, if any, support personnel or students which require coordination and supervision. Responsible for completing delegated tasks but has limited involvement in assigning tasks to others. Or may be involved in the management of responsibilities for one event/activity. Often not responsible for obtaining support staff or may provide limited support or feedback during the hiring and training process, generally at the request of the program lead or head coach. 	<ul style="list-style-type: none"> Involves little to no managing students and/or volunteers. Little to no delegating tasks and responsibilities to ensure smooth program operations and development. No involvement in hiring or training others, generally because the need is nonexistent for this particular program.
Equipment Management	<ul style="list-style-type: none"> Manages a substantial amount of equipment, including maintenance, ordering, and inventory. Oversees event setup & helps lead facility maintenance. 	<ul style="list-style-type: none"> Oversees basic equipment needs, simple ordering, and maintaining a limited inventory. Oversees the setup of a limited number of events. Supports facility maintenance and event setup. 	<ul style="list-style-type: none"> Possible one event which requires setup/management. Minimal role in equipment and facility management.

K-12 Programming	<ul style="list-style-type: none"> ▪ Leads the vision, leadership, and implementation of comprehensive K-12 and year-round programs. ▪ Responsible for developing and executing program strategy. 	<ul style="list-style-type: none"> ▪ Supports sporadic post season/event skill building. ▪ Responsible for some planning in the off season or post event. 	<ul style="list-style-type: none"> ▪ Little to no program development.
Fundraising	<ul style="list-style-type: none"> ▪ Oversees and leads major fundraising efforts. ▪ Responsible for large-scale initiatives to meet program needs. 	<ul style="list-style-type: none"> ▪ Leads mid-sized fundraising efforts, supporting the program but not overseeing major campaigns. 	<ul style="list-style-type: none"> ▪ Requires no fundraising to small-scale fundraising initiatives with minimal scope or impact, and/or supports the program lead in fundraising.
Communication	<ul style="list-style-type: none"> ▪ Requires constant or open lines of communication to foster collaboration, transparency, and trust, ensuring all stakeholders remain informed and engaged on a daily to weekly basis. 	<ul style="list-style-type: none"> ▪ Either supports program lead in communication or engages in less complex and/or less frequent communication with stakeholders. 	<ul style="list-style-type: none"> ▪ Requires minimal direct communication with stakeholders.