

COLLECTIVE BARGAINING CONTRACT

Between

San Juan Unified School District
P.O. Box 477 • 3738 Walnut Avenue
Carmichael, California 95609-0477

and

San Juan Teachers Association
5820 Landis Avenue, Suite #1
Carmichael, California 95608

July 1, 2014 - June 30, 2016

SAN JUAN UNIFIED SCHOOL DISTRICT

SAN JUAN TEACHERS ASSOCIATION

COLLECTIVE BARGAINING CONTRACT

July 1, 2014 through June 30, 2016

SAN JUAN UNIFIED SCHOOL DISTRICT

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Article 1. CONTRACT PROVISIONS

1.01 Parties to the Contract

The Articles and provisions contained herein constitute a bilateral and binding contract ("Contract") by and between the Governing Board of the San Juan Unified School District ("District") and the SJTA/CTA/NEA ("Association"). This contract is entered into pursuant to Chapter 10.7, Sections 3540-3549 of the Government Code ("Act").

1.02 Recognition

The Board hereby recognizes the Association as the exclusive representative of the employees in the teachers unit described in Exhibit "A", hereinafter referred to as "members" or "members of the bargaining unit."

1.03 Savings Clause

If any provision of this contract should be held invalid by operation of the law or by any final order of a court of competent jurisdiction, or by a final decision of the Public Employees Relation Board (PERB), the remainder of this contract shall not be affected thereby. In such an event, either party may request to reopen negotiations with respect to the individual provisions.

1.04 Miscellaneous Provisions

District Policies and Procedures shall have no application to employees covered by this contract to the extent that the subject matter is covered to any extent by this contract. This statement shall not be construed to make any District policy or procedure subject to the Grievance Procedure provided by this contract.

1.05 Living Contract Partnership

The Association and the District agree that the collective bargaining process can promote a shared responsibility for resolving educational problems. The Association and the District recognize that problem solving requires a more open, flexible process, one that encourages participants to understand the interests of all parties, to think creatively about options, and to make decisions which conform to accepted standards of legitimacy. To maintain a trustworthy negotiations partnership, the Association and the District agree to use the Negotiations Teams Dispute Resolutions System described in Exhibit "M", hereinafter referred to as "DRS." The DRS will act as a guide for the Association and the District in the resolutions of issues. The Association and the District agree that the resolution of certain issues may extend beyond the term of the contract as set forth in Article 1.06.

1.06 Term

1.06.1 Two (2) year contract with re-openers on salary, benefits, and one (1) additional article per party in the second year (2015-16).

1.06.2 No later than the first (1st) school board meeting in February, the Association agrees to present its proposals to the Board of Education for a successor contract. No later than six (6) weeks after the presentation of the Association's

initial proposal, the District shall respond with its initial proposals and thereafter negotiations shall begin within ten (10) work days.

1.07 Distribution of Contract

The Association shall be responsible for distribution of the contract to all bargaining unit members.

1.08 Participation in District Budgetary Decision-Making Process

The parties agree that the simultaneous considerations of collective bargaining obligations shall be integral to all future budgetary decision-making. The District and the Association shall be involved in the budget reduction and the subsequent budget development process. This process includes review of programs, expenditures, adjustments, budget priorities, restoration and overall implementation. The parties agree that the current budget reduction process shall be driven by the shared goal of minimal impact on quality teaching and student achievement, full consideration of expenditure alternatives, evaluation of decisions, reliable information, and open communication. The District will use a facilitator as appropriate, to be jointly agreed upon by the parties, to facilitate an on-going budget review process, including key points of review.

1.09 Budget Review Committee (BRC)

The BRC shall be charged with considering the current state of the District's fiscal health as well as potential modifications in the current school finance system that improve or worsen the District's fiscal condition. Those considerations include, but are not limited to, enrollment projections, expenditure patterns, fund balances, multi-year projections, funded revenue limits, modifications to the restricted income and expenditures of the District (e.g. the Governor's Weighted Student Formula). Recommendations shall be made to the Board of Education and the Association for consideration. Discussion may include any relevant data or projections, program restoration, program modifications, compensation adjustments or budget adjustments to maintain fiscal solvency for the current, and subsequent two, fiscal years.

Article 2. GRIEVANCE

2.01 Definitions

The following definitions control the meaning of the terms as used in this procedure:

2.01.1 A grievance is an allegation by one (1) or more members that a member(s) has been adversely affected by a violation, misinterpretation, or misapplication of a specific provision of this agreement.

2.01.2 An Association grievance is a grievance alleging that a right of the Association has been violated.

2.01.3 "Grievant"—a member(s) or the Association filing the grievance.

2.01.4 "Work day"—a day when the administrative offices of the District are open.

2.01.5 "Immediate Supervisor"—the person at the lowest administrative level who has been designated management and who assigns or evaluates the work of the grievant.

2.02 Time Limits

Each party involved in a grievance shall act quickly so that the grievance may be resolved promptly. Every effort should be made to complete action within the time limits contained in the grievance procedure, but with the written consent of all parties the time limitation for any step may be extended. In the event a grievance is filed at such time that it cannot be processed through all the steps in this grievance procedure by the end of the school year and, if left unresolved until the beginning of the following school year could result in harm to an aggrieved person, the time limits set forth herein shall be reduced so that the procedure may be exhausted prior to the end of the school year or as soon as practicable.

2.03 Informal Discussion

Nothing contained herein shall be construed as limiting the right of any Member having a problem to discuss the matter informally with any appropriate member of the administration, and to have the problem adjusted without intervention by the Association, provided that the adjustment is not inconsistent with the terms of the contract. The member shall not be required to informally discuss the grievance.

2.04 Presentation

A member or his/her representative, or both, may present a grievance while on duty. On all grievances, two (2) designated representatives may participate in addition to having up to five (5) grievants or witnesses selected by the Association. Any increase in the number of witnesses beyond the above must be approved by the District. That approval shall not be unreasonably withheld.

2.05 Representation

The grievant may be represented by the Association or any individual of his/her choosing at the informal discussion or at any step of the grievance procedure. If the grievant wishes to change his/her individual representative at any step of the grievance procedure, the grievant shall give twenty-four (24) hours written notice of such change to

the person designated to hear the grievance at that step and to the District. No organization other than the Association can represent a grievant at any level. Only the Association can proceed to arbitration.

2.06 Formal Grievance—Step 1 (Immediate Supervisor)

2.06.1 If an alleged violation is not resolved in informal discussion to the satisfaction of the grievant, a formal grievance may be initiated. A formal grievance may be initiated no later than twenty (20) work days after the grievant had knowledge of, or should have knowledge of the event or circumstances occasioning the grievance.

2.06.2 A formal grievance shall be initiated in writing on a form as described in Exhibit "B" and shall be filed with the immediate supervisor. That form shall be completed to show the following:

- a. Grievant's (s') name and work location.
- b. Grievant's (s') assignment.
- c. The date the grievance is delivered to the immediate supervisor.
- d. The provision(s) of the contract alleged to have been violated.
- e. The circumstances of the grievance (a concise statement of the facts constituting the alleged violation with dates, names and places as appropriate).
- f. The remedy sought by the grievant(s).
- g. The name of the representative, if any, chosen by the grievant(s).
- h. The signature(s) or the grievant(s).

2.06.3 Within seven (7) work days after the initiation of the formal grievance, the immediate supervisor shall hold a hearing on the grievance. Within seven (7) work days after the hearing, the immediate supervisor shall render his/her written decision. If the grievant is not represented by the Association, a copy shall be sent to the Association.

2.07 Formal Grievance—Step 2 (Superintendent)

2.07.1 If the grievant is not satisfied with the disposition of the grievance at Step 1, or if no written decision has been rendered within fifteen (15) work days of the initiation of the grievance, he/she may file the grievance in writing to the Superintendent within ten (10) work days of receipt of the Step 1 grievance decision or within twenty-five (25) work days of the initiation of the grievance.

2.07.2 Within seven (7) work days after the filing of the grievance with the Superintendent, the latter or his/her designee shall meet with the grievant. Within seven (7) work days after the meeting, the Superintendent/designee shall render his/her decision in writing. If the grievant is not represented by the Association, a copy shall be served to the Association.

2.07.3 If the grievant has cited the violation of a specific section of the contract in his/her grievance at Step 1 and Step 2, and if the District has taken the position at Step

2 that the issue in the grievance is not arbitrable, the question of arbitrability shall be decided in the following manner:

- a. Within ten (10) work days of the receipt of the Step 2 response, the Association submits, in writing, to the Superintendent a request for a ruling on arbitrability.
- b. The District and the Association mutually agree upon an arbitrator to rule on the sole issue of arbitrability of the grievance.
- c. The parties submit to the arbitrator written briefs on the issue of arbitrability of the grievance.
- d. The arbitrator shall issue a written decision on the issue of arbitrability.
- e. If the arbitrator rules that the grievance is arbitrable, the Association shall have fifteen (15) work days after receipt of the written decision to submit a request for arbitration under 2.08.
- f. Any arbitrator ruling on the issue of arbitrability shall be excluded from hearing the same grievance on its merits.

2.08 Formal Grievance—Step 3 (Arbitration)

2.08.1 If the grievant is not satisfied with the disposition of his/her grievance at Step 2, or if no written decision is rendered within fifteen (15) work days after filing of the grievance with the Superintendent, the grievant may, within twenty-five (25) work days of filing the grievance with the Superintendent, request that the Association submit the grievance to arbitration. The Association by written notice to the Superintendent within fifteen (15) work days after receipt of the request from the grievant may submit the grievance to binding arbitration.

2.08.2 An arbitrator shall be selected by mutual agreement. If the parties are unable to agree on an arbitrator, the following procedure will be used:

- a. Within seven (7) work days of the receipt of the Association's request to proceed to arbitration, the District's representative shall request a list of seven (7) arbitrators from the California State Conciliation Service.
- b. A representative of the Association and the Board's representative shall select an arbitrator from the list by eliminating names until one name remains.
- c. The first option of elimination shall be determined by lot.
- d. The one remaining name shall be the arbitrator.
- e. The process of striking names shall occur within seven (7) work days of receipt of the list of both parties.

2.09 Procedure

2.09.1 Only by mutual agreement, the Association either on its own behalf or in behalf of the affected member(s), may initiate a grievance at Step 2 which affects more than one member in a single building or members in more than one building.

2.09.2 The decision of the arbitrator shall be submitted to the District and the Association and shall be final and binding upon the parties to this contract.

2.09.3 The arbitrator shall have no power to add to, delete, or amend the terms of the contract.

2.10 Cost

All costs for the services of the arbitrator or services ordered by the arbitrator, including but not limited to per diem expense, his/her travel and subsistence expenses and the cost of any hearing room will be borne equally by the District and the Association. All other costs shall be borne by the part responsible for them, except that the District will pay the costs of a substitute(s) and the costs of up to four (4) substitutes for Association witnesses or representatives.

2.11 Rights of Teachers to Representation

No reprisals of any kind shall be taken by the Superintendent or by any member or representatives of the administration or the Board against any aggrieved person, any party in interest, any member of the Association or any other participant in the grievance procedure by reason of such participation.

2.12 Notice to Association

When, at any formal step, the grievant is not represented by the Association, which cannot occur at the arbitration step, no solution shall be finally approved until the Association is given a statement in writing of the proposed solution and five (5) work days in which to file a response.

2.13 Miscellaneous

All documents, communications and records dealing with the processing of a grievance shall be filed in a separate grievance file and shall not be kept in the personnel file of any of the participants.

2.14 Association Grievance

The Association may file a grievance on its own behalf or on behalf of a unit member(s). The Association agrees to provide sufficient information to allow the District to investigate and respond to the grievance. If the alleged violation is not caused by a site-level decision, the grievance may be filed at Step 2.

2.15 Voluntary Grievance Mediation

The parties agree to establish a voluntary grievance mediation process that is available before the case goes to arbitration.

Article 3. EVALUATION

3.01 District Evaluators

The evaluation of members of the bargaining unit shall be the responsibility of management. Members of the bargaining unit shall not be required to participate in evaluation or observation of other members nor shall members in Option A be required to assess their own performance. Any official District forms used for evaluation shall be mutually agreed upon by the District and the Association. An annual evaluation shall occur for each member. An annual evaluation shall occur for each temporary and probationary member, and at least every two (2) years for permanent members.

3.02 Plans to Achieve Student Progress/Professional Growth—Option A

Each member shall, within the program appropriate to his/her students and consistent with the resources available, formulate plans to achieve student progress and the manner in which attainment of this progress will be measure. These specific plans shall be consistent with District goals and program objectives developed for a member's area of responsibility.

3.02.1 Option A applies to all teachers except those under Option B.

The evaluator shall schedule the Professional Evaluation Conference and meet with the member to complete Part I of the Professional Evaluation Report, in accordance with the following timelines:

- a. A member returning to the same site/program as the previous school year—five (5) weeks following the beginning of the instructional program.
- b. A member assigned to a new site/program different from the previous school year and newly hired members—six (6) weeks following the beginning of his/her instructional program.
- c. A member transferred after the instructional program has begun—four (4) weeks after beginning of his/her new assignment.
- d. These timelines (a, b and c) may be extended by the evaluator, as dictated by program need, but in no case shall the objectives be submitted later than seven (7) weeks after the member's instructional assignment has begun.

3.02.2 A disagreement which arises over any aspect of the member's Plans to Achieve Student Progress shall be mediated:

- a. By a mutually acceptable site or District administrator, not later than two (2) weeks after receiving the dispute.
- b. Or lacking mutually acceptable administration, by the Superintendent/designee, not later than three (3) weeks after receiving the dispute.

In either case, the decision shall be final.

3.02.3 Observation—Option A

Formal Observation: An administrator shall complete a formal observation using Part II of the Professional Evaluation Report as follows:

- a. Each temporary member's class at least once during his/her current specified period of employment.
- b. Each probationary member's class/assignment at least once a year.
- c. Each permanent member who has taught fewer than five (5) years in the District or who has been on an improvement plan within the past three (3) years, at least once a year. All other permanent members, at least every two (2) years.
- d. A member who has taught five (5) years or more in the District and who has received all "Meets or Exceeds Standards" on his/her evaluation for the past three (3) years, but who chooses to use Option A, shall be formally observed at the principal's discretion. In such event, all other guidelines in this section shall remain in effect.
- e. Each formal observation must be at least forty (40) minutes long and the evaluator must complete the Classroom Observation Form. The initial formal observation must occur no later than February 15.
- f. At least two (2) working days prior to the initial formal observation, the evaluator shall schedule a pre-observation conference with the member. The conference and/or the two (2) day notice may be waived by the member in writing.
- g. The member shall be given a copy of the written observation report within ten (10) work days of the formal observation, an opportunity to discuss the observation with the evaluator, and an opportunity to attach to the observation report any comments that the member may wish to prepare.
- h. If a member receives an objectionable written observation report, he/she shall be entitled to not less than one (1) additional observation and conference other than those provided elsewhere in this section. Within five (5) work days of receiving the initial written observation report, the member may request, in writing, the additional observation and conference. The evaluator shall make a reasonable effort to conduct the additional observation and conference within ten (10) work days after receiving said request from the member.
- i. Each member shall sign the Classroom Observation Form. However, such signature does not constitute agreement with the judgment of the evaluator.
- j. A reasonable number of additional classroom observations, formal or informal, with or without notice, may be conducted for any reasonable period of time at the discretion of the evaluator. When such additional observations are reduced to writing, a conference shall follow and the member shall have the right to attach a written response.

- k. As appropriate, the member's evaluator shall make specific recommendations as to how to correct any deficiencies noted in the Classroom Observation Form.
- l. The evaluator shall complete Part II of the Professional Evaluation Report.

Informal Observation:

- a. Informal observations are defined as drop-ins, visits, or pass-throughs. These are usually short visits, but have no time restrictions. Informal observations may occur in Option A and Option B.
- b. The administrator may leave a note, or a memo on school stationery. If a suggestion or recommendation for improvement is reduced to writing, the member shall be given the opportunity for a conference with the evaluator, unless waived by the member in writing.

3.02.4 Pilot Program for Option A

The District and the Association agree to implement a pilot program for 1999-2000 which modifies the current Part II observation form in the following ways:

- a. An "Approaching Standards" column will be added to the form. The purpose of this addition is to distinguish between a serious deficiency and a slight deficiency. It should not be used to distinguish between someone who meets the standard and those who exceed the standard.
- b. Added to the "Comment" section will be the words, "all responses checked *Needs Improvement and Support to Meet Standards* to be completed during or after the Post Observation conference."

The Pilot Program shall be implemented across the District in the first full year following the ratification of the contract.

Inservicing of these changes will be determined jointly by the District and the Association.

3.02.5 The Classroom Observation Form used in the Option A process shall not be used for Option B.

3.03 Plans to Achieve Student Progress/Professional Growth—Option B

- 3.03.1 Description: The program is an individual exploration of alternatives to the traditional process of evaluation. The program is based on the premise that professional educators are capable of setting meaningful goals which will serve as a focus for their professional growth for that year. That individual's professional growth becomes the focus for the evaluation for that year.

Participants are permanent members with a minimum of four (4) years of successful experience in the San Juan Unified School District.

Members must have demonstrated competence by receiving all "Meets or Exceeds" in the member performance areas of the Summary Evaluation during the previous four (4) years.

Members participating in the program are still responsible for meeting the current District standards of performance (see page 6, Part III of the Summary Evaluation instrument). Participation in this program is voluntary.

- 3.03.2 Participants in Option B will adhere to the provisions of Exhibit “J” as modified, (e.g., change date of final evaluation to May 1, name for “Plans to Achieve Student Progress/Professional Growth—Option B”), including time lines and other provisions.
- 3.03.3 Administrators may conduct informal observations as provided in Exhibit “J”.
- 3.03.4 Removal from Option B: A teacher may be removed from Option B upon admittance to PAR program or if the member does little or not work toward the agreed upon Option B goals. If a member on Option B fails to meet one standard and is not admitted to PAR, the administrator and teacher shall create an improvement plan for that single standard to be incorporated into the Option B goals for the following year.
- 3.03.5 Return to Option B: A member may return to Option B after completing two (2) successive years of “Meets or Exceeds Standards” on the Option A Summary Evaluation.

3.04 Evaluations

- 3.04.1 The Summary Evaluation Form, or the computer generated form, shall be used for the evaluation of each member on Option A at least once each school year. The Professional Growth Plan Final Form, or the computer-generated form, will be used for the evaluation of each member on Option B at least once each school year.
- 3.04.2 A member’s evaluation shall be based on the member’s performance of instructional and non-instructional duties, and the member’s professional conduct within the scope of his/her assignment.
- 3.04.3 Any information used on evaluation forms, other than that obtained through observation by the evaluator, shall be identified as to source.
- 3.04.4 A member shall not be held accountable for any aspect of the education program or factors over which he/she has no authority or control.
- 3.04.5 If a member is evaluated in an area outside of his/her teaching credential, the evaluation form shall so state.
- 3.04.6 As appropriate, the member’s evaluator shall make specific recommendations as to how to correct any deficiencies noted in the Summary Evaluation Form.
- 3.04.7 No later than April 1, the evaluator shall meet with the member to complete and discuss Part III of the Professional Evaluation Report.
- 3.04.8 Each member may prepare and attach any comments he/she feels appropriate.

3.04.9 The substance of employee evaluations for competency is not arbitrable. Commentary alleging a disciplinable offense as defined in this agreement, if included in such evaluations shall be considered the same as a written warning.

3.04.10 Alternate Year Procedures

During the alternate year, when no formal evaluation is being conducted, the member is not responsible for writing goals or meeting with the administrator at the beginning and end of year related to such goals. However, the alternate year status does not prohibit the evaluator from conducting informal observations. In such cases, it is the evaluator's responsibility to communicate throughout the year with the member regarding any concerns related to their performance.

When an administrator determines that a consecutive year evaluation will be conducted, it is the responsibility of the administrator to notify the member(s) prior to the end of the previous school year. Such notification shall include purpose and rationale to support consecutive year evaluations.

3.05 Personnel Files

3.05.1 A member's personnel file shall be treated as confidential.

3.05.2 Materials in personnel files of members which may serve as a basis for affecting the status of their employment are to be made available for the inspection of the person involved.

3.05.3 Such material is not to include ratings, reports, or records which were obtained prior to the employment of the person involved.

3.05.4 Each member shall have the right to inspect such materials, and copy such materials upon request, provided that the inspection is made at a time when such person is not actually required to render services to the employing district.

3.05.5 Material of a negative or derogatory nature shall not be placed in a personnel file unless and until the member is given notice and an opportunity to review it and attach his/her comments thereto. Such review shall occur, upon the member's request, during the member's work day, without salary reduction. Upon request by the member, the Personnel Director shall review the appropriateness of the material.

3.05.6 Upon written authorization by the member, a representative of the Association shall be permitted to examine and obtain copies of the materials in such member's file.

3.05.7 Any person who drafts, receives, or places materials in a member's file shall sign and date the material.

3.05.8 A member shall have the right to request the Personnel Director to place appropriate material of a positive nature in his/her personnel file.

3.05.9 Derogatory materials in a personnel file that are at least four (4) years old shall, upon an employee's written request, be removed from the personnel file and placed in a separate sealed file. Neither the Professional Evaluation Report nor the Summary Evaluation Form may be removed from the personnel file under this section.

3.06 Public Charges

- 3.06.1 Any anonymous or unsubstantiated public complaint shall not be used in a member's evaluation or included in a member's personnel file. If the administration decides that a complaint received about a member is not serious enough to warrant a meeting with the member, subsequent evaluations shall contain no reference to the complaint.
- 3.06.2 If the administrator believes a complaint is serious enough to bring to the attention of the member, the member may request the administrator to schedule a meeting of the member, the complainant, and the administrator. If, in the judgment of the administrator, such a meeting would be counter-productive, the meeting may not be scheduled. The reasons for that judgment shall be given the member upon request. If no meeting is held, or if a meeting is held without the opportunity for the member to be present, subsequent evaluations shall contain no reference to the complaint.

3.07 Controversial Materials

- 3.07.1 When complaints are received from citizens relative to the use of allegedly controversial instructional material which, in the judgment of the site/program administrator, are serious enough to adversely affect a member's evaluation, the complaints shall be handled as follows:
- a. Complaints shall be referred to the site/program administrator who shall review the complaint.
 - b. The site/program administrator shall review the complainant with the member in question and shall attempt to resolve the issue at that level.
 - c. If a resolution is not reached at this level, the complainant shall be requested to state his/her case in writing and shall be informed that the statement shall include the name of the member, date, place and full description of the episode or material in question and, in the case of printed material, the name of the author, title, publisher and objections by page and items or, in the case of other material, specific information in order to locate the objectionable phrase or aspect and any other specific information which might be pertinent. Upon receipt of the above, the site/program administrator shall review the complaint with the member in question and shall subsequently hold a conference with the complainant and the member in an attempt to resolve the issue at that level.
 - d. If the issue is not resolved at the initial level, the matter shall be referred to the Superintendent/designee for resolution.

3.08 The Peer Assistance and Review Program (PAR)

- 3.08.1 Description of the program:
- a. Effective July 1, 2000, the California Peer Assistance and Review Program for teachers shall become fully operational. The California Peer Assistance and Review Program shall establish a teacher peer assistance and review process as a critical resource mechanism that allows Consulting Teachers to assist Participating Teachers in gaining knowledge in subject matter and/or teaching strategies.

- b. Effective upon ratification of this agreement, the Peer Assistance and Review Panel will be responsible for administering the District's BTSA program to provide peer assistance including method of delivering services, training and type of support and making recommendations to the school board on program design.
- c. Effective July 1, 2000, Article 15 of the contract describing the California Mentor Program shall be deleted.
- d. The parties agree to review the impact of SB 2042 (induction program for new teachers) and create options for collaborative design and implementation.
- e. The parties agree to jointly provide on-going support and awareness level training for PAR.
- f. The parties agree to design and establish a PAR program for ECE members.

3.08.2 Definition of terms:

- a. Peer Assistance: Both new and experienced teachers benefit from professional support provided by other classroom teachers. For the purpose of this article, peer assistance describes activities planned and implemented by the Consulting Teacher in collaboration with the Participating Teacher and the supervising administrator. The activities shall be designed to strengthen the Participating Teacher's skill and expertise in accordance with the California Standards for the Teaching Profession in the following areas: mastery of content, instructional skills and techniques, alignment to District approved goals and objectives, classroom management, planning and designing lessons for all children, assessment of student progress toward established standards, appropriate learning environment.
- b. Peer Review: For the purpose of this article, peer review describes a process by which the Consulting Teacher shall monitor, guide and support the progress of his/her assigned Referred Participating Teacher toward a satisfactory level of classroom performance. The review process shall include the following:
 - ii. Collaboration between the Consulting Teacher, the Referred Participating Teacher, and the principal in developing a mutually agreed upon plan for the Referred Participating Teacher. Any dispute that may result shall be resolved by the PAR panel.
 - iii. Written reports to the Referred Participating Teacher which shall be shared with the Peer Assistance and Review Panel and the supervising administrator.
 - iv. A cooperative relationship between the Consulting Teacher and the principal with respect to the process and content of Peer Assistance and Review.

- v. A Summary Evaluation prepared by the consulting teacher shall be provided to the Referred Participating Teacher, the Peer Assistance and Review Panel, and the supervising administrator. A copy of the Summary Evaluation shall be placed in the personnel file of the Referred Participating Teacher and the Summary Evaluation shall be reflected in the final recommendation of the Referred Participating Teacher.
- c. Peer Assistance and Review Panel: The Peer Assistance and Review Panel shall be comprised of seven (7) members, the majority of who shall be teachers.
- d. Referred Participating Teacher: A Referred Participating Teacher is a teacher who has achieved permanent status and who, as a result of an evaluation in which two or more ratings of unsatisfactory have been earned, demonstrate a need for assistance as outlined in the performance areas of section A and B of the Summary Evaluation. A permanent teacher with one unsatisfactory rating may be referred to PAR Panel for intervention. The PAR Panel shall have authority to accept or reject such referrals. A Referred Participating Teacher shall participate in both the peer assistance and peer review components of this program.
- e. Volunteer Participating Teacher: A Volunteer Participating Teacher is a teacher who has achieved permanent status or an experienced teacher new to the District who seeks to improve his/her teaching performance and requests the Peer Assistance and Review Panel to assign a consulting Teacher to provide peer assistance. A Volunteer Participating Teacher shall be involved only in the peer assistance component of this program.
- f. Beginning Participating Teacher: Newly employed classroom teachers possessing a preliminary credential with fewer than two years of fully credentialed teaching experience will participate in the District PAR program. In addition, classroom teachers who possess a pre-intern certificate, an intern credential, or an emergency permit may also participate in the District PAR program. Beginning Participating Teachers shall only be involved in the peer assistance component of this program. Within six (6) weeks of ratification of this successor agreement, a joint committee will explore the possibility of the Consulting Teacher assisting and reviewing the Beginning Participating Teacher.
- g. Consulting Teacher: A Consulting Teacher is a permanent teacher selected by the Peer Assistance and Review Panel to provide support to a Participating Teacher and/or to assume additional responsibilities determined as appropriate by the Peer Assistance and Review Panel. The Consulting teacher shall be released on a full-time basis. The responsibilities may include:
 - ii. Assistance and guidance to Beginning Participating Teachers.
 - iii. Formative and summative evaluation of Referred Participating teachers.

