

Letter of Agreement  
between  
Highline Education Association  
and  
Highline School District

Evaluation Criteria for Occupational Therapists and Physical Therapists  
Effective School Year 2021-22

The Highline School District (District) and Highline Education Association (Association) agree upon the attached evaluation criteria for Occupational Therapists and Physical Therapists beginning in school year 2021-2022, consistent with the provisions of Article 10 of the Collective Bargaining Agreement (CBA). The parties intend to include these criteria charts in Appendix A when a successor agreement is negotiated in 2022.



Dr. Steve Grubb  
Chief Talent Officer  
Highline School District

9/8/21

Date



Dr. Sandra Hunt  
President  
Highline Education Association

9-8-21

Date

OCCUPATIONAL THERAPIST

HIGHLINE SCHOOL DISTRICT  
EVALUATIVE CRITERIA  
 OCCUPATIONAL THERAPIST

The following criteria will be used in the evaluation of Occupational Therapist:

CRITERIA	INDICATORS FOR OCCUPATIONAL THERAPIST
<b>1. PREPARATION:</b>	1.1 maintains appropriate licenses and certifications; 1.2 possesses and maintains competence in field of specialty; 1.3 compliant in required professional development; 1.4 adheres to safety regulations; 1.5 understands current development in the field of specialty and applies when appropriate.
<b>2. PROGRAM PLANNING AND IMPLEMENTATION:</b>	2.1 completes evaluations in a timely manner, using tools and materials appropriate to the student (presentation, referring concerns, culture, socio-economic factors); 2.2 establishes an accurate and appropriate student-centered plan based on the evaluation results, contexts, and/or practice models (examples: creates relevant and measurable goals in collaboration with the student and/or family/caregivers, recommends additional consultation and referrals); 2.3 conducts and modifies a treatment program; 2.4 keeps necessary records including, but not limited to, intervention notes; 2.5 communicates progress with families and teams.
<b>3. CONSULTING TECHNIQUES:</b>	3.1 utilizes techniques which are consistent with selected objectives; such techniques will: 3.1.1 make provisions for differences in teachers' backgrounds and levels of expertise; 3.1.2 assist teachers with making improvements to teaching techniques in the classroom; 3.1.3 include consultation with other staff, personnel, and caregivers, concerning the development and coordination of services; 3.2 enlists the assistance of other supportive personnel when appropriate, (e.g., paraprofessionals, therapy assistants, building staff).
<b>4. COMMUNICATION SKILLS:</b>	4.1 demonstrates clarity and professionalism in written and oral communication with staff, students, and caregivers; 4.2 establishes and maintains rapport with students, staff, and caregivers; 4.3 ability to give and receive feedback constructively.
<b>5. PERSONAL/PROFESSIONAL QUALITIES:</b>	5.1 meets responsibilities in a punctual and reliable manner; 5.2 takes initiative in seeking out professional development and other opportunities to improve practice; 5.3 demonstrates awareness of one's own strengths and limitations to improve or enhance competence.

**APPENDIX A  
PHYSICAL THERAPIST**

**HIGHLINE SCHOOL DISTRICT  
EVALUATIVE CRITERIA  
PHYSICAL THERAPIST**

The following criteria will be used in the evaluation of Physical Therapist:

<b>CRITERIA</b>	<b>INDICATORS FOR PHYSICAL THERAPIST</b>
<b>1. PREPARATION:</b>	1.1 maintains appropriate licenses and certifications; 1.2 possesses and maintains competence in field of specialty; 1.3 compliant in required professional development; 1.4 adheres to safety regulations; 1.5 understands current development in the field of specialty and applies when appropriate.
<b>2. PROGRAM PLANNING AND IMPLEMENTATION:</b>	2.1 completes evaluations in a timely manner, using tools and materials appropriate to the student (presentation, referring concerns, culture, socio-economic factors); 2.2 establishes an accurate and appropriate student-centered plan based on the evaluation results, contexts, and/or practice models (examples: creates relevant and measurable goals in collaboration with the student and/or family/caregivers, recommends additional consultation and referrals); 2.3 conducts and modifies a treatment program; 2.4 keeps necessary records including, but not limited to, intervention notes; 2.5 communicates progress with families and teams.
<b>3. CONSULTING TECHNIQUES:</b>	3.1 utilizes techniques which are consistent with selected objectives; such techniques will: 3.1.1 make provisions for differences in teachers' backgrounds and levels of expertise; 3.1.2 assist teachers with making improvements to teaching techniques in the classroom; 3.1.3 include consultation with other staff, personnel, and caregivers, concerning the development and coordination of services; 3.2 enlists the assistance of other supportive personnel when appropriate, (e.g., paraprofessionals, therapy assistants, building staff).
<b>4. COMMUNICATION SKILLS:</b>	4.1 demonstrates clarity and professionalism in written and oral communication with staff, students, and caregivers; 4.2 establishes and maintains rapport with students, staff, and caregivers; 4.3 ability to give and receive feedback constructively.
<b>5. PERSONAL/PROFESSIONAL QUALITIES:</b>	5.1 meets responsibilities in a punctual and reliable manner; 5.2 takes initiative in seeking out professional development and other opportunities to improve practice; 5.3 demonstrates awareness of one's own strengths and limitations to improve or enhance competence.