3.08.3 Peer Assistance and Review Panel

- a. The PAR Panel shall consist of seven (7) members, the majority of whom shall be certificated classroom teachers who are chosen to serve by the Association. The District shall choose the administrators of the Joint Panel. Consensus is the preferred decision making model. However, when consensus cannot be reached, a simple majority is needed for all decisions related exclusively to the Peer Assistance and Review Program and five (5) votes shall be required for all other decisions.
- b. The PAR Panel will establish its own standing rules and meeting schedule. To meet, five (5) members of the PAR Panel must be present. Teachers who are members of the PAR Panel shall be released from their regular duties to attend PAR Panel meetings.
- c. The PAR Panel shall be responsible for the following:
 - ii. Reviewing peer review reports prepared by Consulting Teachers and making recommendations regarding permanent teachers to the District governing board.
 - iii. Annually recommending, in consultation with the Superintendent and/or his/her designee, a budget for the PAR/BTSA Program that shall be subject to final review and approval by the Superintendent and school board.
 - iv. Annually evaluating the impact of the program in order to continually improve the program using evaluation criteria developed at the inception of the program. Establishing its own procedures, including the method for selection of a Chair or Co-Chairs.
 - v. Providing the necessary annual training for the Joint panel members.
 - vi. Selecting and evaluating the Consulting Teachers who are not performing effectively.
 - vii. Selecting trainers and/or training providers.
 - viii. Providing ongoing training for Consulting Teachers.
 - ix. Distributing, at the beginning of each school year, a copy of the description and guidelines governing the program to all bargaining unit members, administrators and school board.
 - x. Making all decisions about eligibility for the program consistent with this agreement.
 - xi. Determining the number of Consulting Teachers in any school year based upon participation in the PAR program, the budget available and other relevant considerations.
 - xii. Approving assignment of additional staff to provide instructional and curricular support to Participating Teachers.

- d. Bargaining unit members of the PAR Panel shall be paid their per diem rate for up to ten (10) extra days per year if required for the program. Bargaining unit members shall receive an annual stipend (see Exhibit “D-8”).
- e. All proceedings and materials related to evaluations, reports and other personnel matters shall be strictly confidential. Therefore, PAR Panel members, Consulting Teachers, and principals may disclose such information only as necessary to administer this article.
- f. A PAR Panel member shall neither participate in discussion nor vote on any matter in which he/she has a professional or personal conflict of interest with regard to a program participant.
- g. The District shall indemnify and hold harmless members of the PAR Panel from any lawsuit or claim arising out of the performance of their duties under this program.

3.09 Participating Teachers

3.09.1 Referred Participating Teacher

- a. A Referred Participating Teacher is a teacher with permanent status who has been referred to receive assistance to improve his or her instructional skills, classroom management, knowledge of subject, and/or related aspects of his or her teaching performance as a result of an unsatisfactory Summary Evaluation.
- b. The Referred Participating Teacher shall have the right to submit a written response within twenty (20) days of receipt of the Summary Evaluation and have it attached to the final report. The Referred Participating Teacher shall also have the right to request a meeting with the PAR Panel and to be represented at this meeting by the Association representative of his or her choice.
- c. The Referred Participating Teacher has the right to be represented throughout these procedures by the Association representative of his or her choice.

3.09.2 Volunteer Participating Teacher

- a. A Volunteer Participating Teacher is a teacher with permanent status who volunteers to participate in the PAR Program. A Volunteer Participating Teacher may terminate his/her participation in the PAR Program at any time.
- b. All communication and documentation between the Consulting Teacher and a Volunteer Participating Teacher shall be confidential and, without the written consent of the Volunteer Participating Teacher, shall not be shared with others including the site principal, the evaluator, or the PAR Panel.

- c. Any such documentation produced while the teacher is a Volunteer Participating Teacher shall be the property of the Volunteer Participating Teacher and shall not be placed in the personnel file.

3.09.3 Beginning Participating Teacher

- a. A Beginning Participating Teacher shall receive assistance from a Consulting Teacher as part of the Beginning Teacher Program. The Consulting Teacher shall not participate in an evaluation of the Beginning Participating Teacher. Beginning teachers shall participate in the program for two (2) years.
- b. Short-term (less than 75%) contract teachers shall be provided assistance as determined by the PAR Panel and the availability of resources. The PAR Panel shall have the authority to reject or accept such candidates.

3.09.4 Consulting Teachers

- a. A Consulting Teacher is a teacher who provides assistance to a Participating Teacher pursuant to the Peer Assistance and Review Program. The following shall constitute minimum qualifications for the Consulting Teacher:
 - ii. A credentialed classroom teacher with permanent status.
 - iii. Five (5) years of recent experience in classroom instruction.
 - iv. Demonstrate exemplary teaching ability, as indicated by, among other things, effective interpersonal communication skills, subject matter knowledge and mastery of a range of teaching strategies necessary to meet the needs of pupils in different contexts.
 - v. Submit two (2) references from individuals with specific knowledge of his or her expertise as follows:
 - a). Reference from a building principal or immediate supervisor.
 - b). A reference from another classroom teacher.
- b. All applications and references shall be treated with confidentiality.
- c. Consulting Teachers shall be selected by the PAR Panel in accordance with section 3.08 of this agreement.
- d. The term of the Consulting Teacher shall be four (4) years, and a teacher may not serve in the position for more than one (1) consecutive term. For the year of selection, terms will be staggered at three (3), four (4) and five (5) years as determined by lottery. The Lead Consulting Teacher may serve up to a 7-year term. The extension must be approved by the PAR/BTSA Governance Panel on a year-by-year basis. In order to preserve the integrity and fulfill the intent of this Peer Assistance and Review Program, applicants must agree not to enter an administrative training program during his or her term nor be appointed to an

administrative position during such a term nor be appointed to any such a position for one school year following their term.

- e. Consulting Teachers shall provide support on a full-time basis for the purpose of observing Participating Teachers and meeting with them to plan and provide support and assistance. In addition, the PAR Panel may authorize additional support appropriate to meet the needs of the Participating Teacher.
- f. Functions and other PAR responsibilities as defined by subdivisions g and m of 3540.1 of the Government Code and Education Code, Article 4.5, section 44503(b) performed pursuant to this Article by bargaining unit members shall not constitute either management or supervisory functions. The Consulting Teacher shall retain all rights of bargaining unit members. In addition to the regular salary, a Consulting Teacher shall have a work year that includes an additional five (5) days. Up to an additional five (5) days may be assigned at per diem rate based on program needs. The Consulting Teacher shall receive an annual stipend (see Exhibit "D-8"). This stipend may be prorated if the service is less than one (1) year. Stipends are contingent on continued state funding of the PAR Program.
- g. Upon completion of his/her service as a full-time released Consulting Teacher, a teacher has a right to return to his/her original site.
- h. The District shall indemnify and hold harmless individual Consulting Teachers from any lawsuit or claim arising out of the performance of their duties under this program.
- i. Consulting Teachers shall assist Participating Teachers by demonstrating, observing, coaching, conferencing, referring or providing other activities that, in their professional judgment, will assist the Referred Participating Teacher.
- j. The Consulting Teacher shall meet with the Referred Participating Teacher and the principal to discuss the performance goals, develop the improvement plan and develop a process for determining successful completion of the PAR program.
- k. The Consulting Teacher shall conduct multiple observations of the Referred Participating Teacher during classroom instruction, including periodic pre-observation and post-observation conferences.
- l. The Consulting Teacher shall monitor the progress of the Referred Participating Teacher as it relates to the California Standards for the Teaching Profession, and shall provide periodic written reports to the Referred Participating Teacher and principal for discussion and review. A copy of each of the Consulting Teacher's reports shall be submitted to and discussed with the Referred Participating Teacher to receive his or her signature before it is submitted to the PAR Panel. The Referred Participating Teacher's signing of the report does not necessarily mean agreement, but rather that he or she has received a copy of the report. The Consulting Teacher shall submit the summary Evaluation to the PAR Panel.

- m. The Consulting Teacher shall complete the referred teacher summary evaluation form (year-1) and the form shall be signed by the Consulting Teacher, the principal. Should the principal be in disagreement with the summary evaluation written by the Consulting Teacher, the principal shall prepare a separate summary evaluation (year-2) using the Referred Teacher Summary Evaluation Form for Administrators. This form shall be signed by the principal, the Referred Teacher, and the Consulting Teacher.

3.09.5 Referred Teacher Intervention Program.

- a. The primary purpose of this program is to provide assistance and remediation to those teachers who have received unsatisfactory evaluations.
- b. Assistance and remedial efforts shall be preceded by a conference in the spring of the year the teacher receives the unsatisfactory evaluation. The conference shall involve the teacher being referred, the evaluator who evaluated the teacher, and the Consulting Teacher or the Coordinator of the PAR Program. The teacher may request SJTA representation at the conference.
- c. During the period of assistance, the referred teacher's performance relative to the PAR Program guidelines shall be the joint responsibility of the PAR Panel and Consulting Teacher, in collaboration with the principal.
- d. Communication and consultation with the principal shall be ongoing. The Consulting Teacher shall share all written evaluation reports during a conference with the Referred Participating Teacher at least every six (6) weeks. Copies of the written reports will be provided to the principal and the PAR Panel.
- e. If at any time during the period of assistance, the PAR Panel determines that the Referred Participating Teacher is unwilling or unable to meet the standards of performance, the PAR Panel may recommend to the Superintendent/designee an issuance of a notice of unsatisfactory performance per Education Code Section 44938.
- f. At the conclusion of the year of remediation, the PAR Panel shall determine that:
 - ii. The Referred Teacher is now proficient according to California Standards for the Teaching Profession, or
 - iii. The intervention may be extended to a second year if the PAR Panel believes progress is being made and the teacher has a reasonable opportunity to meet the standards with an additional year of support, or
 - iv. Further assistance and remediation will not be successful with reasons in support of this conclusion. The School Board may at such time initiate dismissal proceeding.
- g. The deliberation of the PAR Panel shall be closed and confidential.

All decisions shall be based upon the information provided by the Consulting Teacher, the principal, the Referred Teacher and/or the SJTA representative.

- h. The results of the Referred Participating Teacher's participation in the PAR Program shall be made available for placement in his or her personnel file and shall be used in the evaluation of the Referred Participating Teacher.

3.09.6 Referred Participating Teacher Due Process Rights

- a. The Referred Participating Teacher shall be entitled to review all reports generated by the Consulting Teacher prior to their submission to the PAR Panel. The member shall be given the opportunity to attach his/her comments to any report submitted to the PAR Panel. The member shall receive copies of such reports at least five (5) working days prior to any such meeting.
- b. The Referred Participating Teacher shall have the right to be represented by SJTA in any meeting of the PAR Panel that the Referred Participating Teacher is entitled to attend and shall be given a reasonable opportunity to present his/her view concerning any report being made.
- c. Disagreements regarding the procedures in preparing the annual evaluation, which is used as the basis for a referral, shall be subject to an expedited grievance procedure, which shall be concluded prior to the beginning of the next school year. Consistent with 3.04.9 of the Collective Bargaining Contract, the substance of the employee's evaluation for competency is not arbitrable.
- d. Upon the teacher's written request, all materials at least four (4) years old that are related to the Referred Participating Teacher Intervention Program, shall be removed from the personnel file and placed in a separate, sealed file, consistent with 3.05.9 of the Collective Bargaining Contract.

The PAR Panel in no way diminishes the legal rights of District or bargaining unit members.

Article 4. TRANSFERS

4.01 Definitions

- 4.01.1 A transfer occurs when an individual member's work location is changed to another building site except when a district-recognized program is moved intact to another site, and in that case it shall not be considered a transfer for purposes of this article.
- 4.01.2 A transfer may be member-initiated ("voluntary") or district-initiated ("involuntary").
- 4.01.3 A vacancy is any position paid on a salary schedule in Exhibits D-1 – D-3, E-1 or F-1 –F-2, not filled by a probationary or permanent member.

4.02 Vacancies

- 4.02.1 The site/program administrator shall identify vacancies and shall report known vacancies to the personnel office immediately. He/she shall at the same time post the identified vacancies on a staff bulletin board in the school.
- 4.02.2 The District shall process vacancies and post all known vacancies on the District's website, updated on at least a weekly basis. It shall be the member's responsibility to check the website if the member is interested in a transfer. Such vacancy announcements shall include location, grade level, subject matter assignment, special credential and the closing date for applying. The District will provide SJTA and SJTA's webmaster an electronic version of all such postings.
 - a. Vacancies may be advertised concurrently for voluntary transfer requests and new candidates. Voluntary transfer requests shall be given first consideration.
 - b. Vacancies arising in the three weeks prior to the first teacher workday will be advertised for three (3) days only.
 - c. Vacancies arising in the two weeks prior to the first teacher workday will not be open for voluntary transfer requests.
 - d. Vacancies arising due to a temporary one-year reassignment of a member will not be available to the voluntary transfer process.
- 4.02.3 The District shall maintain a list of all currently employed members who have been transferred involuntarily.
- 4.02.4 Each year during the term of the contract, the District shall maintain a list of all members who have been transferred. This list shall be made available to the Association upon request.
- 4.02.5 This article on transfer shall not be construed to apply the procedures on involuntary transfer to transfers between positions paid on the salary schedule attached as Exhibit D-1, and positions paid on the schedules attached as Exhibits D-4, E-1 and F-1 –F-2.

4.03 Involuntary Transfers

4.03.1 When an involuntary transfer, for the following school year, is necessary because of school closure or excess staff, as determined by the pupil-teacher ratio in the spring the following procedures shall apply:

- a. No later than May 1, the site/program administrator shall notify the members affected and circulate a statement of tentatively determined surplus staff to each member at his/her work site. Thereafter a site member may, upon request, meet with the site/program administrator to make recommendations as to the identification of the surplus prior to the final decision.
- b. In the spring, the District shall determine which schools are to be affected no later than May 10.
- c. No later than May 15, the site/program administrator shall circulate to each member at the work site a statement of tentatively determined surplus staff, and a list of all vacancies known as of May 10.
- d. No later than May 15, a request for volunteers is to be made. Volunteers shall make their final intention known no later than May 19. Such volunteers shall be transferred as involuntary transferees.
- e. All members subject to involuntary transfer shall be ranked in order of district-wide seniority as a certificated employee. Members having the same hire date shall be ranked by lottery administered by the District in the presence of a representative of the Association.
- f. Involuntary transfers shall be made by reverse district-wide seniority of members employed in elementary schools; by reverse district-wide seniority by department in middle schools; and by reverse district-wide seniority by department in high schools. The determination by seniority shall be subject to program needs of the school. Such a determination shall not be made without a basis in fact. A member shall be deemed to have seniority in the department in which he/she has the majority of his/her assignment. If the assignment is evenly divided, the majority assignment in the immediate preceding years shall control. A member in middle school or high school who is selected for involuntary transfer from a department may apply his/her seniority in another department in which the member had a majority of his/her assignment during the previous school year in that building.

For purposes of seniority pursuant to Section 4.03.1(f), a member assigned to a limited-term position (not to exceed two (2) years) shall remain in the department to which he/she was assigned immediately before.

- g. The District shall list all vacancies within the District known as of May 10. A copy of this list shall be sent to each employee subject to involuntary transfer.
- h. If a position is left vacant by a member on paid leave or on District assignment, that position may be filled voluntarily by a surplus teacher for

the length of the paid leave or assignment. The surplus member's rights under Section 4.03 of this contract, at the end of this period of service, shall be no greater nor less than they were at the beginning of the period.

If a position is vacant due to a one-year reassignment of a teacher, that position may be filled by a surplus teacher in the following manner:

- i. The vacancy is for one year only behind a teacher who has return rights for the following school year.
 - ii. Because it is a temporary assignment, the surplus member will not have rights to a position at the school if the teacher returns.
 - iii. If another opening does not occur at the site through attrition, the surplus member choosing this assignment will be surplussed for the following school year.
- i. The list of involuntary transferees in the spring shall be determined by district-wide seniority and composed of:
 - i. Members assigned after the current school year began pursuant to Section 4.03.5 or Section 4.03.6.
 - ii. Members unable to make a selection and assigned.
 - iii. Members identified for involuntary transfer in the spring of the current school year pursuant to Section 4.03.1.

4.03.2 May 1-May 20

- a. The list of vacancies shall accumulate from May 1 until May 19. No vacancies shall be filled prior to May 19.
- b. No later than May 20, the District shall send by certified mail to each involuntary transferee a list of vacancies known as of May 19. If those dates are not work days, the preceding work days shall be used.
- c. Members being involuntarily transferred shall be notified by certified mail of the time and place to appear, in order of their district-wide seniority, to make position choices from the list of vacancies accumulated through May 19. Each member shall select three (3) positions for which he/she is credentialed (under current state and federal regulations). At least two (2) must be in the same division to which the member is currently assigned. If the member is not eligible for three (3) positions, he/she shall select as many positions as possible from the list. If the member selects in this manner, he/she shall be given one (1) of the positions so selected.

If the member is eligible for three (3) positions and selects fewer than three (3), he/she may be given one of those positions at the discretion of the Assistant Superintendent of Human Resources or designee. Members shall be assigned by order of district-wide seniority with the most senior member assigned first and continuing in order of seniority, except as provided in Section 4.03.2(d).

- d. A member who chooses to delay his/her selection or does not appear at the time and place, as notified pursuant to 4.03.2(c) above, shall be

placed by the District. This does not preclude the member from applying for any vacancies that appear subsequent to the surplus date. If the position for which he/she is credentialed reopens at the member's previous school, the member has return rights pursuant to Section 4.03.6. Members placed by the district to a position at the end of this cycle shall have the option of placing themselves on the list of involuntary transferees the following spring.

- e. Positions not selected by involuntary transferees shall be made available to voluntary transferees and leave returnees, Section 4.06.
- f. If a voluntary transferee is not selected for one of these vacancies, it may be filled by a temporary employee with rehire rights. No position shall be filled by a new employee during this cycle.
- g. Any vacancies occurring after May 19 shall be posted, advertised, and filled by normal procedures.

4.03.3 August 1-First Teacher Workday

- a. Any member selected for involuntary transfer during this period shall appear at a meeting with the Assistant Superintendent of Human Resources or designee prior to the first teacher workday.
- b. These involuntary transferees shall be listed in district-wide seniority order and shall be assigned by the Assistant Superintendent of Human Resources, or designee, who shall make a reasonable effort to match the qualifications of each member to the available positions.
- c. Members shall not be identified as involuntary transfer after the first teacher workday until the time period identified in section 4.03.2 of this contract.
- d. This section will be a pilot program for the term of this contract.
- e. This section does not apply to the adjustments addressed in Article 7.09.

4.03.4 Members assigned by the Assistant Superintendent, Human Resources or designee under 4.03.2(d) or during the remainder of the school year shall have the option of placing themselves on the list of involuntary transferees the following spring.

4.03.5 Members who are involuntarily transferred after the beginning of the school year, upon request, shall be granted custodial assistance for the move as well as two (2) working days to prepare for the assignment, including any on-site orientation with administration.

4.03.6 A member involuntarily transferred shall have the opportunity to be reassigned to his/her previous assignment if it is reinstated or becomes vacant during the school year he/she has begun the new assignment. The member shall be notified by the District of the vacancy and the member shall declare his/her intention to return within three (3) working days of such notification. If the member returns to his/her previous assignment under this section, the member's rights shall be the same as if he/she had not been involuntarily transferred.

- 4.03.7 Should the Association question the validity of a vacancy which arises within the first twenty (20) work days of the school year, the Association may request to meet with the Assistant Superintendent, Human Resources or designee and the building principal and have the principal explain the reason for the vacancy.
- 4.03.8 Members may be involuntarily transferred for just cause. This procedure shall not be applied to transfers necessitated by school closure or excess staff.
- a. Involuntary transfer for just cause shall be made only after the employee has been given a written statement of the reason(s) for the transfer with sufficient specificity to permit the employee to offer a rebuttal.
 - b. The member shall have five (5) working days after notification of the transfer within which to request review and to submit a rebuttal in writing. The Assistant Superintendent, Human Resources or designee shall schedule the conference wherein the reasons for the proposed transfer shall be thoroughly considered. This conference shall be held within seven (7) working days of receipt of the request. The member may be represented by the Association at this conference. The Assistant Superintendent, Human Resources or designee shall issue a recommendation regarding the proposed transfer.
 - c. If the member is not satisfied with the recommendation and if the Association approves, the matter shall be referred to Step 3 of the Grievance Procedure. The grievance shall be decided before the transfer is made. The parties may mutually agree to use a mediations/arbitration procedure prior to formal arbitration and may mutually agree to use an expedited arbitration procedure.
 - d. In instances which involve alleged administrator/member incompatibility exclusively, the member shall not be transferred for simple expediency.
 - e. Upon mutual agreement of the site administrator and the unit member, the unit member may be involuntarily transferred in lieu of the above procedures.

4.04 Voluntary Transfers

- 4.04.1 Members who desire a transfer to a posted vacancy shall contact the Human Resources Department, in writing, and shall be given consideration for that position provided that a contact has been made with the personnel office on or before the closing date. No assignment shall be made before the closing date. Administrators are required to interview a minimum of five (5) qualified members of the bargaining unit requesting a specific position.
- 4.04.2 The member who in the judgment of the site/program administrator best meets the needs of the school(s) or the site(s) where the vacancy exists, shall be given the assignment. In reaching this judgment, the site/program administrator shall consider, among other things, the credential, major/minor fields of study, experience and seniority. The weight to be given any of those not listed, shall be determined by the site/program administrator. This decision shall not be arbitrary or capricious.

4.04.3 Any vacancy not selected by an involuntary transferee shall be opened to any member choosing a transfer. Teachers may apply in writing for posted vacancies not selected by involuntary transferees, up to the listed closing date during each cycle.

Assignments shall not be made until all interview requests have been considered.

4.04.4 In middle school and high school, the procedure for voluntary transfers shall also apply from December 1 until ten (10) days prior to the commencement of the second semester.

4.04.5 Voluntary transfers beyond the times specified require approval of the Assistant Superintendent, Human Resources/designee.

4.04.6 A request for a voluntary transfer shall not be denied arbitrarily.

4.04.7 If a request for a voluntary transfer is denied, the member shall be given, upon request, the specific reason(s) for the denial in writing.

4.05 Member Exchange

4.05.1 This program allows a member to exchange his/her position with a member at another job site.

4.05.2 The district shall provide forms for the Member Exchange Program.

4.05.3 Between March 1 and March 31, interested members shall file an application form with the Human Resources Department.

4.05.4 Between April 1 and April 15, the Human Resources Department shall post the exchange list at each job site in order to advertise the members interested in the program.

4.05.5 During and after the advertising period, interested members shall make arrangements for interviews with the respective site/program administrator.

4.05.6 On or before April 30, if all parties (the District and the members) have reached agreement, the completed Member Exchange Program Form shall be sent to the Human Resources Department and the actual exchange shall take place in September of the same year.

4.05.7 Participation in the member Exchange Program shall be voluntary.

4.06 Preference of Transfer

Subject to specific provisions above, the following are the priorities for filling vacancies:

4.06.1 Involuntary transferees shall have first consideration for the filling of vacancies (see section 4.03.1.i).

4.06.2 Voluntary transferees and members returning from unpaid leave shall have the second consideration.

4.07 Teacher Qualification

Members shall not be transferred to a position outside the scope of their teaching credentials and/or their major or minor fields of study without the written consent of the member unless such transfer is required relative to any reduction in staff.

4.08 Summer School, Intersession and Adult Education

Members of the bargaining unit shall be given first consideration for summer school, adult education and intersession teaching positions for which they are qualified.

4.09 Classroom Movement

Bargaining unit members that change classrooms shall be provided custodial assistance upon request. The member shall box and label classroom materials for moving by the custodians.

4.10 Exceptions for Program Improvement Schools

Transfer from/to Program Improvement (PI) Schools shall be handled in accordance with the Side Letter of Agreement dated February 3, 2005, included herewith as Exhibit "S".

4.11 Change in Assignments

Members who receive a change in assignment within the school year, subject area, course title or grade level within their site after the school year begins, shall be given one day to prepare for the assignment. Except in cases where appropriate credentialing is an issue, members shall not be reassigned more than once a year without written mutual consent of the administrator and unit member. When assignment changes are made in the summer, the unit member shall be notified within ten (10) working days after identifying the change.

If a second reassignment for 7-12 is needed during the school year and there are no volunteers, the principal shall consult with the affected department chairs and departments as a whole to explore other options. If there is no agreement, the principal may make the decision to involuntarily reassign a teacher for the second time. In such case that teacher shall be exempt from involuntary second reassignment for the next two years. If this results in the reassigned teacher having a new preparation, i.e., a subject not being taught currently, the teacher shall be granted up to two days of substitute time for preparation.

Article 5. Leaves

5.01 Sick Leave

5.01.1 All members shall receive one (1) day of sick leave per month and shall be entitled to annual sick leave effective the first day of the school year.

5.01.2 Sick leave shall apply to absences caused by any illness or injury not covered by industrial accident and illness leave.

5.01.3 Unused sick leave shall accumulate without limit.

5.01.4 In the event of the resignation of a certificated employee, the employee will have deducted from his/her earned income whatever sick leave he/she has used but failed to earn.

5.01.5 Members of the bargaining unit shall be granted sick leave on a ratio of one (1) to twenty (20) days for any work performed during summer school, adult education or intersession. Said sick leave shall be accumulated in a special sick leave account (summer school, adult education and intersession). Any unused leave so accumulated shall be applicable to benefits at retirement.

5.02 Sick Leave—5 Months or Less

When a teacher has exhausted accumulated sick leave including the amount annually credited, the teacher is entitled to five (5) school months of extended sick leave.

Payment for such leave shall be at the teacher's regular rate of pay less the amount payable to a substitute.

5.03 Sick Leave—5 Months or More

A member with permanent status who is absent because of accident or illness for more than five (5) calendar months may receive an extended disability payment of \$100.00 per month, beginning with the exhaustion of the benefit provided by 5.02 and extending for not more than eighteen (18) calendar months or a payment of \$1800.00. A member denied this benefit shall be given the reason, upon request. All District-paid insurance, retirement and fringe benefits shall be continued in full force during the period when this benefit is in effect. Once a member qualifies for this benefit, the term of the leave shall be eighteen (18) calendar months. To return from leave prior to the exhaustion of the 18-month benefit, the member shall submit a full medical release.

5.04 Terminal Illness Leave

When a member has written verification from a doctor that an illness appears to be terminal, the San Juan Unified School District shall pay that member full contractual monthly salary for each month or part thereof that the employee survives for a period not to exceed twelve (12) calendar months. This terminal leave shall begin after exhaustion of benefits under 5.01. All district-paid insurance, retirement and fringe benefits shall be continued in full force during the period when this benefit is in effect. At the exhaustion of these provisions in 5.04, leave provisions under 5.02 and 5.03 shall become immediately effective if requested.

5.05 Annual Notification of Sick Leave Accumulated

The District shall notify in writing all bargaining unit members monthly or annually of their accumulated sick leave balance.

5.06 Transfer of Sick Leave

5.06.1 A member who has been an employee for one (1) school year or more and who transfers to another school district in this state to accept certificated employment, shall have transferred with him/her any accumulated sick leave.

5.06.2 A certificated employee coming to this District from another school district in this state within one (1) year of terminating employment in such district and in which the employee has been employed for one (1) year or more shall be entitled to all sick leave he/she accumulated as a certificated employee in the former district.

5.06.3 The District shall request sick leave records from the previous district of employment.

5.07 Notice of Substitute Need

A member of the bargaining unit shall serve notice upon the realization that he/she will be absent from the classroom. The substitute teacher services shall be informed of the member's name, school, grade or subject taught, and the probable length of absence. A member may ask for a particular substitute if he/she wishes, provided the substitute has been cleared by the Human Resources Department and is on the substitute list.

5.08 Proof of Illness

A member may be required to present proof of illness in order to qualify for pay during sick leave. A medical certificate will not be required to substantiate a request for approval of sick leave for three (3) days or less unless the employee has been notified in writing about an excessive use or abuse of sick leave. An employee will not receive a written notice unless he/she has first been verbally cautioned by his/her supervisor on at least one (1) occasion.

5.09 Bereavement Leave

5.901 In the event of death in the immediate family of a member, three (3) days paid leave shall be granted if the bereaved travels 300 or fewer miles one way; five (5) days paid leave if the distance is more than 300 miles one way. Distance shall be established by miles traveled one way on the main road between the points of origin or trip and destination.

5.902 A member may not use more than six (6) days of his/her accumulated sick leave benefits in case of personal emergency arising from the death of a member of the immediate family.

5.10 Critical Illness or Injury Emergency Leave

Three (3) days of paid emergency leave shall be granted for a critical illness or injury to a member of the immediate family. The three (3) days shall not be charged to sick leave. The salary deduction for leave taken in connection with this section in excess of

the three (3) days shall not exceed the cost of the salary paid to the substitute. This leave may not exceed twenty (20) days per school year, except by express approval of the Board. The member, upon returning to duty, may be required to present evidence for need of such leave by a written statement of the attending physician.

5.11 Sick Leave for Personal Necessity

5.11.1 A member of the bargaining unit may use up to ten (10) days per year of accrued sick leave, at his/her election, for absence caused by personal necessity. Personal necessity is defined as an emergency or personal matters which require the member to be absent from working during his/her regular work hours and which cannot be accomplished during the member's non-work hours. Determination of what constitutes "personal necessity" for a given individual shall be the responsibility of that individual.

5.11.2 The member using such leave may be required to file a written statement with the Human Resources Department that such leave was not used for any of the following purposes:

- a. Recreation
- b. Engaging in other employment
- c. Work stoppage or strike
- d. Any illegal activity

5.11.3 A member shall make a reasonable effort to give 48 hour's notice, or in unusual cases 24 hour's notice, prior to use of such leave. The member shall also make a reasonable effort to avoid scheduling or using such leave on staff development days, Monday or Friday of the work week or the day preceding or subsequent to any scheduled school year recess or holiday period. For purposes of this section, "notice" is an e-mail or phone call to the site administrator and/or secretary.

5.11.4 When a personal necessity requires absence in excess of the ten (10) days above, salary deductions for the first five (5) additional days shall be equal to the rate paid to the substitute (but not to exceed the daily rate of the employee). These five (5) additional days shall be subject to the same limitations as the ten (10) days chargeable to sick leave.

5.12 Maternity and Parental Leave—Paid

Paid parental leave of absence shall be granted to a member of the bargaining unit in relation to child-bearing as follows:

5.12.1 A member of the bargaining unit who is pregnant may continue in active employment as late into her pregnancy as her health permits. Any disability caused or contributed to by pregnancy, miscarriage, abortion, childbirth, and recovery therefrom is, for all job-related purposes, a temporary disability and shall be treated as such under sick leave provisions of the contract.

5.12.2 A member of the bargaining unit shall be granted, upon request, up to two (2) days of paid leave to be taken at the time of birth or adoption of his/her child. These days may be taken at the time of delivery of the child and/or at the time

the mother and child leave the hospital. This leave shall not be deducted from sick leave.

5.13 Parental Leave—Unpaid

Parental leave of absence for a maximum of two calendar years per child shall be granted to a member in relation to child rearing as follows:

- 5.13.1 A member of the bargaining unit who is pregnant shall be entitled to an unpaid leave for a maximum of two calendar years at any time between the commencement of her pregnancy and two (2) calendar years after a child is born to her. Said member shall make formal applications each year to the Human Resources Department for parental leave.
- 5.13.2 A member shall be granted, upon request, an unpaid leave to begin at any time between the birth of his/her child and two (2) calendar years thereafter. This section is in addition to any paid parental leave granted elsewhere in policy.
- 5.13.3 A member adopting a child shall be granted, upon request, an unpaid leave up to two (2) calendar years to commence at any time during the first year after receiving defacto custody of said child, or prior to receiving such custody, if necessary to fulfill the requirements for adoption.
- 5.13.4 Requests for the second year of leave must be submitted 30 days prior to the end of the first year leave, or no later than March 1.

5.14 Short-Term Instructional Leave—Paid

It shall be the policy of the San Juan Unified School District to annually set aside in its budget additional amounts for substitute pay to provide, at the discretion of the administration, short-term instructional improvement leaves for members.

- 5.14.1 Short-term instructional improvement leaves may be granted for any of the following purposes:
 - a. Visitation to other schools or sites to observe examples of successful educational practices, procedures or techniques and for observations of unique or noteworthy innovations in education.
 - b. To provide demonstrations for the benefit of other members of the bargaining unit.
 - c. For the purposes of attending demonstrations, workshops or symposiums, etc., devoted to the instructional area of the members.
 - d. Study and research which may include travel, and which, for special and adequate reasons, can only be undertaken during the normal school year.

- 5.14.2 A short-term instructional improvement leave may be as short as one (1) day and shall not exceed twenty (20) days in duration.
- 5.14.3 The member shall receive full salary during the period of leave granted under this policy.
- 5.14.4 The District shall not assume the responsibility for any cost involved, such as mileage, food, lodging, fees, etc.
- 5.14.5 The member shall file an application for such leave at least ten (10) days prior to the beginning date.
- 5.14.6 Applications must be made on appropriate forms provided by the Human Resources Department and filed with that department. Such applications must be forwarded through the site/program administrator or immediate supervisor, if the applicant is other than a classroom teacher, for his/her information.
- 5.14.7 Applications for leaves of ten (10) days or less shall be acted upon by the Human Resources Department. Applications for leaves of more than ten (10) days shall be screened by the Sabbatical Leave Committee and referred to the Superintendent for recommendation to the Board of Education.
- 5.14.8 Upon approval of the leaves requested, it shall be the member's responsibility to provide adequate planning for the conduct of his/her class while on leave.
- 5.14.9 The intent of this policy is not to provide purely travel opportunities; however, projects and research approved under this policy may include travel.
- 5.15 Military Leave—Paid
 - 5.15.1 Personnel called by the armed forces for involuntary pre-induction physical examination shall suffer no loss of pay for the period required for such examinations.
 - 5.15.2 The military leave rights of members covered by this agreement shall be as specified in the Military and Veterans Code.
- 5.16 Quarantine Leave—Paid

Each case of quarantine shall be considered individually and the District shall take action relative to the specific problem.
- 5.17 Court Leave—Paid
 - 5.17.1 A member shall be granted leave to appear as a witness in court other than as a litigant or to respond to an official order from another governmental jurisdiction for reasons not brought about through the connivance or misconduct of the member.
 - 5.17.2 A member shall be entitled to as many days paid leave for jury duty as required to fulfill his/her duties under the law. Fees paid the member by the court, other than for mileage, shall be remitted to the District.

5.18 Association Leave—Unpaid

5.18.1 The local chapter of the Association shall have days of leave without limit to utilize for local, state or national conferences or for conducting other lawful business pertinent to Association affairs. Unless otherwise agreed to by the parties, such leave shall be limited to a maximum of fifteen (15) days for any individual member each school year.

5.18.2 Should the Association request more than twenty-five (25) members in any one day:

- a. The members shall report to their assigned site to assure that a substitute has reported before leaving to conduct Association business
- b. May be utilized only Tuesday through Thursday.

The District shall, on a monthly basis, inform the Association of those days that are already booked and unavailable for leave.

5.18.3 The Association shall pay the District the current daily rate of pay for a day-to-day substitute for each day of leave taken in accordance with this section.

5.19 Health Leave—Unpaid

A member of the bargaining unit shall be granted a leave of absence without pay for health reasons for a period of 39 months after which time his/her employment with the District may be terminated. A statement of medical need from a qualified physician may be requested by the District. The employment status of a member of the bargaining unit requesting such health leave shall not be affected by the granting of the leave. Prior to return to duty, a statement must be furnished from the member's physician indicating that the returning member can return to full-time employment without detriment to his/her health.

5.20 Sabbatical Leaves

5.20.1 Regulations Relative to Sabbatical

The establishment of the following rules and regulations does not void the option, by the superintendent, to make a special recommendation, or the Board to take special action regarding the granting of sabbatical leaves.

Sabbatical leaves are granted, not as a reward for professional services, but rather as an opportunity to prepare for improved service which will benefit the District. Sabbatical leave may be granted for the following purposes:

- a. To engage in professional study for advanced degrees or credentials.
- b. To engage in independent study or research.
- c. To develop a program combining the above.

5.20.2 Funding of Sabbatical.

The Board shall determine the number of sabbatical leaves to be granted each year.

5.20.3 Selection Committee.

There shall be a sabbatical leave committee made up of seven (7) persons. The Association shall appoint one (1) elementary school member, one (1) intermediate school member, one (1) high school member. Other members of the committee shall be appointed by the District and shall include one (1) special services and program division member, one (1) elementary or intermediate principal, one (1) high school administrator and one (1) Human Resources Department representative. All members except the Human Resources Department representative will be voting members. The Human Resources Department representative shall serve as chairperson. It shall be the duty of the committee to review each application and make recommendations to the Superintendent. It shall be necessary to have five (5) voting members present in order to make recommendations. Applicants whose applications are not approved shall be so informed within ten (10) days following committee action, with the reason therefore clearly indicated. To discuss this reason, a conference may be scheduled with the Assistant Superintendent of Human Resources or designee.

5.20.4 Sabbatical Leaves for Professional Study

Sabbatical leave for professional study or research is one during which the member pursues a program with a minimum of twelve (12) semester hours a semester, or the equivalent, in an accredited institution of higher learning. The program must be related to the present or prospective service of the member. Transcript of grades shall satisfy the requirement for verifying completion of the program.

5.20.5 Sabbatical Leaves for Independent Study or Research.

Sabbatical leave for the purpose of pursuing a planned independent study or research program must be related to the present or prospective service and must be under the guidance of/or a sponsorship authorized by the Sabbatical Committee. Submission of a report or the paper produced during research shall serve as verification of completion of the program.

5.20.6 Sabbatical Leave for Professional Study and Independent Study and Research.

Sabbatical leave for professional study and independent study and research will require a minimum of twelve (12) semester hours for the sabbatical year in combination with a related study or research program which does not have to be associated with a college or university. Transcript of grades or submission of a report or the paper produced during research, as appropriate, shall serve as verification of completion of the program.

5.20.7 Qualifications and Requirements for Sabbatical Leaves.

To qualify for sabbatical leave, a member must have served successfully in the District for not less than seven (7) consecutive years immediately prior to the effective date of the leave.

5.20.8 Length of Sabbatical Leave.

A leave may be granted for one (1) semester or two (2) semesters but not more than a year or less than a semester.

5.20.9 Application for Sabbatical Leave.

- a. The application for sabbatical leave shall be made on a prescribed form and shall present evidence of satisfactory service, reason for desiring leave, length of leave, and any other data which may provide an adequate basis for granting the leave. All applications for sabbatical leave shall be ultimately directed to the Human Resources Department. The Assistant Superintendent of Human Resources or designee shall call a meeting of the Sabbatical Leave Committee, or a minimum of four (4) members of the committee may call for a meeting. The Assistant Superintendent of Human Resources or designee shall present to the committee, for its recommendation, the applications for sabbatical leave. The Sabbatical Leave Committee shall make recommendation to the Superintendent. The Superintendent shall make a final recommendation to the Board.
- b. Application for sabbatical leave must be filed in the Human Resources Department by February 15 for leaves to be taken in the following fall semester and by October 1 for leaves in the following spring semester. Board action on the applications shall take place within forty-five (45) calendar days from above deadline date for application to the Assistant Superintendent of Human Resources or designee.
- c. Upon the granting of a sabbatical leave by the Board of Education, a formal agreement shall be completed covering all aspects of the leave; such as, length of time, effective dates, number of units to be carried, services required after termination of leave, types of reports to be made to the Board, salary to be paid and manner of payment.

5.20.10 Return from Sabbatical

- a. Two (2) months prior to the completion of sabbatical leave, recipients of such leave shall file, with the Human Resources Department, a statement of intent to return to the District.

The return to the District from sabbatical leave shall always coincide with the beginning of the semester. The position previously occupied by a member on sabbatical leave shall be considered a temporary position, if needed, for the duration of the leave, and at the completion of the sabbatical leave, the recipient shall be reinstated in the department or grade level in the school to which he/she was assigned at the time sabbatical leave was granted provided such position exists.

- b. Each recipient of a sabbatical leave shall file with the Human Resources Department verification that the program of study agreed upon has been completed. This verification must be made as soon as possible after the completion of the program in order for the recipient of the leave to be properly placed on the salary schedule. In any event, the member of the

bargaining unit shall have the same rights as if he/she had been on regular assignment in the district during the period of the sabbatical.

5.20.11 Service Credit

The leave shall be regarded as equal to the regular time served in the District, provided all requirements established for the sabbatical leave have been satisfactorily met.

5.20.12 Failure to Meet Term of Sabbatical Leave

- a. In the event that the program of study agreed upon in the sabbatical leave contract with the District is interrupted by serious accident or illness during the leave and properly verified by a qualifying physician, such interruptions shall not constitute a violation of the contract or prejudice the member against receiving the rights and benefits provided for under the terms of the sabbatical leave.
- b. A member of the bargaining unit on sabbatical leave is entitled to all applicable benefits extended to a permanent member of the bargaining unit on active duty in the District, except sick leave and vacation. In all cases of serious accident or illness of a prolonged nature, the Human Resources Department shall be properly notified by registered letter within ten (10) calendar days after the occurrence or medical diagnosis. If a sabbatical leave is terminated due to extensive illness or accident, the sabbatical leave salary shall be terminated and the member on leave shall be reinstated as an active member of the District, at which time he/she will be covered by sick leave. In this event the person may not necessarily be reassigned to the same position.

5.20.13 Sabbatical Leaves and Salary

Sabbatical leaves shall be counted as a regular period of service and shall be counted on the salary schedule and shall not interrupt progress on the schedule.

5.20.14 Effects of Sabbatical Leave on Retirement.

The member's normal percentage rate of deduction for retirement purposes shall be applied to the actual salary received by the member of the bargaining unit from the District. To qualify for full-service credit, the member may elect to pay both the District and the member's contributions based upon full contract salary.

5.20.15 Return to Service After Sabbatical Leave.

A member of the bargaining unit, upon completion of sabbatical leave, is required to serve the local District at least one (1) full year or return to the District a prorated amount of sabbatical leave salary received if the service is less than one (1) full year. If the member is terminated by the District prior to the completion of the required service following the sabbatical, the condition stated herein shall not apply.

5.20.16 Rate of Pay for Sabbatical Leave

The rate of pay for sabbatical leave shall be fifty (50) percent of the regular salary.

5.20.17 Salary Payment Alternatives

- a. A member on sabbatical may be paid at the end of each calendar month while such a leave is in effect, less any mandatory or member authorized deduction, from each monthly sabbatical leave salary.
- b. The recipient of a sabbatical leave may elect to be paid in two (2) lump sums after the sabbatical, one (1) sum at the end of the first year of return to duty and the second at the end of the second year of return to duty.

5.21 Long-term Personal Leave—Unpaid

Long-term leaves may be granted to tenured members for periods not less than a semester nor longer than two (2) semesters. This type of leave is without pay and shall not be counted toward retirement or as a part of service to the District.

5.22 Special Leave, Short-term—Unpaid

The District may grant unpaid special short-term leaves upon the request of a member of the bargaining unit.

5.23 Education Leaves—Unpaid

Members of the bargaining unit may be granted a leave of absence without pay for the purpose of educational improvement. Such leave shall last not less than one (1) semester, or more than one (1) year. An extension of the leave shall be granted where completion of the course for advancement requires longer than one (1) year. Request for the second year of such leave must be received by the Human Resources Department by March 1.

5.24 Overseas Teaching—Unpaid

Leaves of absence may be granted for teaching under a nationally recognized fellowship or for teaching in an American Armed Service Dependent's School overseas. Request for overseas teaching leave shall be made not later than February 14 for the following September. Request for an extension shall be made prior to February 15 for the following September.

5.25 Exchange Teaching

Leaves of absence may be granted to tenured members for exchange teaching in the manner prescribed by the Education Code, Sections 44853-55. In each case, a recommendation of salary consideration shall be made by the Superintendent. Such leave shall be for not more than one (1) year and shall not constitute a break in the continuity of service within the District. Experience as an exchange teacher shall count as in-district experience on the District salary schedule.

5.26 Military Leave—Unpaid

A military leave may be granted for a period not to exceed one (1) year if the military duty is on a voluntary basis. Unpaid military leaves shall be administered according to provisions of the Military and Veterans Code.

5.27 Foreign Service Leave—Unpaid

A tenured member may be granted a leave of absence for up to two (2) years for foreign service in the federal government sponsored projects no more often than once in seven (7) years.

5.28 Political Leave—Unpaid

A member of the bargaining unit who is elected or approved to serve in a public office requiring full-time participation shall be entitled to an unpaid leave of absence for the length of his/her term in said public office.

5.29 Industrial Accident and Health Leave

5.29.1 The District shall provide for up to sixty (60) days of industrial accident and illness leave for members of the bargaining unit at full pay and full benefits paid by the District.

5.29.2 The member's accrued sick leave shall not be infringed upon during the full term of the industrial accident and illness leave.

5.29.3 Members may use their accrued sick leave and other leaves available in this contract upon the expiration of their industrial accident and illness leave.

5.29.4 A member who is injured on the job and who believes that the injury requires the services of a physician shall be sent to a physician of his or her choice for treatment. The Association will be notified of all reportable employee injuries by a copy of the appropriate State form as may be required.

5.30 Return from Leave

5.30.1 Prior to February 1 of each year, Human Resources shall attempt to communicate by U.S. mail with all persons currently on extended leave as to their intention to renew their teaching contract for the coming year.

5.30.2 By March 1, all persons who are on annual or spring semester leaves of absence must notify the Human Resources Department, in writing, of their intention to renew their teaching contract. Anyone not contacting the Assistant Superintendent of Human Resources or designee by March 1 shall be sent a second letter, certified mail, by March 10. If a member fails to respond in writing by April 1, the District shall assume that the member has, in effect, submitted a resignation.

5.30.3 Long-term unpaid leaves shall be arranged so that their termination dates coincide with the ending date of any quarter during the school year. Other leave termination dates may be arranged with the approval of the Assistant Superintendent of Human Resources/designee.

- 5.30.4 Members returning from paid leaves shall return to their original positions (i.e. the department or grade level at the same school) provided the position exists. If the position does not exist, the section on involuntary transfers shall apply. Upon returning from a paid leave, the member shall continue on the salary schedule in the same manner as if he/she had been actively teaching in the District during such period.
- 5.30.5 Members returning from unpaid leaves of absence shall be returned to their prior locations, provided that 4.03 of the Involuntary Transfer section of this contract is not in effect. Upon returning from an unpaid leave, the member shall be placed on the salary schedule in accordance with the salary provisions of this contract.
- 5.30.6 Members returning from unpaid health leaves shall follow the same procedures as the voluntary transferee during each cycle after the involuntary transferees have been assigned and before the voluntary transferees are assigned.
- 5.30.7 In no event shall the rights of the returning member be greater, in any respect, than if the member had not taken this leave.
- 5.30.8 Leaves of absence shall be taken for a specified length. If a member wishes to return from a leave of absence before the agreed upon date of return, the member must submit such request, in writing, to the Human Resources Department and obtain approval by the Assistant Superintendent of Human Resources/designee before returning.

5.31 Association President and Vice President Leave

5.31.1 Salary and Benefits.

The Association President shall be paid his/her salary and benefits by the District. The Association shall reimburse the District for the cost of the Association President and Vice President's benefits. The Association shall reimburse the District at the average new hire salary. If the President/Vice President's salary is less than the average new hire salary, the Association shall reimburse at the lesser of the two (2) amounts. The Association shall incur all additional costs due to an extended work year of the Association President and/or Vice President.

5.31.2 Return to Service

Upon termination of the leave of absence, the President shall return to his/her previous work site and assignment if he/she so desires.

5.31.3 No Reprisal

Upon return to duty, the President shall not suffer reprisal for his/her Association activities.

5.32 Family Care Leave—Unpaid

The District shall follow the requirements of federal and state law with respect to family medical leave. As of 1/4/96, those laws are the Family Medical Leave Act (FMLA, federal) and the California Family Care and Medical Leave Act (FCMLA, state).

Employees shall be allowed to use accrued sick leave during any absence in which the employee is caring for a family member who has a serious health condition as defined by FMLA.

5.33 Catastrophic Sick Leave Bank—Paid

To provide additional paid sick leave benefits for a permanent employee who suffers a catastrophic illness or injury. This provision shall provide the employee full pay during the extended sick leave period.

Catastrophic illness “or injury” means an illness or injury expected to incapacitate the employee for an extended period, and taking extended time off work creates a financial hardship for the employee because he or she has exhausted all of his or her sick leave and other paid time off.

5.33.1 Eligibility

To be eligible an employee must:

- a. Achieve permanency in the District.
- b. Exhaust all available paid sick leave.
- c. Donate at least one day of accumulated regular sick leave to the catastrophic sick leave bank during the last donation enrollment period. This section may be waived by the Catastrophic Leave Committee.
- d. Submit a completed request form to the Human Resources Department, not to exceed 100 days or 150 days when added to the employee’s accumulated regular sick leave days.
- e. Requested the leave for reasons other than for a stress related illness.

5.33.2 Donations

To donate, an employee must:

- a. Be a permanent employee of the bargaining unit.
- b. Have at least five (5) days of accrued sick leave following the donation.
- c. Donate accrued sick leave only.
- d. Complete the irrevocable donation form during the donation enrollment period (September 1—October 31) and submit it to the Human Resources Department. Unit members who elect not to join the Catastrophic Sick Leave Bank upon first becoming eligible must wait until the next designated donation enrollment period.

5.33.3 Utilization

For an employee to use the bank:

- a. The Sick Leave Bank Committee consisting of the Director of Certificated Personnel, the SJTA President, one (1) teacher selected by the SJTA and

one (1) central office administrator selected by the district will meet within five (5) work days of the request. It will require a majority vote of the committee members and all votes will be confidential.

- b. Have submitted a request for catastrophic leave that does not exceed 100 days or an amount than when added to the employee's accumulated regular sick leave does not exceed 150 days per school year.
- c. The catastrophic injury or illness must be verified by a licensed physician.
- d. Only contributors will be permitted to withdraw from the Catastrophic Sick Leave Bank.

5.33.4 Miscellaneous Guidelines:

- a. Any approved days unused by the employee will be returned to the Catastrophic Sick Leave Bank.
- b. Employee using the Catastrophic Sick Leave Bank will receive the same pay the employee would have earned had the employee worked that day.
- c. The Committee will administer the Catastrophic Sick Leave Bank and the hours contained therein and the District shall provide all necessary information to the Committee for these purposes.
- d. SJTA shall be responsible for the solicitation of donation which will be held when the District holds its open enrollment period for health benefits in September.
- e. A donation to the bank shall be a general donation and shall not be donated to a specific employee for his/her exclusive use.
- f. The Sick Leave Committee shall automatically provide the employee with the written reasons for denial.
- g. The Catastrophic Sick Leave Bank shall not exceed 1,000 days maximum.
 - iv. Should the bank reach its maximum number, the Catastrophic Leave Committee may allow the cap to be exceeded to allow new members to make a one-day contribution to establish their eligibility during the next open enrollment period of the following year.

5.33.5 Any provision of this contract shall not supersede the provisions outlined in Education Code 44043.5.

5.33.6 This program will continue until July 1, 1998. A successor program, if any, will be submitted for negotiations in a timely manner to provide continuity of program benefit.

5.34 Shared Contracts

- 5.34.1 Requests by permanent members employed on two (2) separate full-time contracts to share one (1) full-time contract must be made in writing to the Assistant Superintendent of Human Resources by April 1.
- a. The request shall set forth in detail the unit members to be involved, the contract days to be worked, and the distribution of duties, pursuant to Exhibit Q.
- 5.34.2 Unit members whose requests for shared contracts are approved shall be granted a leave for that portion of their contract being reduced to run concurrently with the shared contract agreement, and shall be allowed to return to a full-time position at the conclusion of said shared contract.
- a. Requests for successive Shared Contract leave shall be approved if the signed shared contract agreement for the next school year is received in Human Resources by April 1.
- 5.34.3 Unit members who share a contract shall share proportionately in the health benefits under that one (1) contract. If one member opts out of the district coverage, the other member shall receive 100% district contribution.
- 5.34.4 Unit members granted a leave under this provision shall be exempt from the 135-day requirement for anniversary credit provided they work the days specified in their shared contract agreement.
- 5.34.5 This section shall apply to new and existing shared contract agreements. Anniversary credit will be adjusted, if applicable. Article 5.34.5 will sunset on June 30, 2016.

Article 6. MEMBER SAFETY AND PROTECTION

6.01 Member safety

- 6.01.1 In order to provide for member safety, the district on the first day of each school year shall present a written copy of the District policy for student discipline, including the rights of suspended students. A copy of the member's right to suspend under the Education Code, Section 48900, shall also be distributed to the members. Any revision of the above information necessitated by a change in law shall be communicated to the members upon adoption by the District. Teachers may suspend students in accordance with the Education Code.
- 6.01.2 Members shall report as soon as possible cases of assault and battery (as defined by the Penal code) suffered by them in connection with their employment, to their site/program administrator or other immediate superior who shall immediately report the incident to the police. Such notification shall immediately be forwarded to the Superintendent. The Superintendent or designee shall comply with any reasonable request from the unit member for information in the possession of the District, unless confidential, relating to the incident or persons involved.
- 6.01.3 A member shall not be required to engage in any activity that can reasonably be deemed hazardous to life and limb. Should the situation involve student health and/or safety, members may be requested to assist.
- 6.01.4 The District shall make every reasonable effort to provide Nurses and Speech Language Pathologists with access to adequate space that provides them with confidential facilities and regular school site supplies to meet the needs of students in schools where such services are provided.

6.02 Personal Property Loss—Reimbursement

The District shall reimburse members for personal effects damaged in the performance of duties provided such damage occurs as a result of an action of someone other than the members or of a circumstance for which the school district is responsible. Personal effects shall be defined as those articles pertaining to one's own person which may include, but not be limited to, eye glasses contact lenses, hearing aids, dentures, watches or articles of clothing. The District will replace other damaged or lost personal property provided:

- 6.02.1 The use of the property has been mutually agreed upon by the site/program administrator and the employee. If there is no agreement, the employee may appeal to the next level of administration.
- 6.02.2 The property has been registered with the site/program administrator.
- 6.02.3 Reasonable provision has been mutually made for the security of the property.
- 6.02.4 The District will not assume that portion of personal losses covered by private insurance carriers.
- 6.02.5 The District shall provide employees copies of the form(s) necessary to register personal property under this section.

6.03 Building Site Safety

- 6.03.1 The member shall be responsible to report, in writing, to his/her immediate supervisor any unsafe, hazardous, unhealthy, or potentially dangerous working conditions.
- 6.03.2 The District shall investigate all conditions which are reported to be unsafe, hazardous, unhealthy or potentially dangerous and shall have the condition(s) remedied. The District shall institute such emergency safety precautions as it deems necessary. When it is determined that no emergency exists and no action is required, the reasons for that judgment shall be given to the member within ten (10) working days from the date the determination was made.
- 6.03.3 Repairs of equipment and instructional devices that pose a safety hazard shall be made as soon as possible by qualified repair personnel.

Whenever possible, unit members shall be given at least a two (2) day notice of the routine repair and maintenance of their classroom and classroom fixtures.

6.04 School Safety Committee

- 6.04.1 Unit members at each site may choose to create a safety committee. Committee participation shall be voluntary. Selection procedures shall be left to the staff at each site, but a contact person and back up shall be identified and communicated to the site administration, as well as the names of those on the committee.
- 6.04.2 The school Safety Committee, if formed, shall assist the school administration in all areas related to the maintenance of school safety, order and security. This shall include but not necessarily be limited to school intruders, routine school security procedures, and emergency procedures.
- 6.04.3 The administration shall advise the school safety committee members of an incident related to school safety and security.
- 6.04.4 The committee may request the Superintendent or designee to meet with the committee to discuss school security and safety concerns.

Article 7. CLASS SIZE

GRADE	LOADING RATIO	MAXIMUM CLASS SIZE
TK-1	26	27
2-3	30	31
4-6	32	34
7-8	33	36
9-12	33	36

The maximum direct instructional student contacts per day shall be limited to 165 students for grades 7-12, except where a teacher consents in writing to a deviation. Instrumental and choral music classes may exceed the maximum student contacts in 7-12 by 1.5 times. Physical Education classes may exceed the maximum student contacts in 7-12 by 1.35 times. Reduced schedule teachers and split assignment teachers shall have pro-rata totals.

- 7.01 Students shall not be assigned to any class which has reached the maximum class size except as provided within this article.
- 7.02 The site/program administrator is required to discuss class size at a member's request if the member's class exceeds the loading ratio.
- 7.03 Instrumental and choral music classes may exceed the maximums by 1.5 times. Physical education classes may exceed the maximum by 1.35.
- 7.04 The site/program administrator shall make a reasonable effort to schedule English composition classes in grades 9-12 with a maximum of 29 students.
- 7.05 The site/program administrator shall make a reasonable effort to schedule combination classes in which students are assigned to more than one grade level K-3 or 3-4 with a maximum of 29 students and 4-6 with a maximum of 30 students.
- 7.06 The District will make a reasonable effort, within the financial constraints of the District, to reduce class size maximums in those classes into which special education students are integrated, in remedial classes, and in high school composition classes.
- 7.07 Special Education Classes shall not exceed the maximum cited in the law.

7.07.1 SDC Class Size

SDC 7-12 non-severe caseload maximum shall be 26 beginning July 2002; RSP caseload shall be 28;

- a. The District shall make a reasonable effort to equalize class sizes as determined by the class roster throughout the District within the grade levels and programs consistent with the needs of the students as set forth in his/her IEP and the unique features of each group. "Reasonable effort" may include, but is not limited to include, busing students on a voluntary basis to other sites, moving students to other classes at that site, or adding an instructional aide.
- b. Except for Hearing Impaired, Visually Handicapped Preschool, SED, and Ralph Richardson Center classes, average class size within the SDC program in the District shall not exceed 12 students. The class size for

any specific class shall not exceed 17 students. In Hearing Impaired, Visually Handicapped Preschool, SED, and Ralph Richardson Center classes, the District class size average shall not exceed 10, and any individual class shall not exceed 14.

- c. The District and the Association agree to establish a Special Education/General Education Oversight Committee composed of seven members of which a majority are teachers. The committee shall recognize that consensus is the preferable decision making process. In cases where consensus is not achievable, all decisions and recommendations shall require five (5) votes. The oversight committee shall be established to oversee, guide, and facilitate the following initiatives:
 - i. Two-year K-12 pilot program that shall include no more than six (6) schools and at least two (2) high schools. (See MOU-Pilot Schools, Exhibit "P").
 - ii. Implementation of a variety of intervention models at volunteer sites.
 - iii. Training and professional development to support General Ed and Special Ed working together.
 - iv. Design and implementation of exit plan to move capable students into general ed.
 - v. Improved monitor plan to move more students out of resource.
 - vi. Minimization of labels and differentiation between resource and SDC delivery systems with the expectation that special education teachers (SDC and RSP) will collaborate to teach courses that cannot otherwise be delivered in general education classes.
 - vii. Possible recommendations to the Superintendent of further caseload reduction below 26 each successive year.
 - viii. Plan for improved parent communication and involvement.
- d. Effective 2012-2013, Laurel Ruff shall convert from a K-12 site to a 9-12 site and be regulated by the provisions of the collective bargaining agreement that are appropriate for its programs at that level. The provisions in particular will include, but not be limited to, the instructional time for students unless modified by an appropriate IEP, class size (Article 8) and the length of workday.

7.08 Caseloads for speech therapists shall conform to state code and the District shall make a reasonable effort to equalize caseloads. Therapists employed on a part-time basis shall have a pro-rata equivalent of the caseload of full-time therapists. For the purpose of making a reasonable effort to equalize caseload, the district shall begin loading to the ratio of 40:1. The Special Education Director or designee shall meet with the SLP leadership team to review on a quarterly basis SLP caseloads and make adjustments to ensure equitable workloads; thereby taking into account age of and number of students, number of assigned schools, and specific needs of students identified in IEP's.

The district shall hire .40 FTE additional nurses for the 2014-15 school year and (2.0 FTE) two additional nurses for the 15-16 school year.

- 7.09 Adjustments which need to be made in class size by the site/program administrator shall be made within twenty (20) instructional days of the first day of instruction. The site/program administrator shall discuss the problem with the members in the affected classes and shall explore alternative approaches to resolve the problem.

“Block” high schools shall have adjustments in class size met within 10 instructional days of the first day of instruction.

- 7.10 With the approval of the governing board, specific programs of a pilot or an experimental nature may be exempted from the maximum class size provisions.

- 7.11 The site/program administrator and the department chairperson in grades 9-12 (or if none exists, a member selected by the department), and the affected members in grades 7-8 shall identify the number of pupil work stations and the number of pupils to be assigned to each work station based on mutually agreeable objective criteria, that shall include but not be limited to functionality and safety, specific to the site for the following areas of curriculum: science, computer labs, industrial arts, home economics, and art. The number of pupils assigned to each work station shall be reduced to writing and will not be changed without mutual agreement of the administrator and department chair (or if none exists, a member selected by the department). If agreement cannot be reached, then the issue may be sent to dispute resolution (Exhibit “M”).

- 7.12 Exceptions to class size maximums may be made by the site/program administrator for curriculum for emergency purposes. The duration of such overloads may not exceed one (1) week.

- 7.13 The District will hire the equivalent of twenty-five (25) FTE teachers over the current ratio for class size reduction in areas of identified need.

- 7.14 Classes may deviate from the maximum class size only with the written consent of the member.

- 7.15 See Memo of Understanding—Exhibit “P”

- 7.16 It is the intent of the district to reduce class size using grade span adjustment funds provided by the Local Control Funding Formula (LCFF). The parties agree that the following stipulations represent “a collectively bargained alternative annual average class enrollment for each school site” in accordance with the California Education Code 42238.02(d) (3)(B)(i)(D). The provisions below shall supersede and replace current Article 7 K-6 requirements with each successive year of implementation. The parties further agree that for 2013-14 and 2014-15, Kindergarten through 3rd grade classes shall have a loading ratio of 30 students and a maximum class size of 31.

- a. Beginning in the 2015-16 school year the parties agree to the following CSR/Grade Span Adjustment implementation for all elementary and K-8 schools up through self-contained 6th grade.
- b. Beginning in the 2015-16 school year and after the 20th day of the school year, TK-1 classes will be loaded at 26:1 and shall have an average class enrollment for each school site not to exceed 26.50:1 and a maximum of 27.

- c. Beginning in the 2016-17 school year and after the 20th day of the school year, 2nd grade will be loaded at 26:1 and shall have an average class enrollment for each school site not to exceed 26.50:1 and a maximum of 27.
 - d. Beginning in the 2017-18 school year and after the 20th day of the school year, 3rd grade will be loaded at 26:1 and shall have an average class enrollment for each school site of 26.50:1 and a maximum of 27.
 - e. Beginning in the 2018-19 school year, 4th grade shall have a loading ratio of 26 and a maximum of 29 students.
 - f. Beginning in the 2019-20 school year, grades 5th grade shall have a loading ratio of 26 and a maximum of 29 students.
 - g. Beginning in the 2020-21 school year, grades 6th grade shall have a loading ratio of 26 and a maximum of 29 students.
- 7.17 If the 2015-16 LCFF Funding Gap Closure Rate, adopted by the legislature, is improved over the Department of Finance estimate as of November 1, 2014 (20.68%) and results in additional net revenue to the district, the parties agree to review and discuss the effects in the Budget Review Committee. The parties furthermore agree that the Budget Review Committee shall give primary consideration to accelerating 2nd grade class size reduction for the 2015-16 school year. Priority for the acceleration of class size reduction shall be given to schools with the highest numbers of students eligible to receive supplemental funds.
- 7.18 Both parties recognize that because of the funding, the scale of the implementation plan, and the extended timeline, the CSR/GSA timeline may require or allow for adjustments. Therefore, the parties agree that the SJTA/SJUSD Budget Review Committee will convene annually to determine the feasibility of accelerating or slowing the implementation timeline and make recommendations for the full range of options.

Article 8. HOURS

8.01 Working Hours

- 8.01.1 Each member shall be at the school or other work site fifteen (15) minutes before the instructional day begins, except those assigned to “zero” period. Each member may leave after the end of the instructional day except when meeting the needs of students or parents, or when attending school-related conferences or meetings. On District-wide banked days, each member may leave at the end of the regular (non-banked) instructional day.
- 8.01.2 Members may be required to participate in such non-instructional functions as attendance at student and parent orientation sessions, PTA/ PTSA and Parent Club meetings, Open House and Back-to-School Night.
- 8.01.3 Except to cover emergencies, on or off-site supervision of student related non-instructional activities beyond the work day shall not exceed three (3) per semester. Unit members at each site may choose to form a liaison committee made up of a Faculty Rep and at least three (3) teachers selected by the unit members at each site. This committee and the site administrator shall review the student-related non-instructional activities/adjunct duties and determine the method, appropriateness (i.e. definition of NID), for these activities/duties. The intent of this language is to provide a safe environment for students and to insure that teachers are only required to perform necessary duties related to supervision and student safety. If the committee and administrator cannot reach a consensus, the issue shall be referred to the Superintendent/designee and the SJTA President/designee for final disposition. Sponsorship of clubs, classes or other student activities shall be done on the basis of sharing this responsibility as equally as practicable among the staff in the school. Nothing in this section shall prevent members from volunteering for sponsorships or supervisions duties. The principal will make a reasonable effort to schedule on or off-site non-instructional activities on instructional days.
- 8.01.4 In addition to other provisions of this article and to assure the safety of K-8 and Individuals With Exceptional Needs students, members may be required to supervise students while boarding or disembarking from the school buses, up to a maximum of 15 minutes during each assigned day, except in case of an emergency.
- 8.01.5 It is mutually understood that the District and Association recognize the need to ensure the safety of all students. Each elementary school and middle school site shall develop a plan that will achieve this end. The plan may utilize persons outside the bargaining unit. Should no plan be agreed upon by a majority of the bargaining unit members and the principal at that site, the prevailing practice of assigning duties shall continue for the duration of this agreement.
- 8.01.6 In requiring members to perform non-instructional duties, the duties shall be assigned as equally as practicable at each work site.
- 8.01.7 7-12 Preparation Time

Each full-time classroom teacher assigned to a middle or high school and each 7-8 grade teacher assigned to Orangevale Open Elementary School shall have one (1) period (part-time pro rata share) as part of the instructional day for planning and preparation of classes, holding conferences with parents or

students, or other related activities. Members shall not be required to relinquish this time nor to substitute for another member no to perform other duties more than three (3) times during the school year except to cover emergencies. In addition to the above, members may voluntarily relinquish their prep time to substitute for another member with the prior approval of the site administrator.

8.01.8 Elementary Preparation Time

- a. Regular elementary classroom teachers, special education teachers in SDC classes and SDC teachers at Laurel Ruff Center and Ralph Richardson Center, preparation time teachers, traveling teachers and all 7-8 teachers assigned to a K-8 school except Orangevale Open shall receive 160 minutes of preparation time each week within the instructional day at District expense and delivered by other than regular classroom teachers. Part-time to be prorated.
Preparation time teachers shall not be assigned to teach more than the number of instructional minutes per week assigned the grade 4-6 teachers at the site where the prep teacher has the majority of his/her assignment. Effective 7-1-1999, elementary specialists shall not be required to teach more than 33 periods/week.
- b. Individual school site staffs shall, in consultation with the principal and by Mutual agreement, develop and plan to alleviate having the same person lose prep time every week in which there is a holiday or non-instructional/non-standard work day. The plan shall not result in an increased cost to the District.

8.01.9 Members shall be provided an uninterrupted duty-free lunch period of no less than thirty (30) minutes per day that the District offers a lunch period for students. The member's lunch period shall not be reduced by the addition of non-instructional duties except in case of an emergency.

Teacher Librarians shall meet and review with the principal to ensure lunchtime minutes are commensurate with other teachers at their site. Upon mutual agreement the principal and teacher librarian may establish an alternative schedule that meets the needs of the site but shall not exceed the length of the existing contractual day/week.

8.01.10 The District shall provide 10 minutes of duty-free relief for any teacher grades 1-6, who is assigned A.M. recess duty and who has no other free recess or preparation time in the morning. If a teacher has 200 minutes or more uninterrupted work time (teaching and recess duty) after the lunch break, the teacher will be provided a 10-minute break. This is in addition to the teacher's preparation time.

8.01.11 Part-time teachers shall be responsible for a pro rata share of site duties.

8.01.12 General faculty meetings shall be limited to an equivalent of one 75-minute meeting a month unless there is an emergency. The general faculty meeting provision does not apply to teacher responsibilities in 8.01.1, 8.01.2 and 8.01.12. Part time members are required to attend the entire faculty meeting unless otherwise provided in this contract or by agreement with the principal.

8.01.13 Teachers shall attend additional meetings as may be required by district, state, or federal programs (e.g. grant meetings, ELL, Special Education, etc.)

8.01.14 Instructional Minutes

K-6: Commencing 1994-95, all students in grades 4-6 shall have a regular instructional day of no less than 315 minutes, and students in grades 1-3 shall have a regular instructional day of no less than 310 minutes, unless otherwise provided.

7-8: Commencing in 1996-97, instructional minutes for students in grades 7-12 shall be an average of 342 instructional minutes per day.

9-12: The instructional year shall consist of 64,800 minutes. There will be six, 57 minute periods with 25 minutes passing time and 30 minutes lunch.

The 9-12 daily schedule will include five periods of instruction and one period of preparation. The current practice regarding zero period is to continue.

A teacher's workday cannot be modified except as outlined in Section 8.01.15.

8.01.15 Time and/or program modification

- a. The District may modify up to 5 minutes per day as necessitated by the transportation schedule.
- b. The determination of the 4-6 program regarding a standard or early/late schedule at each school will be established based upon a majority vote of the bargaining unit members involved.
- c. The length of the instructional day at an individual work site shall be modified when it is determined jointly by the administration and a majority vote of the unit members at that site that such a change will improve the instructional program.
- d. For those schools currently on early/late schedules, the following provisions shall apply:
 - i. Commencing 1994-95: The regular student instructional day shall be no less than 285 minutes. The teacher instructional day shall be no less than 315 minutes at grades 4-6 and no less than 310 minutes at grades 1-3.
 - ii. If the teachers vote to change to a non-early/late schedule, that school may not return to an early/late schedule for the length of this contract.
 - iii. If the school remains on an early/late schedule, the schedule shall not impact the transportation schedule.
 - iv. All schools must comply with the provisions of Senate Bill 813.

- v. Schools must assure that Language Arts curriculum is infused throughout the entire school day.
- vi. Schools must demonstrate that the student grouping is flexible and data is used to adjust groups (as needed) to support student learning.

The implementation of the increase in instructional minutes shall be decided jointly by the administrator and a majority vote of the unit members at the site provided it does not impact other schools or programs.

8.01.16 Kindergarten teachers shall be available for assistance or assignment in the instructional program of the primary grades when not involved in the kindergarten program. (See exhibit "I")

8.01.17 The District and Association agree that if teachers at a school have a concern regarding the number of meetings, they will follow the "Dispute Resolution Mechanism" in Exhibit M of this contract.

8.01.18 In the event a school has a need for additional staff to teach for only a portion of an FTE and no qualified part-time staff member wants to increase his/her contract, the principal may offer an employment contract to qualified full-time classroom teachers for greater than 1.0 FTE, subject to the following:

- a. The additional sections may not total more than .40 FTE in any one subject area. If an additional section is required, Human Resources will consult with SJTA.
- b. The additional assignment may be for up to one semester or one year, depending on the nature and anticipated duration of the course, but may not exceed one year without offering other members of the staff the opportunity to contract for the additional assignment.
- c. An individual employee may not contract for more than one additional period at a time.
- d. This provision will apply at elementary, middle and high schools.
- e. The individual teacher who accepts the additional assignment shall have his/her contract adjusted upward at the employee's pro-rata per-diem rate for that portion of the day and year for which he/she renders the additional service. In addition, the contact maximums specified in Article 7, Class Size, shall be adjusted on a proportionate basis to reflect the additional assignment.
- f. The parties agree to review this provision in the spring of 2008.

8.02 Work Year Calendar

8.02.1 The regular work year for teachers shall be 180 instructional days and two (2) non-instructional days and three (3) staff development days (eighteen [18] hours) for a total of 185 days. Any teacher unable to make up the staff development as planned by the school site shall be provided opportunities to make up the hours. Opportunities for make-up will be provided for all members to ensure completion of all required hours. Teachers unable to make up the hours may use their

accrued sick leave in order to be paid for the 3 staff development days. The District may require newly hired teachers to serve up to two (2) additional non-instructional days during their first two years in the District for District in-service.

8.02.2 The non-instructional work days shall occur the day preceding the beginning of each semester (excluding any holiday or non-school day). The program activity for the second non-instructional work day shall be mutually agreed upon by the staff and the site/program administrator. In the event they are unable to agree, the site/program administrator shall be responsible for one-half of the non-instructional work day activity. The second non-instructional day at the elementary level shall be moved to the end of the first trimester prior to parent conferences.

8.02.3 Year-Round Schools. The non-instructional work days shall be mutually agreed upon by the staff and the site/program administrator.

8.02.4 Calendar. (Exhibit "C")

The parties agree to negotiate the calendars each two (2) years in advance of the beginning of the school year beginning with 1997-98. If no agreement is reached by June 1, of the first year in the two year cycle, the District has the right to adopt calendars consistent with the official county schools calendar.

8.02.5 The work year for high school counselors shall be 195 days of responsibility. The work year for counselors (K-12) hired after July 1, 2005, shall consist of 185 days of responsibility.

8.02.6 The work year for librarians/media specialists shall be 195 days of responsibility. The work year for librarians/media specialists (K-12) hired after July 1, 2005 shall consist of 185 days of responsibility.

8.02.7 Staff Development

a. The three (3) days or eighteen (18) hours of staff development shall be planned and scheduled by the school leadership team in the spring, in consultation with the school staff. At least six (6) of the eighteen (18) hours shall be scheduled prior to the start of the instructional year and no more than six (6) hours may be scheduled during the Thursday collaboration time.

b. Part-time teachers are responsible for a pro rata share of the eighteen (18) hours of staff development and they shall be compensated at their per-diem rate for the hours beyond their normal part-time assignment.

8.03 Advisor/Advisee—Homeroom

8.03.1 Every two (2) years, each middle school may develop an advisor/advisee plan based on a majority vote of the members affected at the site and principal approval; such plan shall not be grievable and will be considered outside the contractual number of student-teacher contacts.

8.03.2 The time for the advisor/advisee program shall be included within existing instructional time, unless the majority of the members affected votes to waive this provision.

- 8.03.3 Annually, each high school may develop a homeroom plan based upon a majority vote of the members affected at that site and principal approval, such plan shall not be grievable and will be considered outside the contractual number of student-teacher contacts.
- 8.03.4 The time for the homeroom plan shall be included within existing instructional time, unless the majority of members affected votes to waive this provision. Section 8.01.15.

8.04 Minimum Days

- 8.04.1 For minimum days established on Back-to-School Night and/or Open House, bargaining unit members may leave at the end of the student instructional day subject to the professional provisions of 8.01.1.
- 8.04.2 When a minimum day is established on the last day of school, bargaining unit members may leave at the end of the student instructional day after they have either completed check-out procedures or have made other arrangements with the site administrator.

8.05 Equity Days

- 8.05.1 Effective July 1, 2008, all members in grades 4-6 and 4-8 at K-8 schools, shall have three (3) days per year for planning, preparation, and holding conferences with parents. When the member's classroom or other equally suitable space is unavailable during these planning and preparation days, members may work at an alternate location. The principal must be notified in advance of the work location and the member must be available by phone during the instructional day. Members do not need to report to the site on these days unless the guest teacher is absent and every reasonable effort has failed to secure another guest teacher. If the member is required to return to the site, another day shall be allocated for preparation.
- a. For Title schools that are able to continue class size reduction below 25, current equity day allocation remain in force.
- 8.05.2 Teachers may exchange an equal amount of minimum day conference time for conferences scheduled after the end of the instructional day. The time exchanged shall be pre-arranged with the administrator.
- 8.05.3 For schools that no longer have class size reduction at the primary grades, the number of days currently allocated per upper grade teacher shall now be utilized to serve the whole school. The site leadership team, in consultation with the staff, shall determine how these days shall be utilized.
- 8.05.4 Special Education Teachers
- a. Effective with the ratification of this November 2014 agreement, Special education teachers shall be given three (3) days for the 2014-15 school year and four (4) days beginning in 2015-16 for planning, preparing and developing IEPs. When the member's classroom or other equally suitable space is unavailable during these planning and preparation days, members may work at an alternate location. The principal must be notified in advance of the work location and the member must be available by phone during the instructional day. When working

at an alternative site, members do not need to report to the site on these days unless the guest teacher is absent and every reasonable effort has failed to secure another guest teacher. If the member is required to return to the site, another day shall be allocated for preparation. Due to concerns related to guest teacher availability, members require the consent of the principal when using equity days on Monday and Friday.

Article 9. EMPLOYEE BENEFITS

9.01 Employee Benefits

9.01.1 The District shall make the following contributions for medical, dental, vision and group life insurance

- a. Medical: Commencing 7/1/1999, the District will make available to each member the cost of the member's premium for the member's HMO plan.

If for some reason a member does not wish to enroll in a District-sponsored medical plan, the member may elect to receive \$200 for the year in lieu of medical insurance to be applied to other insurance benefits or the Section 125 IRS plan, as approved by the District.

- b. Dental, Vision, Group Life: The District will contribute the premium amounts (employee only) for each member to be applied to dental care* (Delta Dental), vision care (VSP) and group life insurance for 1997/98. Effective 11/01/97, the dental cap to be raised to \$1,500.00. Life insurance coverage will be raised to \$100,000 basic term, effective 11/01/1998.

*Employees shall be eligible to re-enroll dependents in dental coverage based upon dentist verification that there is no immediate need to provide any dental care within the next year other than routine examinations and/or cleaning. The returning dependent(s) shall be treated for purposes of coverage as a new enrollee.

- c. Section 125-IRS: The unreimbursable medical cap for the Section 125 IRS provisions shall be modified to be in accordance with federal law.
- d. Post-employment Health Plan: Beginning July 1, 2000, the employer shall contribute annually for each eligible employee the amount of 0.5% of the lowest salary on the K-12 salary schedule.

i. The Post Employment Health Plan (PEHP) shall be suspended effective July 1, 2012 through June 30, 2014.

- e. Domestic partner coverage shall be provided as provided by law.

9.01.2 Members absent from duty on paid leave(s) of absence shall have the benefits provided by this section continued during such paid leave(s).

9.01.3 Members on unpaid leave(s) of absence shall be entitled to have their coverage continued at their own expense through arrangements made with the Benefits office.

9.01.4 In addition to the foregoing plans, a member may authorize amounts to be withheld for premiums of certain group life insurance plans, income protection plans, and annuities within the capacity of the District's payroll system.

9.01.5 Should a member's employment terminate following the last day of the school year and before the commencement of the ensuing school year, such member(s)

shall be entitled to continue coverage under the health, dental, life, and vision plans until August 31 of that year.

- 9.01.6 New members must enroll in any of the plans within thirty (30) days of their first date of employment. Insurance coverage will begin on the first day of the month for which premiums are paid. Continuing members may change among the health plans during the Benefit open enrollment.
- 9.01.7 For members under 65 who retire after December 6, 1978, the District shall continue payment of the premium for the employee only for medical and dental plans up to the end of the month in which the employee's sixty-fifth (65th) birthday occurs. This provision is subject to approval of the insurance carrier or benefit provider.
- 9.01.8 Retired members may elect to pay for coverage after age 65.
- 9.01.9 Members employed for fifteen (15) hours or more per week on a regular part-time basis shall receive all member medical, dental, vision and life insurance benefits provided in Section 9.01.1.
- 9.01.10 Employees working less than 15 hours per week shall receive fifty percent (50%) of the District contributions toward those benefits in Section 9.01.1, provided the member enrolls in the programs and personally contributes the balance of the premium costs.

Effective July 1, 2005, all new, less than full time members shall receive a pro-rated share of the District contributions toward those benefits in Section 9.01.1. Members who work:

25% or less shall receive 25% district contribution

Greater than 25% up to 50% shall receive 50% district contribution

Greater than 50% up to 75% shall receive 75% district contribution

Greater than 75% up to 100% shall receive 100% district contribution

Sections 9.01.9 and 9.01.10 shall remain in full effect for all current part-time members. Bargaining unit members who are participating in the Article 10 Pre-Retirement Reduced Work-Load Program shall be entitled to benefits as required in Article 10.02.4c.

- 9.01.11 Members who would otherwise be eligible for continuing health care benefits under Section 9.01.7, but who choose not to formally retire under STRS, and are not gainfully employed, will be allowed to purchase medical and dental coverage through the District.

9.02 Member Travel

- 9.02.1 Members who may be requested to use their own auto in performance of their duties and members who are assigned to more than one work site shall be reimbursed at a rate in accordance with the IRS mileage reimbursement rate for:
 - a. Travel between work sites.
 - b. Meetings or activities assigned by the District.
 - c. Other work-related responsibilities
- 9.02.2 Reimbursement for mileage shall be for miles actually driven and must be approved in advance by the member's site/program administrator or designee.

9.02.3 Members of the bargaining unit who are regularly assigned to be at more than one site shall be entitled to the same preparation period, lunch and relief benefits he/she would enjoy if the member was assigned to a single site.

9.03 Physical Examinations

Examinations for tuberculosis may be required every four (4) years. Such examinations shall be paid for by the District.

9.03.1 Medical Examinations: All medical examinations and test required by the District of any member of the bargaining unit shall be paid for by the District.

9.04 Dependent Coverage

Purchase of dependent coverage of all health and welfare benefits within the limits of the present benefit plans shall be available to all members at group rates. Each full-time member shall have the option of selection one of the following:

9.04.1 The District will contribute for each full-time member a dollar amount equal to seventy-five percent (75%)

OR

9.04.2 This section applies only to those members hired prior to July 1, 1999. A member not selecting dependent health coverage will receive from the District \$35.00 per month (10-month basis) which may be applied to a tax sheltered annuity and/or health and welfare benefits.

For less than full-time members, coverage under these sections (9.04.1 and 9.04.2) shall be computed in accordance with Sections 9.01.11 and 9.01.12.

9.05 Continuance of Dependent Benefits on Death of Employee

If an employee who has selected District payment of all or part of the cost of dependent medical and dental coverage dies before retiring, full dependent coverage for a period of one year shall be continued by the District for all dependent survivors who have been enrolled in District/Association approved fringe benefit programs. This provision is subject to insurance carrier or benefit provider approval.

9.06 Medicare

The District agrees to implement the Medicare program by June 1995 with an understanding the cost of the program is part of total compensation for 1995-96.

9.07 Early Retirement Incentive

Members must provide written binding notification to Human Resources by February 1, 2008 of their retirement at the end of this school year. Members who do so will be paid an incentive as follows:

- a. Members with nineteen (19) or less years of district service will receive \$500.00
- b. Members with twenty (20) or more years of district service will receive \$1000.00.

9.08 Hearing Aid Benefit

Beginning with the benefits plan period effective January 1, 2016, the district shall provide a hearing aid benefit for employees and dependents. The parties agree that the \$1000 allowance level will be the maximum plan allowance level as long as that plan option is available by current providers under similar terms as currently offered.

9.09 Interdistrict Transfer for Employee Dependents

Bargaining unit members living outside the district may obtain an interdistrict agreement from their home district. Placement within the SJUSD will be based upon a space available basis and they will have top priority within all interdistrict transfers. This excludes special education.

Article 10. PRE-RETIREMENT REDUCED WORK-LOAD PROGRAM

10.01 Provisions

AB 3339, amending Sections 44922, and of the Education Code and Section 20185 of the Government Code, is incorporated into this contract and supplemented as follows:

10.01.1 By the fifth (5th) instructional day after January 1, Human Resources shall E-mail to all work sites a letter containing:

- a. An explanation of member eligibility.
- b. Program description.
- c. Essential procedures for applying for the program.
- d. Statement that participation in the program can be exercised only at the request of the member and can only be revoked with the mutual consent of the member and the District.

10.01.2 By the fifth (5th) instructional day after January 1, Human Resources shall transmit to the Association a copy of the letter and a list of names of members eligible for this program.

10.01.3 The District and the Association shall agree on the form of the contract.

10.01.4 The contract between the District and the participating member of the bargaining unit shall be consummated on or before May 1st. The member may be accompanied by an Association representative in any meeting he/she attends with the District pursuant to this Article.

10.01.5 On or before May 18, the District shall provide the Association with a list of the members of the bargaining unit who will be participating in the pre-retirement reduced work-load program.

10.01.6 A member of the bargaining unit who has entered into a contract with the District to participate in the pre-retirement reduced work-load program shall have five (5) days from the date of his/her signing the contract to revoke such contract.

10.01.7 A member may terminate his/her contract with the District prior to March 1 of any school year preceding his/her 65th birthday. The member shall be entitled to return to full-time service unless the member will be 65 years of age prior to the commencement of the school year.

10.02 Procedure

10.02.1 Eligibility. Member must:

- a. Be no less than 55 years of age and no more than 65 years of age at the time the contract is entered.
- b. Have completed ten (10) years in a full-time certificated position.

- c. Have served full-time for the preceding five (5) years with no break in service as specified in Education Code, Section 44922, and STRS rules and regulations.

10.02.2 Application

- a. Member must apply to the Human Resources Director in writing with a copy to the site/program administrator.
- b. Applications must be received in Human Resources by March 15 of the school year preceding entry into the program.
- c. Final action on all applications must be completed by April 15th.
- d. Prior to approval of the contract, the member shall be given a statement showing the following information related to the proposed employment under the reduced workload contract:
 - i. The level of service to be rendered (e.g., either the number of days per year or the number of hours per day) for the term of the contract.
 - ii. The annual rate of pay for the first years' service.
 - iii. The total retirement contribution to be paid by the employee.
 - iv. All amounts to be deducted from the member's salary and the purpose of each deduction.
 - v. The group coverages applicable to the member and the effect, if any, of the member's acceptance of a reduced workload contract, on those coverages, for the first years' service.

10.02.3 Options. Member may opt, with District approval, to:

- a. Perform service for a minimum of half days for a full year.
- b. Perform service full-time for a minimum of a half year.
- c. The service requirements specified in subdivisions a and b, at the discretion of the Human Resources Assistant Superintendent/designee may be fulfilled at any time within the current fiscal year for which retirement credit is sought.

10.02.4 Remuneration

- a. Salary shall be proportionate to the time served, but that time shall not be less than one-half of an annual basis.
- b. Member shall retain all other rights and benefits for which the member makes payments that would be required if the member remained in full-time employment and the health benefits provided in Section 53201 of the Government Code as if the member were full time.

- c. Retirement contributions and benefits shall be maintained as if the member were full time.

10.02.5 Contract

Members shall sign a contract no later than May 1 of the year preceding service under this term.

10.02.6 Term

- a. The contract shall not extend beyond the June 30th following the member's sixty-fifth (65th) birthday.
- b. The member may terminate the contract in accordance with subparagraph 10.01.7.

Article 11. SALARY SCHEDULES

11.01 Certificated Salary Schedules

All salary and stipend schedules shall be increased by a total of 4.5%. 3.0% shall be retroactive effective July 1, 2014 and 1.5% shall begin February 1, 2015. The 3.0% increase shall be implemented no later than December 19, 2014. The retroactive payment to July 1, 2014 shall be received no later than January 30, 2015. The remaining 1.5% on the salary schedule shall be implemented beginning February 1, 2015.

Effective July 1, 2015 Exhibit D-6 shall be replaced by a pay scale as follows: Members participating in instructional, co-curricular, professional development beyond the regular workday and work year shall be compensated at the hourly rate of \$36 per hour for members who have been credited with up to 10 years experience per Exhibit D and \$46 per hour for those who have eleven (11) plus years per Exhibit D. Adult Education members participating in instructional, co-curricular, professional development beyond the regular workday and work year shall be compensated at their hourly rate per Exhibit D-4.

The San Juan Unified School District (SJUSD) has an interest in working collaboratively with the San Juan Teacher's Association (SJTA) to create intent language and protocols to facilitate positive and productive conversations and processes on the concept of Total Compensation in the District. The goal is to create agreed upon norms and shared language related to Total Compensation.

11.02 Future Salary Schedule

A sub group of both bargaining teams will continue the work of creating a new professional salary schedule that will promote quality teaching and make teaching competitive with comparable professions. The goal is to significantly increase the teacher salary schedule to be competitive with the education labor market and comparable professions. The goal is to increase the base, provide incentives and rewards for knowledge and skills, and reward for additional instructional responsibilities and leadership

11.03 The certificated special assignment schedule is shown as Exhibit D-6.

11.04 Extra-curricular class activities stipends are shown as Exhibit D-7.

11.05 Athletic services stipends are shown as Exhibit D-8.

11.06 Leadership/support staff stipends are shown as Exhibit D-9

11.07 The Permit Teacher, Developmentally Handicapped Program salary schedule is shown as Exhibit E-1.

11.08 Early Childhood Education Consolidated salary schedule is shown as Exhibit F-1.

11.09 Early Childhood Education, Teacher/Lead Teacher salary schedule is shown as Exhibit F-1a.

11.10 Early Childhood Education, Child Development Permit Teacher salary schedule is shown as Exhibit F-1b.

11.11 Independent Study salary schedule is shown as Exhibit D-3. Effective with the 2015-16 school year, Independent Study teachers move to the regular K-12 salary schedule, Exhibit D-1.

11.12 Adult Education hourly rates are shown on Exhibit D-4.

All increases provided by this Article shall be rounded to the nearest dollar as shown in the attached schedules.

Article 12. PROFESSIONAL DUES AND PAYROLL DEDUCTIONS

- 12.01 Any unit member who is a member of the SJTA/CTA/NEA, or who has applied for membership, may sign and deliver to the District an assignment authorizing deduction of unified membership dues, initiation fees and general assessments in the Association. Such authorization shall continue in effect from year-to-year unless revoked in writing. Pursuant to such authorization, the District shall deduct one-tenth (1/10) of such dues from the regular salary check of the unit member each month for ten (10) months. Deductions for unit members who sign such authorization after the commencement of the school year shall be appropriately.
- 12.02 With respect to all sums deducted by the District pursuant to authorization of the employee for membership dues, the District agrees to remit promptly such monies to the Association accompanied by an alphabetical list.
- 12.03 The Association agrees to furnish any information needed by the District to fulfill the provisions of this Article.
- 12.04 Upon appropriate written authorization from the member, the District shall deduct from the salary of any member and make appropriate remittance for annuities, credit union, or any other plans or programs approved by the Association or the District.
- 12.05 Agency Fee
- 12.05.1 Any unit member who is not a member of the SJTA/CTA/NEA, or who does not make application for membership within thirty (30) days of the effective date of this Agreement, or within thirty (30) days of the date of commencement of assigned duties within the bargaining unit, shall become a member of the Association or pay to the Association a fee in an amount equal to unified membership dues, initiation fees and general assessments, (consistent with the attached Side Letter) payable to the Association in one lump sum cash payment in the same manner as required for the payment of membership dues, provided, however, that the unit member may authorize payroll deduction for such fee in the same manner as provided above in this Article. In the event that a unit member shall not pay such fee directly to the Association, or authorize payment through payroll deduction as provided in above, the Association shall so inform the District, and the District shall immediately begin automatic payroll deduction as provided in Education Code section 45061 and in the same manner as set forth above in this Article. There shall be no charge to the Association for such mandatory agency fee deductions.
- 12.05.2 Any unit member who is a member of a religious body whose traditional tenets or teachings include objections to joining or financially supporting employee organizations shall not be required to join or financially support SJTA/CTA/NEA as a condition of employment; except that such unit member shall pay, in lieu of a service fee, sums equal to such service fee to one of the following non-religious, non-labor organizations, charitable funds exempt from taxation under Section 501 (c) (3) of the Title 26 of the Internal Revenue Code. For example: Foundation to Assist California Teachers—such payment shall be made on or before same date as cash dues/fees of each school year.
- a. Proof of payment and a written statement of objections along with verifiable evidence of membership in a religious body whose traditional tenets or teachings object to joining or financially supporting employee organizations shall be made on an annual basis to the Association and

District as a condition of continued exemption from the provisions above. Proof of payment shall be in the form of receipts and/or canceled checks indicating the amount paid, date of payment, and to whom payment in lieu of the service fee has been made. Such proof shall be presented on or before (same date as cash dues/fees) of each school year.

- b. Any unit member making payments as set forth above and who requests that the grievance or arbitration provisions of this Agreement be used in his or her behalf, shall be responsible for paying the reasonable cost of using said grievance or arbitration procedures.

12.05.3 With respect to all sums deducted by the District pursuant to the above provisions, whether for membership dues or agency fee, the District agrees promptly to remit such monies to the Association accompanied by an alphabetical list of unit members for whom such deductions have been made, categorizing them as to membership or non-membership in the Association, and indicating any changes in personnel from the list previously furnished.

12.05.4 The Association agrees to furnish any information needed by the District to fulfill the provisions of this Article.

12.05.5 The Association and the District agree as follows:

- a. The Association agrees to pay to the District all legal fees and legal costs incurred in defending against any court action and/or administrative action challenging the legality or constitutionality of the agency fee provisions of this Agreement or their implementation (and to pay any judgment or settlement liability arising out of such challenge).
- b. The Association shall have the exclusive right to decide and determine whether any such action or proceeding referred to in Paragraph 1 shall or shall not be compromised, resisted, defended, tried, or appealed.

Article 13. DEFINITIONS

When used in this contract, the identified terms shall have the following meanings:

- 13.01 "Teacher, member, or member of the bargaining unit": any employee who is covered by this contract.
- 13.02 "Instructional Day": a day when students are in attendance and that time each day during which students are required to be in school unless otherwise provided for in this contract.
- 13.03 "Daily rate of pay": the member's annual basic salary divided by the number of calendar Work days he/she is required to render service.
- 13.04 "District, Board, or Administration": management of the San Juan Unified School District.
- 13.05 "Governing Board": the San Juan Unified School District Board of Education.
- 13.06 "Immediate family": the following relatives of the employee, or of the spouse of the employee: mother, father, grandmother, grandfather, brother, sister, son, son-in-law, daughter, daughter-in-law, foster parents, foster children and grandchildren, or a brother-in-law or sister-in-law of an employee, or any relative living in the household of the employee.
- 13.07 "Minimum instructional day": 200 minutes for Kindergarten
230 minutes for grades 1-3
240 minutes for grades 4-12
- 13.08 "Work day": a day when the administrative offices of the District are open.
- 13.09 "Working day": any designated work day on the member's school year calendar.
- 13.10 "Seniority" is determined by hire date. Those members with the same hire date shall have their seniority determined by lot. Once a seniority number is assigned, it remains in effect during the member's length of service and is applicable to all items covered by seniority in this Agreement.
- 13.11 "District Resource Teachers": members assigned to District-wide non-supervisory curriculum and program responsibilities working with staff and/or students.
- 13.12 "Domestic Partners": shall be defined as provided in state law.

Article 14. ADULT EDUCATORS

14.01 Contract Provisions. Adult Education Teachers included in the bargaining unit, under Exhibit A, shall be entitled only those rights under this agreement which are specified below:

14.01.1	Article 1	Contract Provisions
14.01.2	Article 2	Grievance
14.01.3	Article 3	Evaluation
14.01.4	Article 4	Transfers (except section 4.3)
14.01.5	Article 5	Leaves
14.01.6	Article 6	Member Safety and Protection
14.01.7	Article 9.2	Member Travel Eligibility
14.01.8	Article 10	Pre-Retirement Reduced Work-Load Program
14.01.9	Article 12	Professional Dues and Payroll Deduction
14.01.10	Article 13	Definitions
14.01.11	Article 16	Due Process
14.01.12	Exhibit "D"	Salary Schedule

14.02 Salary. The salary schedule for Adult Education teachers is set forth in Exhibit D-4.

14.03 Employee Benefits.

14.03.1 Employee benefits will be applied in Section 14.03.2 in accordance with the following qualification guidelines:

- a. Adult Education teachers who were employed during the first term of the 1983-84 school year are eligible to receive employee benefits in the following manner:
 - i. An Adult Education teacher whose teaching assignment is from eight (8) to fourteen (14) hours per week is entitled to one-half (1/2) benefit status.
 - ii. An Adult Education teacher whose teaching assignment if fifteen (15) or more hours per week is entitled to full benefit status.
- b. Adult Education teachers who employment date is January 3, 1984 or later are eligible to receive the District's employee health and welfare benefits in the following manner:
 - i. In order to qualify for benefits, and Adult Education teacher must have an Adult Education teaching assignment of 10 or more hours per week for a minimum of 10 weeks (one Adult Education term) with the anticipation of the assignment continuing for 10 or more hours per week in a succeeding 10 week term.

- ii. An Adult Education teacher whose teaching assignment is 10 or more, but less than 15 hours per week, is eligible to participate in a District-approved tax sheltered annuity.
- iii. An Adult Education teacher whose teaching assignment is 15 or more, but less than 17.5 hours per week, is eligible for 50% benefits.
- iv. An Adult Education teacher whose teaching assignment is 17.5 or more, but less than 22.5 hours per week, is eligible for 75% benefits.
- v. An Adult Education teacher whose teaching assignment is 22.5 or more hours per week is eligible for full (100%) benefits.
- vi. An Adult Education teacher's benefit eligibility status may change upward during an Adult Education term if the hourly teaching assignment is increased. If the hourly teaching assignment decreases sufficiently during the term to warrant a change in the benefit status, the downward adjustment will be made only at the end of that term.

14.03.2 The District shall make the following contributions for medical, dental, vision and group life insurance for adult educators:

- a. Medical: The District will make available to each member the cost of the member's premium for the member's HMO plan.

If for some reason a member does not wish to enroll in a District-Sponsored medical plan, the member may elect to receive \$550.00 for the year in lieu of medical insurance to be applied to other insurance benefits or annuities, as approved by the District. This change will be implemented for all hires beginning in the 2015-16 school year. Adult Education teachers hired prior to July 2015 may elect to receive \$959.70 for the year in lieu of medical insurance to be applied to other insurance benefits or annuities, as approved by the District.

- b. Dental, Vision, Group Life: The District will contribute the premium amounts (employee only) for each eligible member (full benefit status) to be applied to dental care (Delta Dental), vision care (VSP), and group life insurance. Life insurance coverage will be raised to \$100,000 basic term, effective 11/01/1998.

14.03.3 Dependent Coverage

The District agrees to provide 75 percent dependent medical coverage for full-time adult educators entitled to receive fringe benefits.

14.04 Calendars

14.04.1 The District shall notify Adult Education teachers, who are scheduled to teach. The member shall indicate to the District, in writing, his/her availability for such assignment by the date indicated on the teacher assignment notification. (Exhibit "G").

14.04.2 Prior to the beginning of instruction, the District shall provide the Association a list of Adult Education teachers scheduled to teach during a given school year and the assignment profiles of each teacher.

14.05 Adult Educators Moving into K-12

14.05.1 SJUSD Adult Education teachers who transfer into the K-12 program shall be given year-for-year credit on the salary schedule for experience as an Adult Education teacher, not to exceed eleven (11) years, provided they have:

- a. Taught at least 810 instructional hours in an Adult Education Program during each school year that the teacher wishes to transfer credit to a K-12 program (742.5 instructional hours for those programs where there were only 33 weeks in the entire program).
- b. Been fully credentialed, with a regular K-12 credential, for each year that he/she had the appropriate number of instructional hours (see a. above).

14.05.2 For those adult educators who have permanency in the Adult Education programs and who the District determines to hire into the K-12 program, such persons will receive year-for-year credit on the regular salary schedule for each year in the Adult Education Program during which the member taught at least 15 hours per week for the full year. That person's seniority will be determined by his/her first date in paid service as a probationary employee in the District's Adult Education program. Upon being hired into the regular program, such person will retain his/her permanent status in Adult Education during his/her probationary period in the regular program and, upon being hired for a third consecutive year, shall elect whether to retain tenure in Adult Education or become tenured in the regular program.

14.05.3 Transfer of adult educators to a K-12 program shall occur through the voluntary transfer procedure in the contract, similar to the way Preschool teachers transfer to a K-12 program.

14.05.4 Adult Education teachers shall be considered for K-12 positions prior to the assigning of new employees in accordance with Section 4.04.

14.05.5 Adult educators shall be given first consideration for all Adult Education teaching positions for which they are qualified.

14.06 Adult Education Evaluation

14.06.1 The formal evaluation procedures outlined in Article 3 of the contract are applicable for Adult Education teachers working in programs that are at least 33 weeks in length and teach an average of at least 15 hours per week in those programs, or are teaching classes for which high school credit is given.

14.06.2 Any official District form used for evaluation of Adult Education teachers shall be as mutually agreed upon by the District and the Association.

14.07 Mileage

14.07.1 Adult Education teachers who are assigned to more than one work site shall be reimbursed at the District reimbursement rate for travel between work sites so long as there is not more than ninety (90) minutes between work assignments.

Article 15. SCHOOLS OF INNOVATION

- 15.1 A School Wide Learning Support Team Joint Committee shall be established to discuss issues and interests related to the School Wide Learning Support Team concept. The committee will convene within 60 days after ratification of this contract. Results of the committee's work and any recommendations shall be made to the respective bargaining teams no later than March 1, 2015.

- 15.2 An Extra Curricular Class Activities Stipends Joint Committee shall be established to create intent language and an innovative. Flexible and site-based allocation model related to Exhibit D-7 (Extra-Curricular Class Activities Stipends). The committee will convene within 90 days after ratification of this contract. Results of the committee's work and any recommendations shall be made to the respective bargaining teams no later than April 1, 2015.

Article 16. BARGAINING UNIT MEMBERS' JUST CAUSE, DUE PROCESS AND PROGRESSIVE DISCIPLINE

16.01 Purpose

- 16.01.1 This Article is to establish just cause, due process, and progressive discipline for disciplinary action affecting bargaining unit members. These provisions govern progressive discipline for all bargaining unit members short of dismissal or suspension in excess of fifteen (15) days.
- 16.01.2 No bargaining unit member will be disciplined, reduced in rank or compensation, nor otherwise subjected to adverse action as a result of alleged misconduct, without "just cause", unless otherwise specifically addressed in this Agreement. Applicable standards of "just cause" are those promulgated by the American Arbitration Association, Department of Education and Training, herein included as Exhibit "H" to the Agreement. While conformance with such standards is an expectancy during all disciplinary considerations, satisfaction of such standards shall not constitute a "threshold issue" to a full merit's review.
- 16.01.3 The parties endorse the utilization of the Agreement and the contractual grievance and arbitration proceedings. Any alleged misconduct which can be remedied by progressive discipline must be remedied in accordance with this Agreement.
- 16.01.4 District action to terminate any extra assignments remunerated on the Certificated Special Assignment Schedules (Exhibits D-5—D-8) beyond the employee's regular classroom assignment shall not be reviewable under this Article. The District's decision not to reemploy a probationary employee shall not be subject to this Article.

16.02 Mutual Protocols:

The District and the Association agree to conform to the following in order to provide for fair, thorough and objective joint consideration in any proceeding.

- 16.02.1 Full good faith disclosure of known facts, circumstances, and evidence pertinent to any issue under consideration.
- 16.02.2 Diligent joint effort to effect appropriate confidentiality, proper interpersonal behavior, and objective communication during initial consideration and subsequent review of any disciplinary issue.

16.03 General Provisions:

16.03.1 Representation:

Upon request, bargaining unit members have the right to secure and utilize Association representation for any disciplinary considerations.

16.03.2 Right of Rebuttal

Bargaining unit members shall have the right to rebut any written warning or reprimand by following the procedures under Section 3.05.5.

16.03.3 Acknowledgement of Receipt of Documents

The bargaining unit member shall acknowledge receipt of all documents intended for placement in his/her personnel file in the manner set forth in Article 3, Section 3.05 "Personnel files" of this Agreement. Notice may also be documented by utilizing certified, return receipt requested, mail to transmit true copies of documents to be filed.

16.04 Grounds:

16.04.1 Grounds for "progressive discipline" under this Article include, but are not limited to, the following dismissal categories derived from the California Education code:

- a. Immoral or unprofessional conduct.
- b. Dishonesty.
- c. Violation of or refusal to obey the school laws of the State or reasonable rules prescribed by the District.
- d. Occasions of use of alcoholic beverages or other drug abuse which makes the bargaining unit member unfit to instruct or associate with children.

16.05 Levels of Progressive Discipline:

Progressive discipline shall function as a graduated system of penalties for continued infractions. (Exhibit "L").

16.05.1 Administration of disciplinary action shall conform to the following progression:

a. Informal Level

The parties believe that disciplinary questions and/or issues are best resolved by means of objective discussion between administrators and bargaining unit members. This may result in a verbal warning. This is the first level prior to formal discipline.

c. Formal Level.

Refer to 16.06 for implementation of the levels listed below.

i. Written Warnings

Written warnings issued to the bargaining unit member constitute the first level of formal discipline.

ii. Written Reprimand

Written reprimands for placement into the bargaining unit member's personnel file constitute the second level of formal discipline. The District must append to the reprimand any prior written warnings and/or reprimands which are to be relied upon for any purpose.

iii. Suspension Without Pay

A second written reprimand for placement into the bargaining unit member's personnel file, including suspensions without pay (not to exceed fifteen [15] working days), shall constitute the third level of formal discipline. The District must append to the reprimand any prior written warnings and/or reprimands which are to be relied upon for any purpose.

16.05.2 While progressive discipline levels may not be bypassed arbitrarily or capriciously, it is mutually recognized that certain conditions warrant full or partial bypass of such levels:

- a. The District retains its right to suspend with or without pay in accordance with the California Education Code. In the event the District subsequently seeks to invoke formal discipline short of dismissal under grounds covered by this Article, such action will be governed under the provisions of this Agreement. If the District attempts to suspend an employee under the Code, and fails, the District is prohibited from attempting to impose any discipline under this Article for the same offense.
- b. "Gross Misconduct" warranting immediate implementation of dismissal proceedings in accordance with the California Education Code.
- c. Serious misconduct of such a critical nature that, in the evaluation of the Arbitrator, it justifies bypassing earlier levels of progressive discipline.

16.06 Procedures and Sequence Governing Implementation of Formal Discipline

16.06.1 Notice to Member and Opportunity to Respond

If informal discussions (16.05.1.a) do not resolve the matter, prior to implementation of formal discipline, (written warning, written reprimand, or suspension) bargaining unit members will be provided with written draft of concerns, charges, and/or allegations along with pertinent circumstances/facts giving rise to such concerns, charges, and/or allegations within fifteen (15) working days after the circumstances/facts were known or should have been known.

16.06.2 After receipt of the written statement described immediately above, the bargaining unit member shall have ten (10) working days to obtain clarification and present a response if so desired.

16.06.3 Administrative Action

The administrator shall then have ten (10) working days to consider the matter and transmit a written decision to the bargaining unit member communicating his/her findings on the issues in the dispute, a disposition with reasons as to whether formal discipline should be levied.

16.06.4 Opportunity for Full Review

Bargaining unit members shall then have the right to generate full review of formal discipline documents by initiating a grievance at Step 2 of the Grievance Procedure Article as included in this Agreement. From that point on, review will

occur in conformance with the timelines and procedures delineated in the Grievance Procedure and the provision of this Agreement. Review of written warnings terminates at the close of Step 2 of the Grievance Procedure. If such warnings are subsequently attached to reprimands, then they become subject to full grievance review with the reprimand.

An expedited arbitration process may be utilized when it is mutually agreed upon by both parties.

16.06.5 Formal discipline will be affected in conformance with the following provisions:

- a. Written reprimands shall not be placed in a member's personnel file, and suspensions shall not be implemented until the grievance procedure is exhausted, if the member initiated review under 16.06.4.

16.07 Arbitrator's Charge

The Arbitrator is fully empowered to review formal discipline in accordance with provisions of this Agreement and the standards of just cause herein delineated.

16.08 Adverse Documentation

Adverse documentation may be removed from the personnel file, consistent with section 3.05.9 of this Agreement. Written warnings may be removed from the school file upon request of the member, if at least four years have passed without further misconduct. Such warnings will be placed in a sealed file and maintained in the District Office, separate from the personnel file.

16.09 Understanding of Interpretation and Administration

The Association and the District agree that the "Bargaining Unit Members' Just Cause, Due Process and Progressive Discipline" Article should be interpreted and administered consistent with the following understanding:

- 16.09.1 That procedures and/or evidentiary documentation relevant to statutory dismissal proceedings are separate from the Progressive Discipline Article.
- 16.09.2 That the clause "reasonable rules prescribed by the District" in the Progressive Discipline Article, Section 16.04.1.c includes, in addition to District rules, the rules contained in the Collective Bargaining Agreement.
- 16.09.3 That documents purged from personnel files in accordance with this Agreement will be sealed in envelopes and stored in a strictly confidential file. Access shall be limited to the Superintendent's designee only for possible use in dismissal proceedings or in response to an official order.

Arbitrator's findings concerning allegations in such documents shall be attached to the documents.

Article 17. ASSOCIATION RIGHTS

17.01 Association Day

The third Wednesday of every month shall be designated as an Association Day. During this day, no District or site meetings involving bargaining unit members shall be scheduled.

17.02 Association Representation on Committees

The Association may appoint one representative for any District-wide committee that includes a member of the certificated bargaining unit.

17.03 Communications developed and sent out jointly by District and Association may utilize the District mail system.

17.04 If a school directory is printed, it shall contain the names of the Association officers and bargaining team members. The Association office address and telephone numbers shall also be included in the directory. This information shall be contained on a separate page and shall be listed as a separate item in the Table of Contents.

17.05 Faculty Representatives

The District and Association mutually recognize the importance of a good working relationship and the role of the members of the Association's Executive Board and the certified (by the Association President) faculty representative (hereinafter "FR") in that relationship. The FR(s) at each site shall serve to improve that relationship by fulfilling their responsibilities.

17.05.1 The FR (the senior representative/designee at schools with more than one (1) FR) shall meet with the site administrator at a regularly scheduled time to discuss mutual concerns including, but not limited to, school related issues, the inclusion of a joint statement(s) in the staff bulletin(s), and the placement of Association business on the general faculty meeting agenda.

17.05.2 The FR (the senior representative/designee at schools with more than one (1) FR) shall have five minutes during the general faculty meeting (8.10.12) for conducting Association business.

17.05.3 Any member certified by the Association President as an FR (the senior representative at schools with more than one (1) FR) shall have such service count as two (2) non-instructional activities for purposes of the three (3) non-instructional activities per semester limit. For schools with a senior FR, the other FR's at that site shall have such service count as one (1) non-instructional activity. (Effective 1992-93 school year.)

17.05.4 Association activities which comply with Education Code shall be allowed as Professional Growth Activities. Clock hours shall not exceed 15 per semester. The FR shall be granted one (1) in-service credit for salary group placement for each so designated 15 hours under this section.

Article 18. PROBATIONARY TEACHERS

18.01 The Assistant Superintendent or his/her designee shall give written notice of non-reelection no later than March 15 in the case of second-year probationary employees.

Article 19. PROFESSIONAL GROWTH FOR CREDENTIAL RENEWAL

SB 1209 REMOVED THE PROFESSIONAL GROWTH REQUIREMENT FOR THE RENEWAL OF PROFESSIONAL CLEAR CREDENTIALS (K-12).

Article 20. SUMMER SCHOOL PERSONNEL SELECTION

- 20.01 The decision as to which unit members are recommended for summer school employment shall rest with the summer school site administrator. In making these decisions, the summer school site administrator shall consider, but not be limited to, the following criteria as indicated by the application form and individual interview, if appropriate:
- 20.01.1 Summer school unit members shall be selected without regard to their regular year site assignment.
 - 20.01.2 Major and/or minor field of study.
 - 20.01.3 Appropriate teaching credential.
 - 20.01.4 Members of the bargaining unit shall be given first consideration for summer school.
- 20.02 The Human Resources Department shall send a notification concerning summer school application procedures to each school in the San Juan Unified School District. Unit members shall have a period of at least four weeks in which to make a formal application for summer school employment.
- 20.03 Assignments shall be made from those unit members who have an application on file with the Human Resources Department.
- 20.04 The summer school salary shall be increased each year in the same percentage as the certificated salary schedule, Exhibit D.
- 20.05 The hourly rate set at the beginning of summer school shall remain the same for the full summer school period.

Article 21. EARLY CHILDHOOD EDUCATION

21.01 Contract Provisions. Early Childhood Education teachers included in the bargaining unit under Exhibit A shall be entitled only those rights under this Agreement which are specified below:

21.01.1	Article 1	Contract Provisions
21.01.2	Article 2	Grievance
21.01.3	Article 3	Evaluation
21.01.4	Article 4	Transfers (except Section 4.03)
21.01.5	Article 5	Leaves
21.01.6	Article 6	Member Safety and Protection
21.01.7	Article 9	Employee Benefits
21.01.8	Article 11	Salary Schedule
21.01.9	Article 12	Professional Dues and Payroll Deduction
21.01.10	Article 13	Definitions
21.01.11	Article 16	Just Cause, Due Process and Progressive Discipline
21.01.12	Exhibit F	Salary Provisions
	Exhibit F-1, Exhibit F-1(a), F-1(b)	Salary schedules

21.02 Child Development Teachers

For those teachers who have permanency in the early childhood education program and who the District determines to hire into the regular K-12 program, such persons will receive year-for-year credit on the regular salary schedule for each year in the child development program during which the member taught at least 15 hours per week for the full year. That person's seniority will be determined by his/her first date in paid service as a probationary employee in the District's child development program. The person will retain his/her permanent status.

21.03 Children's Center Permit Teachers

21.03.1 The director shall distribute a tentative calendar on or before July 1 or each year to all Children's Center Permit Teacher (CCPT) unit members, and the CCPT unit member shall indicate their non-responsibility days and return the calendar to the director. The scheduling of non-responsibility days shall be mutually agreeable between the director and the teacher affected. In the event mutual agreement is not reached, the scheduling of non-responsibility days shall be made in the order of requests provided to the director, the scheduling of non-responsibility days shall be accomplished in an equitable manner, which means first-come, first served by program, if CCPT substitutes are available.

21.03.2 Two non-responsibility work days shall be scheduled on permit teachers' regular employment calendar. The scheduling of the days and the program activity shall be mutually agreed upon by the director and the member affected. In the event mutual agreement is not reached on the scheduling, the director shall make the decision based on the needs of the program. In the event agreement is not reached on the program activity, the director shall be

responsible for assigning the activity for one-half the time (either two half-days or one of the two full days). The member shall be responsible for determining how he/she shall use the remainder of the time and shall submit a written plan in advance to the director.

21.04 Staff Advisory Committee

The Staff Advisory Committee will continue to include a voluntary representative from the Preschool programs. The Director will continue to share program budget information at these meetings.

21.05 Future Considerations

The parties shall continue to address mutual interests. As these interests are reduced to contract language, they will become part of the collective bargaining contract through the regular procedures.

21.06 ECE Salary Schedule

The intent of this agreement is that all ECE members will be treated equally with regard to education, service/experience and education credits. No member shall be reduced in pay as a result of this consolidation. The new ECE Salary Schedule shall be identified as Exhibit F-1, effective January 1, 2012.

The parties agree that the transition to full implementation of Exhibit F will be phased in over a maximum of 7 years. During the transition to exhibit F, affected members shall receive increases according to the following implementation rate until each member is compensated at the new rate.

Beginning in 2012-13, all ECE members will begin to receive training and professional development in the areas of "environment rating scales and common core State standards." Additionally, a joint committee shall be formed to design the evaluation instrument for all ECE members in order to be consistent with the above criteria.

Exhibit F-1 shall be implemented according to the following annual schedule: Effective January 1, 2012, a maximum of 7% of the total cost of the difference of an individual's movement from Exhibit F1a or F-1b to Exhibit F-1, shall be applied retroactively to members affected. Each year thereafter, individual's annual salary shall be increased at the rate of a maximum of 15% of the total cost of the difference of an individual's movement from Exhibit F1a or F-1b to Exhibit F-1 through 2016-17, with 18% in 2017-18.

However, the parties recognize that because of the uncertainty of funding, the scale mentioned above may not be sustainable. Therefore, the parties agree to convene the Budget Review Committee in 2013-14 (and each year thereafter), to determine the feasibility of the percentages mentioned and make recommendations for the full range of options for Exhibit F-1.

21.07 Involuntary Transfer Process

For the purpose of the Involuntary Transfer Process, the parties agree that ECE is a district-wide program. In the event a program or class is moved from one site location to another site location due to program approach or enrollment needs, and the unit member's classification job title and job profile remain the same, the unit member in the

affected position shall move to the new site and maintain the same job title and job profile.

21.07.1 A member who is initially identified as affected, due to the Board approved reductions, or the closure of a program due to declining enrollment at an ECE site, or necessary program approach changes based on grant requirements, shall be identified as surplus staff. Members shall be notified in writing of the time and place to appear to make their choice no later than 10 working days after Board Action.

Involuntary transfers shall be made by reverse district-wide seniority in job title at the site where the reduction is identified.

Members identified as surplus staff shall have an opportunity to choose from existing vacancies in district-wide seniority order with the most senior member choosing first. Under no conditions shall a member be required to take a position with reduced hours or pay.

- a. Members being involuntarily transferred shall be notified by e-mail of the time and place to appear, in order of district-wide seniority, to make position choices from the list of accumulated vacancies. Each member shall select two (2) positions for which he/she is eligible (credential/permit, and/or degree/unit requirements.) At least one (1) must be the same profile to which the member is currently assigned. If the member selects in this manner, he/she shall be given one (1) of the positions so selected.

If the member is eligible for two (2) positions and selects one (1), or does not meet criteria in a. (above), he/she may be given that position at the discretion of the Assistant Superintendent of Human Resources, or designee, or the District may pass.

- b. A member who chooses to delay his/her selection or does not appear at the time and place, as notified pursuant to section a. above, shall be placed by the District. This does not preclude the member from applying for any vacancies that appear subsequent to the surplus date. If the position for which he/she is eligible as defined above reopens at the member's previous assignment location, the member has return rights to his/her previous assignment if it is reinstated or becomes vacant during the school year in which he/she has begun the new assignment. The member shall be notified by the District of the vacancy and the member shall declare his/her intention to return within three (3) working days of such notification. If the member returns to his/her previous assignment under this section, the member's rights shall be the same as if he/she has not been involuntarily transferred. Members placed by the District to a position at the end of this cycle shall have the option of placing themselves on the list of involuntary transferees the following spring.

The parties agree that this involuntary transfer process language for ECE is for the 2014-15 school year only and will automatically be an Article opened for the 2015-16 bargaining session.

21.08 Definitions

- 21.08.1 “Job Title”: refers to the position title without regard to the knowledge, skills, experience, and education of the individuals currently performing the job.
- 21.08.2 “Job Profile”: refers to the specific work year calendar, workdays and work hours of an employee’s job

Article 22. INDEPENDENT STUDY

22.01 Contract Provisions.

Independent Study teachers included in the bargaining unit, under Exhibit A, shall be provided all the benefits and conditions of the collective bargaining contract with the following exceptions:

22.01.1 Article 7 Student Load

Independent Study Student Load: Maximum instructional load shall be 33 master students per full time staff. Adjustments to this load may be made by the program administrator for peak times during the school year after consulting with the affected member, but shall not exceed 35.

22.01.2 Student Load—Auxiliary

- a. Co-enrollment: Independent Study teachers may be assigned co-enrollment students that may impact student load. Each co-enrolled student shall count as the equivalence of a 0.50 master student. While master students have priority, teachers will take on co-enrollment until maximum student load is achieved.
- b. Small Group: Independent Study teachers may be assigned auxiliary small group classes that may impact student load. Auxiliary classes are additional classes for a student to take along with meeting with their master teacher. One (1) hour of auxiliary small group will equate to one master student. Auxiliary classes are to be jointly reviewed by teacher a and the administrator with final approval by site administration.
- c. Orientation: A teacher who facilitates orientation will have master student load reduced by one master student.
- d. Physical Education: A teacher who facilitates a physical education lab will have master student load reduced. One (1) hour of a physical education lab will equate to one master student.

22.01.3 Article 8 Teacher Schedule/Hours

- a. Full time teachers shall have a schedule commensurate with the regular high school work week minutes and shall be scheduled over a minimum of four (4) days per week. All staff will participate in district required professional development regardless of schedule not to exceed a regular high school work week minutes. Schedules shall be developed at the beginning of each semester by mutual agreement. Final approval of such schedule shall be authorized by administration, based on student need. Part-time members shall have their schedule pro-rated. Each member may leave at the end of the instructional day except when meeting the needs of students or parents, or when attending school related conferences or meetings.
- b. Members may be required to participate in adjunct duties such as registration (specifically fall and summer), graduation, WASC and Back-to-School Night, facilitating testing.

- c. Except to cover emergencies, on or off-site supervision of student related non-instructional activities beyond the work day shall not exceed three (3) per semester. Unit members at each site may choose to form a liaison committee made up of a Faculty Rep and at least three (3) teachers selected by the unit members at each site. This committee and the site administrator shall review the student-related non-instructional activities/adjunct duties and determine the method, appropriateness (i.e. definition of NID), for these activities/duties. The intent of this language is to provide a safe environment for students and to ensure that teachers are only required to perform necessary duties related to supervision and student safety. If the committee and administrator cannot reach a consensus, the issue shall be referred to the Superintendent/designee and the SJTA President/designee for final disposition. Sponsorship of clubs, classes or other student activities shall be done on the basis of sharing this responsibility as equally as practicable among the staff in the school. Nothing in this section shall prevent members from volunteering for sponsorships or supervision duties. The principal will make a reasonable effort to schedule on or off-site non-instructional activities on instructional days.
- d. Each member shall be entitled to one hour of prep time per day to be scheduled as needed. Prep time shall not be cumulative.
- e. Curriculum Committee
 - i. A curriculum team will be formed to determine and evaluate the curriculum process for the year. This committee will be composed of the administration, counselor, and department chairs who would be selected by a nomination and election process. The committee would decide curriculum teams, curriculum to be developed and oversee the curriculum writing progress during the school year.
 - ii. Teachers who are interested in writing new curriculum will submit a proposal to the team for review and will be expected to meet with the team on a monthly basis to review progress.

22.01.3 Article 11 Salary Schedule

The salary schedule for Independent Study teachers, Exhibit D-3, shall be 95% of the salary schedule for Credentialed teachers in Exhibit D-1. Beginning in the 2015-16 school year, Independent Study teachers shall be placed on the K-12 salary schedule, Exhibit D-1.

Article 23. HOME/HOSPITAL

23.01 Contract Provisions. Home/Hospital teachers included in the bargaining unit, under Exhibit A, shall be entitled to only those rights under this agreement which are specified below:

23.01.1	Article 1	Contract Provisions
23.01.2	Article 2	Grievance
23.01.3	Article 3	Evaluation
23.01.4	Article 4	Transfer
23.01.5	Article 5	Leaves
23.01.6	Article 6	Member Safety and Protection
23.01.7	Article 9.2	Member Travel (auto mileage reimbursement) eligibility
23.01.8	Article 10	Pre-Retirement Reduced Work-Load Program eligibility
23.01.9	Article 11	Salary Schedule
23.01.10	Article 12	Professional Dues and Payroll Deduction
23.01.11	Article 13	Definitions
23.01.12	Article 16	Bargaining Unit Members' Just Cause, Due Process and Progressive Discipline
23.01.13	Article 18	Probationary Teachers
23.01.14	Article 20	Summer School
23.01.15	Article 24	Creating and Sustaining a Collaborative Culture

23.02 Definition

For the purpose of this article, Designated Home/Hospital teachers are those working a minimum of 18 hours per week. Other members working full-time in other programs and retirees are not included in this definition.

23.03 Home/Hospital Teachers Moving into K-12

23.03.1 SJUSD Home/Hospital teachers who move into the K-12 program shall be given year-for-year credit on the salary schedule for experience as a Home/Hospital teacher, not to exceed 11 years, providing they have:

- a. Prior to July 1, 1991, at least 500 instructional hours in a Home/Hospital Program during each school year that the teacher wishes to transfer credit to a K-12 program.
- b. After July 1, 1991, at least 600 instructional hours in a Home/Hospital Program during each school year that the teacher wishes to transfer credit to a K-12 program.
- c. Been fully credentialed with a regular K-12 credential for each year that he/she had the appropriate number of instructional hours (see a. above).

23.03.2 Home/Hospital teachers shall be given first consideration for all Home/Hospital

teaching positions for which they are qualified.

23.04 Assignment of Students

23.04.1 Designated Home/Hospital teachers will be required to accept a minimum of three full-time students (or equivalent to 18 hours per week) at all times during the school year.

23.04.2 The following shall be the criteria (in priority order) used for assigning students:

- a. Designated Home/Hospital teachers will receive assignments until all teachers have at least three full-time students (or equivalent to 18 hours per week). When assigning additional students beyond three, the administrator shall first consider, but not be limited to, Designated Home/Hospital teachers. The final decision shall rest with the program administrator.
- b. The instructor's previous experience working with a particular student and/or family (not to exceed three at any one time).
- c. The type of credential held by an instructor.
- d. The number of students an instructor is currently serving (equalize caseloads).
- e. Seniority.

23.04.3 Nothing in this section shall prohibit members from voluntarily reducing their case load. If a Designated Home/Hospital teacher wishes to reduce his/her case load below three students, he/she shall resign from the current contract and convert to a certificated substitute working in an extra assignment capacity.

23.04.4 Once a Designated Home/Hospital teacher has three full-time students, members shall have the right to refuse to accept an assignment of a student. In this event, the member may be required to meet with the site/program administrator to discuss the issue. Should all members refuse to accept a student, the District shall have the right to assign the student.

23.04.5 Exceptions to the assignment criteria (23.04.2, a-e) may be made by the program administrator for curriculum, emergency or safety/health purposes only. If a member wishes to have such a decision explained, the program administrator upon request shall meet with a representative of SJTA to clarify the decision. The program administrator shall not act in an arbitrary or capricious manner.

23.05 Hours. Designated Home/Hospital teachers shall be paid monthly for the assignment of three (3) full-time students (or 18 hours per week), which includes preparation time. Home/Hospital teachers working in an extra assignment capacity shall be paid on an hourly basis, including preparation time of one hour per week per student. For each newly assigned student, all teachers shall receive an additional hour of preparation time, granted on a one-time basis per student.

23.06 Work Year Calendar

The regular work year for Home/Hospital instructors shall be 180 instructional days and three (3) staff development days (eighteen [18] hours) for a total of 183 days. Part-time Home/Hospital instructors are responsible for a pro rata share of the eighteen (18) hours of staff development and shall be compensated for hours beyond their normal part-time assignment. Any Home/Hospital instructor unable to make up the staff development as planned by the Program Manager shall be provided opportunities to make up the hours. Teachers unable to make up the hours may use their accrued sick leave in order to be paid for the three (3) staff development days. The District may require newly hired teachers to serve up to two (2) additional non-instructional days during their first two years in the District for District in-service.

23.07 Salary. The compensation for Home & Hospital teachers is shown in Exhibit D-5.

23.07.1 Beginning in the 2015-16 school year, Exhibit D-5 will be increased to the hourly rate per 23.07.2 provided the parties can reach a mutual agreement on hours, caseloads and duties recommended by the Joint Committee established in 23.11.

23.07.2 Contingent on the Article 23.11 joint committee's recommendation and subsequent bargaining, beginning in the 2015-16 school year, Exhibit D-5 will be changed to:

0-5 years: \$36.00/hour

6-10 years: \$40.00/hr

11+ years: \$46.00/hour

Approved instructional, co-curricular and/or professional development (outside regular work day or work day calendar) will be compensated at rates reflected on exhibit D-6; longevity rates do not apply.

23.08 Anniversary Increment.

23.08.1 The San Juan Unified School District shall provide anniversary increments at the following rates:

- a. Nine percent (9%) beginning at 15 years of completed service in the District.
- b. Twelve percent (12%) beginning at 20 years of completed service in the District. (The 12% includes 15 year increment.)

23.09 Benefits

23.09.1 The District shall make the following contributions for medical, dental and vision insurance for Designated Home/Hospital educators:

- a. Medical: Commencing 7/01/99 the District will make available to each member the cost of the member's premium for the member's HMO plan.

If for some reason a member does not wish to enroll in a District-sponsored medical plan, the member may elect to receive \$550.00

(full benefit status) for the year in lieu of medical insurance to be applied to other insurance benefits or the Section 125 IRS plan as approved by the District.

- b. Dental, Vision, Group Life. The District will contribute the premium amounts (employee only) for each eligible member (full benefit status) to be applied to dental care (Delta Dental), vision care (VSP), and group life insurance for the 1997-98 school year. Life insurance coverage will be raised to \$100,000 basic term, effective 11/01/98.

23.09.2 Members absent from duty on paid leave(s) of absence shall have the benefits provided by this section continued during such paid leave(s).

23.09.3 Members on unpaid leave(s) of absence shall be entitled to have their coverage continued at their own expense through arrangements made with the Benefits Department.

23.09.4 In addition to the foregoing plans, a member may authorize amounts to be withheld for premiums of certain group life insurance plans, income protection plans, and annuities within the capacity of the District's payroll system.

23.09.5 Should a member's employment terminate following the last day of the school year and before the commencement of the ensuing school year, such member(s) shall be entitled to continue coverage under the health, dental, life and vision plans until August 31 of that year.

23.09.6 Commencing July 1, 2010, Designated Home/Hospital teachers shall be entitled to 100% benefits.

23.09.7 The District will contribute for each Designated Home/Hospital teachers a dollar amount equal to 75% of the cost for dependent coverage.

23.09.8 Retiree Medical

For Home/Hospital teachers under age 65 who retire after July 1, 2008, the District shall continue payment of the employee only premium for medical and dental plans up to the end of the month in which the employee's sixty-fifth (65th) birthday occurs pursuant to the following eligibility criteria:

In order to qualify for retiree health benefits, Home/Hospital teachers must have earned five years of vesting service credit with San Juan Unified School District. For purposes of determining five years of qualifying service, teachers must be in paid status for at least 75% of the required workdays for five years. Paid leaves shall qualify as service. Unpaid leaves do not represent service for the purpose of determining retiree health benefits.

23.09.9 Post Employment Health Plan (PEHP)

Home/Hospital teachers are not eligible for participation in the PEHP.

23.10 Catastrophic Leave

Home/Hospital teaches who are eligible for benefits and who have taught for two or more years shall have a sick leave contribution made on their behalf in the amount of six (6) hours each year to the Catastrophic Sick Leave Bank.

23.11 A Home/Hospital Teachers Joint Committee shall be established to discuss issues and interests related to Home and Hospital salary, hours, caseloads and duties. The committee will convene within 90 days after ratification of the contract. Results of the committee's work and any recommendations shall be made to the respective bargaining teams no later than April 1, 2015.

Article 24. CREATING AND SUSTAINING A COLLABORATIVE CULTURE

24.01 Statement of Intent

The District and Association agree to take responsibility and be held accountable for the improvement of the quality of teaching and learning which represents an expanded role in public education. It is in the best interest of the San Juan Schools that the District and the Association cooperatively engage in activities and communication which demonstrate mutual respect for all stakeholders and results in the improvement of student achievement through the development of common goals, a cooperative, trusting environment, and teamwork. It is the belief that actively and constructively involving all relevant stakeholders contributes significantly toward achieving these goals.

Shared responsibility and accountability for results are at the core of a continuous improvement model. Joint responsibility for student success means that educators share in celebrating what works and share in identifying together areas that are not working and are in need of improvement.

24.02 Recognition of Mutual Accountability

24.02.1 The District and the Association are responsible for sustaining a culture to support the continuous improvement model. They must continually articulate core values, reinforce the vision, and demonstrate their commitment to a new way of doing business. The continuous improvement process requires that the District and the Association support the needs of students, those who work in the classrooms and school administrators by providing the resources required for the planning, critiquing, and assessment of the work of teaching and learning. It is the shared responsibility of the District and the Association to build the capacity of each school to function as a learning community in which professional development is job- embedded and is supported with sufficient time and resources.

24.02.2 At the school level, administrators and the staff as a whole are accountable for establishing a learning community conducive to the best teaching practices and success for every student. They have a responsibility for managing time and creating opportunities that allow for collaborative problem solving and for using a wide range of data so that an environment conducive to analysis and improvement is created.

24.02.3 At the classroom level, teachers are accountable for the instruction they deliver and the classroom environment they create within which every student can succeed. Teachers implement the curriculum aligned with established measures of performance, state, and local standards, and where appropriate, international and national standards. The individual teacher will continue to receive training in obtaining and interpreting student data and will have the responsibility to use this data to examine his or her classroom strategies and systems.

24.02.4 At the District-wide level, school nurses and speech pathologists are essential to a comprehensive and cohesive student support system. School nurses and speech language pathologists shall establish elected leadership teams beginning in the 2014-15 school year. The purpose is to work collaboratively with school sites and the appropriate central office departments and to ensure a fully integrative system of medical and special needs supports. Topics shall include but not be limited to designing and receiving the ongoing professional

development and developing criteria for equitable schedules and assignments to meet the needs of students requiring such services. Nurses shall retain their 0.40 FTE released time Lead Nurse. All other provisions of Article 24 apply.

24.03 Commitments to Collaboration

SJTA and SJUSD commit to building a collaborative culture at every school by establishing joint work teams that will focus on the following initiatives:

24.03.1 Design and offer training to Leadership Teams in areas such as conflict resolution, leadership development, and the role of an SJTA/District partnership in achieving quality schools.

24.03.2 Establish a professional development program at each site that is research-based.

24.03.3 Establish and train site leadership teams to participate in the decisions that impact the success of the school.

24.04 School Leadership Teams

24.04.1 School Leadership Teams

The purpose of the School Leadership Team is to focus on the continuous improvement of teaching and learning and the quality of instruction.

Every School Leadership Team should operate collaboratively, model effective communication, be representative of and accountable to staff, involve staff in decision-making and support staff in the implementation of decisions about instructional practice (including curriculum and assessment consistent with Board policy), school initiatives, and professional development.

24.04.2 Selection Process of School Leadership Team Members

- a. Each school will be provided the number of staff members for the school leadership team based upon total number of staff members as mutually agreed upon by the District and the SJTA.
- b. Each school leadership team will range from a minimum of four to a maximum of nine including the principal and a vice principal.
- c. The site administrator and the SJTA representative will oversee the election process which includes the following steps and guidelines:
 - i. Call a meeting to share the information and explain the process. Distribute handouts including the Continuum of Emerging Teacher Leadership (Appendix A), the Guidelines for School Leadership Teams, and this Article.
 - ii. Nominations are made by nominating one's self or others and by submitting the names to the faculty representative in writing. This process is not to be done in a public setting. Nominees must be assigned to the site for the following school year and be committed to the criteria

and leadership skills outlined in the Continuum of Emerging Teacher Leadership.

- iii. If the site representative is a nominee, he/she will appoint a designee to oversee the election process.
 - iv. Once the nominations are completed, the names will be placed on a ballot and distributed to all the certificated staff members assigned to that site. Staff members may vote for as many nominees as there are number of members on the Leadership Team, but may only vote for each person one time.
 - v. Secret ballots will be returned to the site representative or designee who, with the site administrator, counts the ballots.
 - vi. The timeline for this process shall include three (3) days for the nomination process and two (2) days for the vote.
 - vii. Eligible voters are those presently at the site. Those certificated staff members who work at more than one site can vote at each site.
 - viii. The term on the leadership team shall be three (3) years with no limit on serving consecutive terms. However, during this first term, two and three year terms shall be staggered and determined by lottery or self-selection.
- d. K-8 schools shall have one Leadership Team for the entire school.
 - e. Allocation. The Leadership Team will consist of the following number of bargaining unit members based on the number of the teachers assigned to the site. If a teacher is split between two (2) or more sites, they are counted at the site where their FTE is greatest:
 - i. Less than 35 teachers: 3 Leadership Team members
 - ii. 35-44 teachers: 4 Leadership Team members
 - iii. 45-54 teachers: 5 Leadership Team members
 - iv. 55-64 teachers: 6 Leadership Team members
 - v. 65 or more teachers: 7 Leadership Team members

24.04.3 Characteristics of School Leadership Team Members

- a. Focuses on the continuous improvement of teaching, learning and the quality of instruction schoolwide.
- b. Participates actively in broadening the base of leadership schoolwide.
- c. Helps develop a collaborative culture throughout the school.
- d. Models leadership for other members of the school community.
- e. Demonstrates willingness and/or the ability to facilitate open, candid, and effective lines of communication with colleagues, parents, and other

members of the school community.

- f. Demonstrates mutual respect and trust among colleagues.

24.04.4 Roles and Responsibilities of the School Leadership Team Members

- a. Leadership team members will actively support the decisions of the leadership team and/or the staff as a whole.
- b. Leadership team members will regularly attend leadership team meetings as scheduled by the team. These meetings will be scheduled with sufficient frequency to support the team's work.
- c. Leadership team members will attend trainings for the purpose of developing leadership skills and capacity.
- d. The leadership team will define tasks and duties among the team members.
- e. The leadership team will define norms for the team and for operating collaboratively.
- f. Leadership team members will represent and communicate with all members of the staff, not solely a specific department or grade level. This includes the development and use of effective feedback loops to elicit input from staff and other site level leadership committees to inform decision-making.
- g. Leadership team members, in consultation with the staff, will make and implement decisions related to the schoolwide, continuous improvement of instructional practices (including curriculum and assessment consistent with Board policy.)
- h. The leadership team, in consultation with the staff, will design and facilitate professional development and learning opportunities in the school.
- i. The leadership team, in consultation with the staff, will coordinate, analyze and evaluate initiatives in alignment with the school board's adopted goals and the school's vision and goals.
- j. The leadership team shall establish inquiry practices within the school, including the securing of evidence and data, so that an environment conducive to analysis and student learning is created.
- k. The leadership team will have knowledge of the resources necessary for establishing a successful learning community.

24.04.5 Conflict Resolution Process

Leadership teams shall be responsible for self-management and for resolving concerns about individual team members' participation and/or fulfillment of responsibilities and tasks. In the event an issue is unresolvable within the team,

any leadership team member may request a mediated process that shall be jointly designed and facilitated by one designee from both SJUSD and SJTA.

24.04.6 Site Innovations

If any aspect of a proposed Leadership Team plan is contrary to the terms of the collective bargaining agreement, an approval must be obtained from the Association and the Board of Education.

24.04.7 Collaborative Decision-Making

School Leadership Teams are encouraged to consider the nature of decision-making in their school and to explore research-based approaches to collaboration in decision making that involve all stakeholders. A feedback instrument developed jointly by the District and the Association shall be used at each school on a regular basis to self-assess the collaborative culture of the school and the progress of the School Leadership Teams in the area of participative decision making, trust, teamwork, communication, conflict management, efficacy of meetings, accountability, and results.

Substantive issues, policies, programs and decisions that arise from Article 24 are not subject to the grievance procedure unless they are alleged to violate other terms of the collective bargaining agreement. It is in the best interest of all parties that disputes are resolved at the school level, however, the District and Association recognize that there may be occasions in which members of the School Leadership Teams, or entire school staffs, may require assistance and/or additional training in dispute resolution. Challenges and/or disputes that may occur within the purview for the School Leadership Teams will be resolved through a process of mediation that is conducted jointly by the District and Association and/or outside mediation.

24.04.8 Leadership Compensation

The District and the Association agree that bargaining unit members who serve on the leadership team shall be compensated for their time and leadership skills at an annual rate of \$1,519.

24.04.9 Implementation and Review

The provisions of Article 24 shall be evaluated at least semi-annually consistent with the provisions of Article 24.04.7 and other relevant data and staff input. The purpose of the implementation and evaluation process is to continue to analyze areas within this Article that require modification, identify additional training needs, and to continue to improve the collaborative culture focused on improving teaching and student learning and student achievement.

24.05 Department Chairs

24.05.1 Qualifications

- a. Has permanent status and must serve a majority of the teaching assignment within the department.

- b. Demonstrate satisfactory performance in the classroom.
- c. Has shown willingness and/or ability to facilitate open, candid, and effective lines of communication with colleagues, parents, and other stakeholder groups.
- d. Has demonstrated mutual respect and trust among colleagues.
- e. Demonstrates an ability to promote positive morale and a willingness to mediate misunderstanding.
- f. Advocates and committed to the success of all students and closing the achievement gap.

24.05.2 Stipend

- a. Amount of stipend to be decreased with an understanding that some of the responsibilities associated with department chair positions in the past now fall under the roles and responsibilities of Leadership Team.
- b. Varied stipend amounts and sources of funding to allow for additional department chairs beyond four (4) core curriculum areas.
 - i. Stipend for department chairs of the four (4) core subject areas will be \$1519.
 - ii. Special Ed department chair stipends would be funded using District Special Ed funds with an agreement by the District's Special Ed department.
 - 1) If there are five (5) or more programs, the special ed department chair will be funded at the full \$1,519 per year amount.
 - 2) If there are three (3) to four (4) programs, the special ed department chair will be funded at the \$1,193 per year amount.
 - 3) If there are fewer than three programs, the special ed department chair will be funded at one-half the amount, or \$596.50 per year.
 - iii. Stipend for next two (2) largest curricular areas based on the numbers of sections will be \$1,193.
 - iv. Any additional department chairs are contingent upon a recommendation by the Leadership Team based on the needs and goals of the school site and a reallocation of site funds (SIP, Title 1, etc.) The stipend for the smaller departments/curricular areas will be \$976.

24.05.3 Selection/Dismissal Process

- a. The teachers of the department shall elect their chair.

- b. The site administrator and SJTA representative will oversee the departments election process which includes the following steps and guidelines:
 - i. Nominations are made by nominating one's self or others by submitting the names to the faculty representative in writing. This process is not to be done in a public setting. Nominees must be assigned to the site for the following school year and be committed to the duties and tasks outlined in the contract for department chairs.
 - ii. If the site representative is a nominee, he/she will appoint a designee to oversee the election process.
 - iii. Once the nominations are completed, the names will be placed on a ballot and distributed to the appropriate department members assigned to that site. Each department member may vote once for a nominee. In the situation where there is only one nominee, the department can bypass voting.
 - iv. Ballots will be returned to the site representative or designee who, with the site administrator, counts the ballots.
 - v. The timeline for this process shall include three (3) days for the nomination process and two (2) days for the vote.
 - vi. Eligible voters are those presently at the site. Those certificated staff members who work at more than one site can vote at each site.
- c. Terms of the chair shall be two (2) years.
- d. Disputes concerning duties and tasks described below shall be self-managed within the department. If the issue rises to the level of the principal, he or she shall make specific recommendations for improvement and resolution. During this period, either party may trigger a meditative process that shall be jointly convened by one designee from both the District and SJTA. All correspondence and conversation during the meditative process shall be confidential and shall not and cannot be used in any subsequent formal process involving evaluation or discipline.
- e. Failure to achieve resolution through mediation, the administrator may remove the department chair. Removal from the department chair position is subject to the grievance process. Department Chairs who have been dismissed will not be eligible to re-apply for the position for two (2) years.

24.05.4 Duties and Tasks

- a. Facilitates department efforts towards standards based curriculum development, common assessments for like courses, procuring appropriate resource materials, performance based assessment, and effective instruction, including the infusion of technology.

- b. Leads the department in the development of measurable and meaningful annual goals supportive of designated school wide goals as part of the school plan and individual department goals.
- c. Facilitates department discussions on student performance data for the purpose of curricular or instructional modification.
- d. Assists and supports new teachers to the department, and teachers returning from leaves of absence, in matters of instruction, curriculum, assessment, and other norms of the department and school.
- e. Serves as a resource to the administration and Leadership Team to assist in creating a culture of continual improvement.
- f. Serves as a liaison between the department and the Leadership Team, administration, the offices of Curriculum and Assessment with respect to student performance, department and school wide initiatives, and professional development, as well as departments.
- g. Coordinates logistical aspects of departmental business, including: textbook adoption, District and State testing, -managing the department budget, and ensuring equity to all members.
- h. Collaborates on behalf of the department with administration and counseling regarding master schedule, articulation, and student placement in the various department courses.
- i. Coordinates the representation of the department to the community via parent newsletters, parent meeting, and award nights.
- j. Participates in joint meetings or communication with the Leadership Team and establishes a process of on-going communication to other site leadership committees as needed.

ARTICLE 25. TEACHERS ON SPECIAL ASSIGNMENT (TOSA)

25.01 Contract Provisions.

The purpose of TOSAs is to support adult and student learning by building capacity through collaborative work with staffs, leadership teams, and administrators throughout the District. TOSAs included in the bargaining unit under Exhibit A, shall be entitled to those rights under this agreement which are specified below and include all relevant exhibits:

25.01.1	Article 1	Contract Provisions
25.01.2	Article 2	Grievance
25.01.3	Article 3*	Evaluation
25.01.4	Article 5	Leave
25.01.5	Article 6	Member Safety and Protection
25.01.6	Article 9	Employee Benefits
25.01.7	Article 10	Pre-retirement Reduced Work-Load Program
25.01.8	Article 11	Salary Schedules
25.01.9	Article 12	Professional Dues and Payroll Deduction
25.01.10	Article 13	Definitions
25.01.11	Article 16	Just Cause and Due Process
25.01.12	Article 17	Association rights
25.01.13	Article 20	Summer School Selection

25.02 Evaluation. *All TOSAs will be evaluated under Option B.

25.03 Term.

25.03.1 TOSAs will serve one, four (4) year term.

25.03.2 TOSAs currently in assignments will serve out their assignment for the remaining years of a four-year term

25.04 Selection, Transfer and Return Rights. All TOSA positions lasting over sixty (60) days will be advertised.

25.04.1 Selection process will be in accordance with Section 4.04.2. Additional selection criteria, including but not limited to high quality communication skills and observation of classroom teaching, shall be developed and mutually agreed upon by the Superintendent or designee and the President of SJTA.

25.04.2 Members applying must have five (5) years of applicable teaching experience in accordance with Exhibit D.

25.04.3 After serving a term as a TOSA, individuals must have served a minimum of two (2) years in a teaching assignment, at a school site, prior to reapplying.

25.04.4 A TOSA may return to his/her original site within one (1) year. After serving two (2) or more years, a member may have the option to be placed on the involuntary transfer list in the spring.

25.05 Hours.

The workday for TOSAs shall be similar to a regular on site teacher workday, inclusive of a 30-minute daily duty free lunch. On days when members are required to begin early or stay later due to presentations, school board meetings, and meeting the needs of staffs at school sites, members may adjust their starting and ending time accordingly by consulting with their manager. If a TOSA is assigned to a school site, the TOSA's day shall be the same as other members on site, adhering to all sections of Article 8, excluding preparation time provisions.

25.06 Work Year

The 185 days are flexible, meaning that if the TOSA and his/her supervisor agree to additional days during the summer, an equal number of days shall become non-workdays during the regular year. If there is no mutual agreement regarding the use of flex days, the supervisor may require up to ten additional flex days during the summer.

Effective the 2013-2014 school year, the parties agree to establish an extended work year pilot program for TOSAs through June 30, 2015. The work year for all TOSAs shall be 185 days plus five additional days at the member's per diem rate for summer work.

25.07 Roles and responsibilities will include but not be limited to:

- a. Plan and deliver professional learning opportunities during the school year and during the summer.
- b. Model effective, research-based practices for teachers and administrators which then transfer to classrooms.
- c. Collaborate with school and district groups such as leadership teams, grade level or departments, English language instructional support and student learning.
- d. Pursue professional growth opportunities as related to teacher support and student learning.
- e. Identify optimal resources which support school initiatives and assist in ensuring availability as needed.

ARTICLE 26. TEACHER INTERNS

- 26.01 Interns shall be members of the bargaining unit. Wages, benefits, hours and other terms and conditions of employment covered by this Agreement shall be provided to all interns.
- 26.02 No teacher shall be reassigned for the sole purpose of placing an intern in the teacher's prior assignment.
- 26.03 Interns shall be provided with a master teacher, at the school site, preferably at a similar grade level or subject matter. The existing intern committee shall establish guidelines regarding release time for interns and master teachers to arrange observations and meetings. The funding for release time shall be contingent upon state funding.

TEACHER UNIT

The Teachers Unit consists of all Special Project Employment Contract, temporary, probationary and permanent contract certificated employees whether full time or part time in the following classifications:

1. Classroom teachers, K-12, Special Education
2. Counselors, Teacher/Counselors, Head Counselors, K-12 and Special Education
3. Librarians/Media Specialists, K-12 and Special Education
4. Resource Teachers
 - a. Elementary
 - b. Intermediate
 - c. Secondary
 - d. Indian Education
 - e. Preschool
 - f. Parent Education
 - g. Special Education
5. Designated Instructors, K-12
 - a. Audiologist
 - b. Speech, Hearing and Language Therapist
 - c. Itinerant Teacher
 - d. Home/Hospital Teacher
 - e. Adaptive Physical Education
 - f. Driver Training
 - g. Health Education
6. Nurses, K-12 and Special Education
7. ECE/Child Development Teachers
8. Department Chairpersons, K-12
9. Music Teachers, Vocal and Instrumental, K-12

10. Miller/Unruh and Reading Teachers
11. Athletic Directors
12. Community Resource Teachers
13. Driver Education
14. Area Chairpersons
15. Adult Education
16. Independent Study
17. Teachers on Special Assignment

FORMAL GRIEVANCE

Check One: Step 1 ___ Step 2 ___ Step 3 ___

Grievant's Name _____ Work Location _____ Supervisor _____

Date Grievance Delivered to Immediate Supervisor _____

Grievant's Assignment _____ Name of Representative _____

Provisions of contract alleged to have been violated:

Paragraph # _____ Sub-paragraph _____

Statement of facts of alleged violation with dates, names, and places: _____

Remedy sought by Grievant: _____

Signature of Grievant

Date this form filled out

Please send Original to District - Copies to Principal, Superintendent, Association & Grievant

San Juan Unified School District
2014-2015 School Year Calendar

	FIRST WEEK					SECOND WEEK					THIRD WEEK					FOURTH WEEK					FIFTH WEEK					School Days Elem	School Days Sec	Non-Inst Days
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
July		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31				
August					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	12	12	2
September	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30				21	21	
October			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	23	23	
November	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28						12	13	1-Elem
December	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			15	15	
January			1	2	3	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	19	18	1-Sec
February	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27						15	15	
March	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				20	20	
April		1	2	3	4	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		19	19	
May					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	20	20	
June	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30				4	4	

Holidays	First/Last Day of Service August 12 - June 4	Work Days 180	Non-Instructional Days* 5	Total Days 185
September 1, Labor Day				
November 11, Veterans' Day				
November 27, Thanksgiving Day	Student First/Last Day August 14 - June 4			
November 28, Local Holiday				
December 25, Christmas Day				
December 26, 29, 30, 31 Winter Break	*Non-Instructional Days August 12 - Staff Development Day August 13 - Teacher Work Day November 12 - Elementary Teacher Work Day January 5 - Secondary Teacher Work Day Plus 2 Staff Development Days (Legislative - Non ADA): as determined by site	Semester Dates - Secondary (MS & HS) August 14 - January 5 (84 days) January 6 - June 4 (96 days)		
January 1, New Year's Day				
January 19, Martin Luther King, Jr. Day				
February 16, Presidents' Day				
February 17, Lincoln's Day Observed				
April 3, Local Holiday				
May 25, Memorial Day				
		Trimester Dates (Elem & K-8) August 14 - November 12 (12 Weeks) November 13 - March 6 (12 Weeks) March 9 - June 4 (12 Weeks)		




Strike through days represent "School Recess Days"

Board Approved: 1/14/14

SJTA 14-16

San Juan Unified School District
2015-2016 School Year Calendar




	FIRST WEEK					SECOND WEEK					THIRD WEEK					FOURTH WEEK					FIFTH WEEK					School Days Elem	School Days Sec	Non-Inst Days
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
July			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31			
August	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					13	13	2
September		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			21	21	
October			1	2		5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	22	22	
November	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30					14	15	1-Elem
December		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		14	14	
January				1	2	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	18	17	1- Sec
February	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29					16	16	
March		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		18	18	
April				1		4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	21	21	
May	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				21	21	
June		1	2	3		6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		2	2	

<p>Holidays</p> <p>September 7, Labor Day</p> <p>November 11, Veterans' Day</p> <p>November 26, Thanksgiving Day</p> <p>November 27, Local Holiday</p> <p>December 25, Christmas Day</p> <p>December 28, 29, 30, 31 Winter Break</p> <p>January 1, New Year's Day</p> <p>January 18, Martin Luther King, Jr. Day</p> <p>February 15, Presidents' Day</p> <p>February 16, Lincoln's Day Observed</p> <p>March 25, Local Holiday</p> <p>May 30, Memorial Day</p>	<p> First/Last Day of Service August 11 - June 2</p> <p> Student First/Last Day August 13 - June 2</p> <p> *Non-Instructional Days August 11 - Staff Development Day August 12 - Teacher Work Day November 6 - Elementary Teacher Work Day January 5 - Secondary Teacher Work Day Plus 2 Staff Development Days (Legislative - Non ADA): as determined by site</p>	<p>Work Days 180</p> <p>Non-Instructional Days* 5</p> <p>Total Days 185</p>	<p>Semester Dates - Secondary (MS & HS) August 13 - January 5 (85 days) January 6 - June 2 (95 days)</p> <p>Trimester Dates (Elem & K-8) August 13 - November 6 (12 Weeks) November 9 - March 4 (12 Weeks) March 7 - June 2 (12 Weeks)</p>
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Strike through days represent "School Recess Days"

San Juan Unified School District
2016-2017 School Year Calendar

	FIRST WEEK					SECOND WEEK					THIRD WEEK					FOURTH WEEK					FIFTH WEEK					School Days Elem	School Days Sec	Non-Inst Days
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
July					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29			
August	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			10	10	2
September				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29		20	20	
October	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					21	21	
November		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			15	16	1-Elem
December				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	17	17	
January	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				16	15	1- Sec
February			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28				15	15	
March			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	23	23	
April	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28						15	15	
May	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			22	22	
June			1	2		5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	6	6	

Holidays	 First/Last Day of Service August 16 - June 8	Work Days 180	Non-Instructional Days* 5	Total Days 185
September 5, Labor Day				
November 11, Veterans' Day				
November 24, Thanksgiving Day	 Student First/Last Day August 18 - June 8			
November 25, Local Holiday				
December 26, Christmas Day (Observed)				
December 27, 28, 29, 30 Winter Break	 *Non-Instructional Days	Semester Dates - Secondary (MS & HS)		
January 2, New Year's Day (Observed)	August 16 - Staff Development Day	August 17 - January 9 (84 days)		
January 16, Martin Luther King, Jr. Day	August 17 - Teacher Work Day	January 10 - June 8 (96 days)		
February 20, Presidents' Day	November 10 - Elementary Teacher Work Day			
February 21 Lincoln's Day Observed	January 9 - Secondary Teacher Work Day	Trimester Dates (Elem & K-8)		
April 14, Local Holiday	Plus 2 Staff Development Days	August 17 - November 10 (12 Weeks)		
May 29, Memorial Day	(Legislative - Non ADA): as determined by site	November 14 - March 3 (12 Weeks)		
		March 6 - June 8 (12 Weeks)		

Strike through days represent "School Recess Days"

PROVISIONS OF TEACHERS' SALARY SCHEDULE

1. GENERAL

Certificated personnel shall be placed on the salary schedule according to experience and training as stated in this term.

2. EXPERIENCE (STEP) PLACEMENT

- A. Experience credit is granted on the basis of one step for each year of properly verified certificated experience under contract requiring a regular teaching credential in grades K-12
 - 1). In-district permanent preschool teachers who are placed in the K-12 program shall be given year-for-year credit for experience as a preschool teacher, not to exceed eleven (11) years, for the purpose of placement on the salary schedule.
 - 2). Experience will be given for experience from a public charter school if it was chartered pursuant to California Education code guidelines.
- B. Outside experience under contract shall be limited to ten (10) years of such credit requiring a regular teaching credential for the state in which the experience was incurred.
- C. Credit under an emergency credential is limited to two (2) years.
- D. Military experience will be granted year-for-year of active military service not to exceed two (2) years. Ten (10) months of military service shall constitute one (1) year of service. If the military service occurred after the teaching credential was granted, one-half year of active military service may be combined with one-half year of teaching under contract to count as a year of experience.
- E. A maximum of eleven (11) steps may be granted for a combination of outside teaching and military experience.
- F. Contractual experience in a regular K-12 program in the San Juan Unified School District shall be year-for-year without limitation.
- G. A total of 135 days of actual teaching under contract in any given school year shall constitute a year for initial step placement. Substitute teaching may be counted if it was the same assignment immediately preceding service under contract.
- H. Two half-years of teaching under contract shall be equal to one year of experience. One half-year is interpreted as being no less than sixty-eight (68) teaching days in the school year. Substitute teaching may be counted if it was in the same assignment immediately preceding service under contract.
- I. Steps 10 and 11 in Column IV and Column V are open only to people with a Master's and/or Doctoral degree.
- J. Evaluation of experience shall be the responsibility of Human Resources.
- K. Nurses.

- 1). Nurse experience and group salary placement shall be determined by professional degree(s), number of earned units, and verified experience.
- 2). Experience for school nursing, public health nursing, or other relevant nursing experience related to school age children and their families shall be limited to ten (10) years of such credit in Columns II-IV. Column I placement shall be limited to four (4) years of experience under contract.
- 3). Student related services must involve students qualified to attend the public schools P-12.

L. Speech Therapists

- 1). Speech language therapists' experience and group salary placement shall be determined by professional degree(s), numbers of earned units and verified experience.
 - a. Experience for non-public school practice and other relevant Speech Language Therapist experiences related to school-age children and their families shall be limited to ten (10) years of such credit in column II-IV. Column I placement shall be limited to four (4) years of experience.

3. GROUP PLACEMENT

- A. Group placement is based upon upper division or graduate units earned after receiving the Bachelor's or Master's Degree in an accredited four year college or university.
- B. Credits earned in unaccredited institutions will be accepted only if they appear on the transcript of a four year college or university accredited by a regional accreditation association or if they are accepted by the Commission for Teacher Credentialing.
- C. Units taken in the fifth year or its equivalent concurrent with the regular Bachelor requirements may be counted as subsequent to graduation if these units are clearly upper division or graduate work and are certified by the college registrar or by transcripts as being in excess of the total units required for the degree and in excess of under graduate requirements of the Bachelor of Arts Degree.
- D. Credit for lower division courses, after Bachelor of Arts/Bachelor of Science Degree, may be granted under the following conditions:
 - 1). Courses must be pertinent to the teacher position.
 - 2). Courses must not be duplicates of previous training for which credit has been granted.
 - 3). Courses will be acceptable which are required to convert a preliminary credential to a clear credential.
- E. Inservice units
 - 1). For purposes of salary group placement, inservice training standards must be equivalent to college or university standards.
 - 2). Courses must be pertinent to present or potential future assignments in the

District.

- 3). Inservice credit shall be granted only for courses authorized by the District for this purpose.
- 4). Credit shall be limited to employees under contract. (Such courses may not be taken by an applicant for credit if he or she is employed at a later date.)
- 5). Inservice credit is not to apply to workshops or training meetings held during designated workdays for certificated employees.

F. Placement in Column IV (BA+75)

- 1). The inclusion of the Ba+75 unit provision for Column IV placement is subject to the following additional criteria:
 - a). The quality of those units used to qualify for the BA+75 placement in Group IV is subject to the written approval of the administrator in charge of personnel.
 - b). Units of Credit in the interval BA+61 to BA+75 must be specifically related to:
 - (1). Instructional improvement, e.g., methods, curriculum, etc., taken in the major or minor fields of instruction and as currently employed to teach, or
 - (2). Advanced professional preparation specifically related to the field of public education.
 - c). These units must be of recent origin, taken within the last ten (10) years.
 - d). Units specifically excluded fall in the following categories: travel, hobby units, recreation, unrelated fields of endeavor, lower division (unless required due to changes in educational emphasis, e.g., new math, Spanish, etc.).

G. Placement in Column V—Continuing Education

- 1) Column V is designed for teachers to continue their professional growth leading toward improved student achievement via restructuring and curricular changes within District goals. Placement in this column is subject to the following criteria. Members may begin earning Continuing Education hours January 1, 1998.
 - a). Eligibility for Column V is only open to those on Column IV.
 - b). 150 hours of professional growth activities approved by the joint district committee for Continuing Education. The committee is comprised of four (4) members from each party.
 - c). After placement in this column, an additional 150 hours are required within a five (5) year period to remain in Column V.
 - d). Column V is 5.5% above Column IV.

- e). The approval of courses/workshops, in advance of participation, is subject to the criteria/procedures established by the joint committee on Continuing Education.
- f). The filing of hours/units is to be consistent with Exhibit D, Number 4, Filing of Units.
- g). National Board Certified Teachers shall receive 300 hours continuing education credit or 20 units towards progress on the salary schedule.

4. FILING OF UNITS

- A. Transcripts or grade cards must be filed before credit can be given. Only credits earned prior to the first working day in September may be credited on that year's salary. Year-round teachers working on July track may complete credits through August 1 in order to be credited on that year's salary.
- B. Teachers must complete filing of transcripts in Human Resources by October 1.
- C. Year-round school teachers must complete filing of transcripts in Human resources by August 15.
- D. All new unit members must complete filing of transcripts by October 1. All new members hired after the first day of the school year must submit their complete transcript to Human Resources within thirty (30) working days from the date of signing of their contract. If a university or college fails to supply the employee with a transcript within the above time line, the employee's grade card may be provided until a complete transcript is received.
- E. A Master's Degree earned/awarded prior to the first day of required service in the new school year must be submitted by October 1 to receive credit for the entire school year. A Master's Degree, and the units required for the Master's degree, earned prior to the first day of required service of the second semester must be submitted by March 1 in order to receive a proportionate increase on the salary schedule for that school year.

5. ANNUAL INCREMENTS

- A. Teachers newly hired to the District shall be initially placed on the appropriate salary schedule in accordance with the applicable provision of the contract.
- B. Movement to the next higher step on the salary schedule shall occur once a year during the first semester of each year.
- C. Those members who were under contract in the District for one full semester or more of the contract year during the previous school year will be eligible for their annual increment during the first semester of the following school year.
- D. Members who were under contract in the District for less than one full semester of the contract year during the previous school year shall remain on the same step for one additional school year and shall thereafter be eligible for annual increments in accordance with this section.

6. ANNIVERSARY INCREMENT

- A. The San Juan Unified School District shall provide anniversary increments at the following rates:
- 1). Two percent (2%) of the teacher's base salary after 14 years of completed service in the District.
 - 2). Four percent (4%) of the teacher's base salary after 17 years of completed service in the District (the 4% includes the 15 year increment).
 - 3). Eight percent (8%) of the teacher's base salary after 19 years of completed service in the District (the 8% includes the 15 year and 20 year increments).
- B. These anniversary increments shall be based upon years of completed service for teachers actively employed in the San Juan Unified School District or its components.
- C. The criteria for entitlement shall be as follows:
- 1). Service must have been performed in paid status as a regular employee of the District.
 - 2). The teacher must have worked 135 days of a school year in order to receive credit for that year.
 - 3). Service shall include assignments in component districts prior to unification.
 - 4). Service need not have been continuous.
 - 5). Time served on paid sabbatical leave will be considered creditable service.
 - 6). Time served on military leave (if previously employed by the District for a period of one year) will be considered creditable service.
 - 7). Time served on regular leave of absence (other than paid sabbatical or military) shall not be considered as being in paid status.
 - 8). Service as a substitute or temporary employee will not be counted unless such time is incorporated into the regular service by law.
 - 9). The anniversary increment percentage shall be applied to the employee's base salary from the certificated salary schedule. The increment shall not apply to service performed under the extra assignment provisions.
 - 10). The effective date of longevity pay shall commence with the beginning of the 15th, 18th and 20th year of completed service. Each year must be consistent with the fiscal year as stipulated under District contract.



SAN JUAN UNIFIED SCHOOL DISTRICT

**Credentialed Teachers/Nurses/Counselors/Speech Therapists/Librarians Salary Schedule
2014-2015 School Year

EXHIBIT D-1

Effective: February 1, 2015

Degree/ Education	I BA + 0 - 29 Semester Units	II BA + 30 Semester Units or MA	III BA + 45 Sem. Units or MA + 15 Sem. Units	IV BA + 75 Sem. Units or BA + 60 Sem. Units with MA or MA + 30 Sem. Units (a)	V Continuing Education Effective July 1, 1998 (b)
Steps					
1	43,196	43,548	43,905	44,916	47,387
2	43,411	43,769	44,670	46,718	49,287
3	43,632	43,988	46,493	49,051	51,749
4	44,299	45,964	48,819	51,997	54,857
5	45,861	48,261	51,258	55,116	58,148
6	47,923	50,724	53,822	58,422	61,635
7	50,323	53,766	56,781	61,929	65,335
8		58,016	59,908	66,015	69,646
9			64,099	71,468	75,399
10				73,948	78,016
11				76,549	80,759

(a) Columns IV & V, Steps 10 and 11 are open only to people with a Masters OR Doctorate degree.

(b) Column V requires 150 hours of Continuing Education; must meet eligibility requirements. New hires are not eligible. Hours must be earned while employed with this district. Column V is 5.5% of Column IV base salary

ANNIVERSARY/LONGEVITY INCREMENTS						
For credit toward any anniversary/longevity increment, a teacher must have worked 75% of each school						
1. Two percent (2%) of the teacher's base salary after 14 years of completed service in SJUSD.						
2. Four percent (4%) of the teacher's base salary after 17 years of completed service in SJUSD (the 4% includes the 14-year increment).						
3. Eight percent (8%) of the teacher's base salary after 19 years of completed service in SJUSD (the 8% includes the 14-year and 17-year increments).						
Begins With Year	Column I Step 7	Column II Step 8	Column III Step 9	Column IV Step 9	Column IV Step 10	Column IV Step 11
15	51,329.62	59,175.81	65,381.26	72,897.33	75,427.47	78,080.03
18	52,336.08	60,336.12	66,663.25	74,326.69	76,906.44	79,611.01
20	54,349.01	62,656.74	69,227.22	77,185.41	79,864.38	82,672.97
Begins With Year				Column V Step 9	Column V Step 10	Column V Step 11
15				76,906.68	79,575.98	82,374.43
18				78,414.66	81,136.29	83,989.62
20				81,430.61	84,256.92	87,219.99
OUTSIDE EXPERIENCE						
Experience credit is granted for each year of properly verified certificated experience under contract requiring a regular teaching credential in grades K-12.						
Years Outside Teaching Experience			Salary Step Placement			
0			1			
1			2			
2			3			
3			4			
4			5			
5			6			
6			7			
7			8			
8			9			
9			10(a)			
10			11(a)			

**Credentialed Teachers: Those with Preliminary, Clear, General and/or Standard Credentials

Board Approval Date: December 4, 2014

All salary and stipend schedules shall be increased by a total of 4.5%. 3.0% shall be retroactive effective July 1, 2014 and the remaining 1.5% shall begin February 1, 2015.



SAN JUAN UNIFIED SCHOOL DISTRICT

**Credentialed Teachers/Nurses/Counselors/Speech Therapists/Librarians Salary Schedule
2014-2015 School Year

Effective: July 1, 2014 - January 31, 2015

Degree/ Education	I BA + 0 - 29 Semester Units	II BA + 30 Semester Units or MA	III BA + 45 Sem. Units or MA + 15 Sem. Units	IV BA + 75 Sem. Units or BA + 60 Sem. Units with MA or MA + 30 Sem. Units (a)	V Continuing Education Effective July 1, 1998 (b)
Steps					
1	42,576	42,923	43,275	44,272	46,706
2	42,788	43,140	44,029	46,047	48,580
3	43,006	43,356	45,826	48,347	51,006
4	43,663	45,304	48,118	51,251	54,070
5	45,203	47,568	50,523	54,325	57,313
6	47,235	49,996	53,049	57,583	60,751
7	49,601	52,994	55,966	61,040	64,398
8		57,183	59,048	65,068	68,647
9			63,179	70,442	74,315
10				72,887	76,896
11				75,450	79,600

(a) Columns IV & V, Steps 10 and 11 are open only to people with a Masters OR Doctorate degree.

(b) Column V requires 150 hours of Continuing Education; must meet eligibility requirements. New hires are not eligible. Hours must be earned while employed with this district. Column V is 5.5% of Column IV base salary

ANNIVERSARY/LONGEVITY INCREMENTS						
For credit toward any anniversary/longevity increment, a teacher must have worked 75% of each school year.						
1. Two percent (2%) of the teacher's base salary after 14 years of completed service in SJUSD.						
2. Four percent (4%) of the teacher's base salary after 17 years of completed service in SJUSD (the 4% includes the 14-year increment).						
3. Eight percent (8%) of the teacher's base salary after 19 years of completed service in SJUSD (the 8% includes the 14-year and 17-year increments).						
Begins With Year	Column I Step 7	Column II Step 8	Column III Step 9	Column IV Step 9	Column IV Step 10	Column IV Step 11
15	50,592.83	58,326.40	64,442.77	71,850.96	74,344.78	76,959.26
18	51,584.85	59,470.06	65,706.36	73,259.80	75,802.52	78,468.27
20	53,568.88	61,757.36	68,233.52	76,077.48	78,718.00	81,486.28
Begins With Year				Column V Step 9	Column V Step 10	Column V Step 11
15				75,801.30	78,433.92	81,192.00
18				77,287.60	79,971.84	82,784.00
20				80,260.20	83,047.68	85,968.00
OUTSIDE EXPERIENCE						
Experience credit is granted for each year of properly verified certificated experience under contract requiring a regular teaching credential in grades K-12.						
Years Outside Teaching Experience			Salary Step Placement			
0			1			
1			2			
2			3			
3			4			
4			5			
5			6			
6			7			
7			8			
8			9			
9			10(a)			
10			11(a)			

**Credentialed Teachers: Those with Preliminary, Clear, General and/or Standard Credentials

Board Approval Date: December 4, 2014



SAN JUAN UNIFIED SCHOOL DISTRICT

**Teachers with Emergency Permits/Intern Credentials/Waivers Salary Schedule
2014 - 2015 School Year

Effective: February 1, 2015

Degree/ Education	I BA + 0 - 29 Semester Units	II BA + 30 Semester Units or MA	III BA + 45 Sem. Units or MA + 15 Sem. Units	IV BA + 75 Sem. Units or BA + 60 Sem. Units with MA or MA + 30 Sem. Units (a)	V Continuing Education Effective July 1, 1998 (b)
1	40,355	40,355	42,172	44,492	46,939
2	41,366	41,968	44,279	46,718	49,287
3	42,604	43,858	46,493	49,051	51,748
4	44,096	45,963	48,819	51,997	54,857
5	45,861	48,261	51,258	55,116	58,148
6	47,924	50,724	53,822	58,422	61,635
7	50,323	53,766	56,781	61,930	65,336
8		58,015	59,908	66,016	69,647
9			64,099	71,468	75,398
10				73,948	78,016
11				76,549	80,760

(a) Columns IV & V, Steps 10 and 11 are open only to people with a Masters OR Doctorate degree.
 (b) Column V requires 150 hours of Continuing Education; must meet eligibility requirements. New hires are not eligible. Hours must be earned while employed with this district. Column V is 5.5% of Column IV base salary.

ANNIVERSARY/LONGEVITY INCREMENTS

For credit toward any anniversary/longevity increment, a teacher must have worked 75% of each school year.

- Two percent (2%) of the teacher's base salary after 14 years of completed service in SJUSD.
- Four percent (4%) of the teacher's base salary after 17 years of completed service in SJUSD (the 4% includes the 14-year increment).
- Eight percent (8%) of the teacher's base salary after 19 years of completed service in SJUSD (the 8% includes the 14-year and 17-year increments).

Begins With Year	Column I Step 7	Column II Step 8	Column III Step 9	Column IV Step 9	Column IV Step 10	Column IV Step 11
15	51,329.48	59,175.57	65,381.24	72,896.90	75,427.35	78,080.37
18	52,335.94	60,335.88	66,663.23	74,326.25	76,906.32	79,611.36
20	54,348.86	62,656.49	69,227.20	77,184.95	79,864.25	82,673.34
Begins With Year				Column V Step 9	Column V Step 10	Column V Step 11
15				76,905.96	79,576.32	82,375.20
18				78,413.92	81,136.64	83,990.40
20				81,429.84	84,257.28	87,220.80

OUTSIDE EXPERIENCE

Experience credit is granted for each year of properly verified certificated experience under contract requiring a regular teaching credential in grades K-12.

Years Outside Teaching Experient	Salary Step Placement
0	1
1	2
2	3
3	4
4	5
5	6
6	7
7	8
8	9
9	10(a)
10	11(a)

**Teachers who do not hold Preliminary, Clear, General and/or Standard Credentials.

Board Approval Date: December 4, 2014

All salary and stipend schedules shall be increased by a total of 4.5%. 3.0% shall be retroactive effective July 1, 2014 and the remaining 1.5% shall begin February 1, 2015.



SAN JUAN UNIFIED SCHOOL DISTRICT

****Teachers with Emergency Permits/Intern Credentials/Waivers Salary Schedule
2014 - 2015 School Year**

Effective: July 1, 2014 - January 31, 2015

Degree/ Education	I BA + 0 - 29 Semester Units	II BA + 30 Semester Units or MA	III BA + 45 Sem. Units or MA + 15 Sem. Units	IV BA + 75 Sem. Units or BA + 60 Sem. Units with MA or MA + 30 Sem. Units (a)	V Continuing Education Effective July 1, 1998 (b)
Steps					
1	39,776	39,776	41,567	43,853	46,265
2	40,773	41,366	43,643	46,047	48,580
3	41,992	43,228	45,826	48,347	51,005
4	43,463	45,304	48,119	51,251	54,070
5	45,203	47,568	50,523	54,325	57,313
6	47,236	49,996	53,049	57,583	60,750
7	49,601	52,995	55,966	61,041	64,398
8		57,183	59,048	65,068	68,647
9			63,179	70,442	74,316
10				72,887	76,896
11				75,451	79,600

(a) Columns IV & V, Steps 10 and 11 are open only to people with a Masters OR Doctorate degree.

(b) Column V requires 150 hours of Continuing Education; must meet eligibility requirements. New hires are not eligible. Hours must be earned while employed with this district. Column V is 5.5% of Column IV base salary.

ANNIVERSARY/LONGEVITY INCREMENTS

For credit toward any anniversary/longevity increment, a teacher must have worked 75% of each school year.

1. Two percent (2%) of the teacher's base salary after 14 years of completed service in SJUSD.
2. Four percent (4%) of the teacher's base salary after 17 years of completed service in SJUSD (the 4% includes the 14-year increment).
3. Eight percent (8%) of the teacher's base salary after 19 years of completed service in SJUSD (the 8% includes the 14-year and 17-year increments).

Begins With Year	Column I Step 7	Column II Step 8	Column III Step 9	Column IV Step 9	Column IV Step 10	Column IV Step 11
15	50,592.69	58,326.16	64,442.75	71,850.53	74,344.66	76,959.60
18	51,584.71	59,469.81	65,706.34	73,259.37	75,802.40	78,468.61
20	53,568.73	61,757.11	68,233.50	76,077.04	78,717.87	81,486.64
Begins With Year				Column V Step 9	Column V Step 10	Column V Step 11
15				75,802.32	78,433.92	81,192.00
18				77,288.64	79,971.84	82,784.00
20				80,261.28	83,047.68	85,968.00

OUTSIDE EXPERIENCE

Experience credit is granted for each year of properly verified certificated experience under contract requiring a regular teaching credential in grades K-12.

Years Outside Teaching Experience	Salary Step Placement
0	1
1	2
2	3
3	4
4	5
5	6
6	7
7	8
8	9
9	10(a)
10	11(a)

****Teachers who do not hold Preliminary, Clear, General and/or Standard Credentials.**

Board Approval Date: December 4, 2014

All salary and stipend schedules shall be increased by a total of 4.5%. 3.0% shall be retroactive effective July 1, 2014 and the remaining 1.5% shall begin February 1, 2015.

San Juan Unified School District
Independent Study Salary Schedule
2014 - 2015 School Year

Effective February 1-June 30, 2015

Degree/ Education	I BA + 0 - 29 Semester Units	II BA + 30 Semester Units or MA	III BA + 45 Sem. Units or MA + 15 Sem. Units	IV BA + 60 Sem. Units & MA or MA + 30 Semester Units or BA + 75 Sem. Units (a)	V Continuing Education Effective July 1, 1998 (b)
1	41,035	41,371	41,710	42,670	45,017
2	41,240	41,580	42,436	44,382	46,823
3	41,450	41,790	44,169	46,599	49,162
4	42,085	43,664	46,377	49,398	52,115
5	43,566	45,848	48,695	52,360	55,240
6	45,528	48,188	51,131	55,501	58,554
7	47,807	51,076	53,943	58,834	62,069
8		55,114	56,913	62,715	66,164
9			60,894	67,895	71,629
10				70,250	74,114
11				72,723	76,722

(a) Column IV, Steps 10 and 11 are open only to people with a Masters Or Doctorate degree.

(b) Column V requires 150 hours of Continuing Education; must meet eligibility requirements. New hires are not eligible. Units earned must be while employed in the district. Column V is 5.5% of column IV base salary.

ANNIVERSARY/LONGEVITY INCREMENTS

For credit toward any anniversary/longevity increment, a teacher must have worked 75% of each school year.

1. Two percent (2%) of the teacher's base salary after 15 years of completed service in SJUSD.
2. Four percent (4%) of the teacher's base salary after 18 years of completed service in SJUSD (the 4% includes the 15-year increment).
3. Eight percent (8%) of the teacher's base salary after 20 years of completed service in SJUSD (the 8% includes the 15-year and 18-year increments).

Begins With Year	Column I Step 7	Column II Step 8	Column III Step 9	Column IV Step 9	Column IV Step 10	Column IV Step 11
15	48,762.79	56,216.63	62,112.12	69,252.59	71,655.13	74,177.05
18	49,718.93	57,318.92	63,330.01	70,610.48	73,060.13	75,631.50
20	51,631.19	59,523.49	65,765.78	73,326.27	75,870.14	78,540.40
Begins With Year				Column V Step 9	Column V Step 10	Column V Step 11
15				73,061.48	75,596.16	78,256.78
18				74,494.06	77,078.44	79,791.23
20				77,359.22	80,042.99	82,860.12

OUTSIDE EXPERIENCE

Experience credit is granted for each year of properly verified certificated experience under contract requiring a regular teaching credential in grades K-12.

Years Outside Teaching Experience

Salary Step Placement

0	1
1	2
2	3
3	4
4	5
5	6
6	7
7	8
8	9
9	10(a)
10	11(a)

SAN JUAN UNIFIED SCHOOL DISTRICT

Independent Study Salary Schedule

Effective July 1, 2014-January 31, 2015

2014 - 2015 School Year

Degree/ Education	I BA + 0 - 29 Semester Units	II BA + 30 Semester Units or MA	III BA + 45 Sem. Units or MA + 15 Sem. Units	IV BA + 60 Sem. Units & MA or MA + 30 Semester Units or BA + 75 Sem. Units (a)	V Continuing Education Effective July 1, 1998 (b)
1	40,446	40,777	41,111	42,058	44,371
2	40,648	40,983	41,827	43,745	46,151
3	40,855	41,190	43,535	45,930	48,456
4	41,481	43,038	45,711	48,689	51,367
5	42,941	45,190	47,996	51,608	54,447
6	44,874	47,496	50,397	54,704	57,713
7	47,120	50,343	53,169	57,989	61,178
8		54,323	56,096	61,814	65,214
9			60,020	66,920	70,601
10				69,242	73,050
11				71,679	75,621

(a) Column IV, Steps 10 and 11 are open only to people with a Masters Or Doctorate degree.

(b) Column V requires 150 hours of Continuing Education; must meet eligibility requirements. New hires are not eligible. Units earned must be while employed in the district. Column V is 5.5% of column IV base salary.

ANNIVERSARY/LONGEVITY INCREMENTS

For credit toward any anniversary/longevity increment, a teacher must have worked 75% of each school year.

- Two percent (2%) of the teacher's base salary after 15 years of completed service in SJUSD.
- Four percent (4%) of the teacher's base salary after 18 years of completed service in SJUSD (the 4% includes the 15-year increment).
- Eight percent (8%) of the teacher's base salary after 20 years of completed service in SJUSD (the 8% includes the 15-year and 18-year increments).

Begins With Year	Column I Step 7	Column II Step 8	Column III Step 9	Column IV Step 9	Column IV Step 10	Column IV Step 11
15	48,062.85	55,409.69	61,220.56	68,258.53	70,626.59	73,112.30
18	49,005.26	56,496.16	62,420.97	69,596.94	72,011.42	74,545.88
20	50,890.08	58,669.09	64,821.77	72,273.74	74,781.09	77,413.03
Begins With Year				Column V Step 9	Column V Step 10	Column V Step 11
15				72,012.75	74,511.05	77,133.48
18				73,424.77	75,972.05	78,645.90
20				76,248.80	78,894.05	81,670.74

OUTSIDE EXPERIENCE

Experience credit is granted for each year of properly verified certificated experience under contract requiring a regular teaching credential in grades K-12.

Years Outside Teaching Experience

Salary Step Placement

0	1
1	2
2	3
3	4
4	5
5	6
6	7
7	8
8	9
9	10(a)
10	11(a)

Board Approval Date: December 4, 2014

All Salary and stipend shall be increased by a total of 4.5%. 3.0% shall be retroactive effective July 1, 2014 and the remaining 1.5% shall begin February 1, 2015.



**SAN JUAN UNIFIED SCHOOL DISTRICT
Adult Education Salary Schedule
2014-2015 School Year**

EXHIBIT D-4

Effective Date: February 1, 2015

	BA or Std Design. Credential 5 yrs Voc or Trade Exp.	BA + 15 or Std Design. Credential 7 yrs Voc or Trade Exp.	BA + 30 or Std Design. Credential 9 yrs Voc or Trade Exp.	BA + 45 or Std. Design. Credential 11 yrs Voc or Trade Exp.	BA + 60 or Std. Design. Credential 13 yrs Voc or Trade Exp.
1	28.72	29.82	30.97	32.08	33.16
2	29.82	30.97	32.08	33.16	34.27
3	30.97	32.08	33.16	34.27	35.40
4	32.08	33.16	34.27	35.40	36.49

Anniversary increments applied to 4th year base:

6 Yrs - 3%	33.04	34.15	35.28	36.47	37.59
11 Yrs - 6%	34.01	35.14	36.32	37.52	38.68
15 Yrs - 9%	34.96	36.14	37.35	38.59	39.77
20 Yrs-12%	35.92	37.14	38.37	39.65	40.86

COUNSELORS

1 Year	2 Years	3 Years	4 Years
34.30	35.40	36.53	37.67
***Anniversary increment @ 6th year - 3%			38.80
***Anniversary increment @ 11th year - 6%			39.92
***Anniversary increment @ 15th year - 9%			41.06
***Anniversary increment @ 20th year - 12%			42.19

Approved instructional, co-curricular and/or professional development (outside regular work day or work day calendar) shall be compensated at the regular hourly rate.

Board Approval Date: December 4, 2014

All salary and stipend schedules shall be increased by a total of 4.5%. 3.0% shall be retroactive effective July 1, 2014 and the remaining 1.5% shall begin February 1, 2015.



SAN JUAN UNIFIED SCHOOL DISTRICT
Adult Education Salary Schedule
2014-2015 School Year

EXHIBIT D-4

Effective July 1, 2014-January 31, 2015

YEARS	BA or Std Design. Credential 5 yrs Voc or Trade Exp.	BA + 15 or Std Design. Credential 7 yrs Voc or Trade Exp.	BA + 30 or Std Design. Credential 9 yrs Voc or Trade Exp.	BA + 45 or Std. Design. Credential 11 yrs Voc or Trade Exp.	BA + 60 or Std. Design. Credential 13 yrs Voc or Trade Exp.
1	28.30	29.40	30.53	31.62	32.68
2	29.40	30.53	31.62	32.68	33.78
3	30.53	31.62	32.68	33.78	34.90
4	31.62	32.68	33.78	34.90	35.97

Anniversary increments applied to 4th year base:

6 Yrs - 3%	32.57	33.66	34.78	35.95	37.05
11 Yrs - 6%	33.52	34.64	35.80	36.98	38.13
15 Yrs - 9%	34.46	35.63	36.82	38.04	39.20
20 Yrs-12%	35.41	36.61	37.82	39.09	40.28

COUNSELORS

1 Year	2 Years	3 Years	4 Years
33.81	34.90	36.00	37.13
***Anniversary increment @ 6th year - 3%			38.24
***Anniversary increment @ 11th year - 6%			39.35
***Anniversary increment @ 15th year - 9%			40.47
***Anniversary increment @ 20th year - 12%			41.58

Approved instructional, co-curricular and/or professional development (outside regular work day or work day calendar) shall be compensated at the regular hourly rate.

Board Approval Date: December 4, 2014

All salary and stipend schedules shall be increased by a total of 4.5%. 3.0% shall be effective July 1, 2014 and the remaining 1.5% shall begin February 1, 2015.

SAN JUAN UNIFIED SCHOOL DISTRICT
Home and Hospital Hourly Salary Schedule
2015-2016 School year

YEARS	BA
1-5	36.00
6-10	40.00
11-14	46.00

Anniversary increments
applied to 14th year base:

15 Yrs - 9%	50.14
20 Yrs-12%	51.52

Approved Instructional,
Co-curricular and/or
Professional Development
(Outside regular work day
or work calendar) will
be compensated at rates
reflected on Exhibit D-6;
longevity rates do not
apply

Board Approval Date: December 4, 2014

All salary and stipend schedules shall be increased by a total of 4.5%. 3.0% shall be retroactive effective July 1, 2014 and the remaining 1.5% shall begin February 1, 2015



SAN JUAN UNIFIED SCHOOL DISTRICT
 Home and Hospital Hourly Salary Schedule
 2014-2015 School year

Effective February 1-June 30, 2015

YEARS	BA
1	34.53
2	34.53
3	34.53
4	34.53

Anniversary increments
 applied to 5th year base:

6 Yrs - 3%	35.56
11 Yrs - 6%	36.60
15 Yrs - 9%	37.63
20 Yrs-12%	38.67

Extra assignment
 responsibilities will be
 compensated at the
 certificated special additional
 assignment salary schedule
 hourly rate.
 Exhibit D-6a

Board Approval Date: December 4, 2014

All salary and stipend schedules shall be increased by a total of 4.5%. 3.0% shall be retroactive effective July 1, 2014 and the remaining 1.5% shall begin February 1, 2015



SAN JUAN UNIFIED SCHOOL DISTRICT
Home and Hospital Hourly Salary Schedule
2014-2015 School year

EXHIBIT D-5

Effective July 1, 2014-January 31, 2015

YEARS	BA
1	34.03
2	34.03
3	34.03
4	34.03

Anniversary increments
applied to 5th year base:

6 Yrs - 3%	35.05
11 Yrs - 6%	36.07
15 Yrs - 9%	37.09
20 Yrs-12%	38.11

Extra assignment
responsibilities will be
compensated at the
certificated special additional
assignment salary schedule
hourly rate.

Board Approval Date: December 4, 2014

All salary and stipend schedules shall be increased by a total of 4.5%. 3.0% shall be retroac effective July 1, 2014 and the remaining 1.5% shall begin February 1, 2015.

San Juan Unified School District

Certificated Special Additional Assignment Salary Schedule

Effective July 1, 2015

2015 - 2016 School Year

Not more than three (3) hours per day may be submitted on those days included on the work day calendar. Not more than six (6) hours per day may be submitted on days not included on the work day calendar. Teacher in Charge is limited to four (4) hours per month.

ADDITIONAL ASSIGNMENT	\$ PER HOUR	
	Years 1-10*	Years 11+*
Approved Instructional, Co-curricular and/or Professional Development (Outside regular work day or work year calendar)	36.00	46.00

*Qualifying experience as defined by Exhibit D

Board Approval Date: December 4, 2014

All salary and stipend schedules shall be increased by a total of 4.5%. 3.0% shall be retroactive effective July 1, 2014 and the remaining 1.5% shall begin February 1, 2015.



SAN JUAN UNIFIED SCHOOL DISTRICT
 Certificated Special Additional Assignment Salary Schedule
 2014-15 School Year

EXHIBIT D-6a

Effective: February 1-June 30, 2015

Not more than three (3) hours per day may be submitted on those days included on the work day calendar. Not more than six (6) hours per day may be submitted on days not included on the work day calendar.

ADDITIONAL ASSIGNMENT	\$ PER HOUR
Approved Assignment (Outside Regular Day)	25.30
Counseling	25.30
Curriculum Development	25.30
Driver Education / Training	25.30
Extended Year	25.30
Field Trips	25.30
Gifted	25.30
Health Services	25.30
Home Teaching **	34.53
In-Service	25.30
Intervention-Instruction (TierII)****	36.92
Intervention-Supervision (TierI)****	25.30
Lecturer	25.30
Teacher-in-Charge *	25.30
Vision Screening	25.30
Summer School ***	36.92
Supplemental Educational Services (SES) Tutor*****	41.80

* Four (4) hours per month

** Anniversary increments applied to base salary rate are as follows:

6 Years - 3% 11 Years - 6% 15 Years - 9% 20 Years - 12%

*** Hourly rate set at the beginning of summer school shall remain the same for the full summer school period.

****Assignment during school year funded from summer school budget.

Summer School 2015 to be paid at July 1, 2015 extra assignment rates

*****Assignment must meet criteria set forth in 10/03/2011 MOU.

Board Approval Date: December 4, 2014

All salary and stipend schedules shall be increased by a total of 4.5%. 3.0% shall be retroactive effective July 1, 2014 and the remaining 1.5% shall begin February 1, 2015.



SAN JUAN UNIFIED SCHOOL DISTRICT
 Certificated Special Additional Assignment Salary Schedule
 2014-15 School Year

EXHIBIT D-6a

Effective: July 1, 2014 - January 31, 2015

Not more than three (3) hours per day may be submitted on those days included on the work day calendar. Not more than six (6) hours per day may be submitted on days not included on the work day calendar.

ADDITIONAL ASSIGNMENT	\$ PER HOUR
Approved Assignment (Outside Regular Day)	24.94
Counseling	24.94
Curriculum Development	24.94
Driver Education / Training	24.94
Extended Year	24.94
Field Trips	24.94
Gifted	24.94
Health Services	24.94
Home Teaching **	34.03
In-Service	24.94
Intervention-Instruction (TierII)****	36.39
Intervention-Supervision (TierI)****	24.94
Lecturer	24.94
Teacher-in-Charge *	24.94
Vision Screening	24.94
Summer School ***	36.39
Supplemental Educational Services (SES) Tutor*****	41.20

* Four (4) hours per month

** Anniversary increments applied to base salary rate are as follows:

6 Years - 3% 11 Years - 6% 15 Years - 9% 20 Years - 12%

*** Hourly rate set at the beginning of summer school shall remain the same for the full summer school period.

**** Assignment during school year funded from summer school budget.

***** Assignment must meet criteria set forth in 10/03/2011 MOU.

Board Approval Date: December 4, 2014

All salary and stipend schedules shall be increased by a total of 4.5%. 3.0% shall be retroactive effective July 1, 2014 and the remaining 1.5% shall begin February 1, 2015.



SAN JUAN UNIFIED SCHOOL DISTRICT
 Extra Curricular Class Activities Stipends
 2014-2015 School Year

Effective: February 1, 2015

CLASS ACTIVITY	PER EVENT	PER YEAR
CADETS		
HS Commandant		3,017
HS Bivouac/Snow Survival	1005	
DRAMA 7 - 8		
(not to exceed two major events per year)	832	
DRAMATICS/OPERETTAS		
(not to exceed three major events per year)		
With Stage Crew	1,282	
Without Stage Crew	1,878	
MUSIC		
Vocal High School		1,682
Instrumental High School		1,682
Vocal Middle School		1,058
Instrumental Middle School		1,058
Traveling String Middle School		944
Instrument Concert (not to exceed one district-wide event/year)	225	
Instrumental Extra Assignment Elementary		832
Choir (Elementary) (Before and After School)		832
MISCELLANEOUS		
Newspaper High School**		2,230
Newspaper Middle School		1,058
Yearbook High School**		2,230
Yearbook Middle School		1,682
Pep Arts - Drill Team**		1,932
Yell/Cheer Leaders**		1,932
Pep Band**		630
Academic Decathlon Advisor**		1,857
Science Olympian Advisor		1,487
Moot Court or Mock Trial Advisor**		1,115
Elementary Technology Curriculum Coordinator		594
Fine Arts Fiesta*		308

*A teacher in charge of a performance or exhibit shall receive the stipend. Guidelines shall be established by the District controlling the identification of those persons who will receive the stipend. The guidelines shall take into account the amount of money budgeted by the District for the Fine Arts Fiesta.

**One stipend per school. Adjustments made through negotiations to these stipends.

Board Approval Date: December 4, 2014

All salary and stipends schedules shall be increased by a total of 4.5%. 3.0% shall be retroactive effective July 1, 2014 and the remaining 1.5% shall begin February 1, 2015.

SAN JUAN UNIFIED SCHOOL DISTRICT
 Extra Curricular Class Activities Stipends
 2014-2015 School Year

EXHIBIT D-7

Effective: July 1, 2014 - January 31, 2015

CLASS ACTIVITY	PER EVENT	PER YEAR
CADETS		
HS Commandant		2,974
HS Bivouac/Snow Survival	991	
DRAMA 7 - 8		
(not to exceed two major events per year)	820	
DRAMATICS/OPERETTAS		
(not to exceed three major events per year)		
With Stage Crew	1,264	
Without Stage Crew	1,851	
MUSIC		
Vocal High School		1,658
Instrumental High School		1,658
Vocal Middle School		1,042
Instrumental Middle School		1,042
Traveling String Middle School		930
Instrument Concert (not to exceed one district-wide event/year)	221	
Instrumental Extra Assignment Elementary		820
Choir (Elementary) (Before and After School)		820
MISCELLANEOUS		
Newspaper High School**		2,198
Newspaper Middle School		1,042
Yearbook High School**		2,198
Yearbook Middle School		1,658
Pep Arts - Drill Team**		1,904
Yell/Cheer Leaders**		1,904
Pep Band**		621
Academic Decathlon Advisor**		1,830
Science Olympian Advisor		1,466
Moot Court or Mock Trial Advisor**		1,099
Elementary Technology Curriculum Coordinator		585
Fine Arts Fiesta*		304

*A teacher in charge of a performance or exhibit shall receive the stipend. Guidelines shall be established by the District controlling the identification of those persons who will receive the stipend. The guidelines shall take into account the amount of money budgeted by the District for the Fine Arts Fiesta.

**One stipend per school. Adjustments made through negotiations to these stipends.

Board Approval Date: December 4, 2014

All salary and stipend schedules shall be increased by a total of 4.5%. 3.0% shall be retroactive effective July 1, 2014 and the remaining 1.5% shall begin February 1, 2015.



SAN JUAN UNIFIED SCHOOL DISTRICT

Athletic Services Stipends
2014-2015 School Year

EXHIBIT D-8

Effective: February 1, 2015

ACTIVITY	PER SEASON	ACTIVITY	PER SEASON
BASEBALL		NURSE, HS	
HS Head Coach	3,017	(Attendance at athletic events)	65
HS Varsity Coach	2,517		
HS Assistant Coach	2,013	SOCCER	
		HS Head Coach	3,017
BASKETBALL		HS Varsity Coach	2,517
HS Head Coach	3,017	HS Assistant Coach	2,013
HS Varsity Coach	2,517		
HS Assistant Coach (Soph)	2,013	SOFTBALL	
HS Assistant Coach (Frosh)	2,013	HS Head Coach	3,017
		HS Varsity Coach	2,517
CROSS COUNTRY		HS Assistant Coach	2,013
HS Head Coach	3,017		
HS Varsity Coach	2,517	SWIMMING	
		HS Varsity Coach	2,517
FIELD HOCKEY			
HS Varsity Coach	2,517	TENNIS	
(Booster stipend only)		HS Varsity Coach	2,517
FOOTBALL		TRACK	
HS Head Coach	3,017	HS Head Coach	3,017
HS Varsity Coach	2,517	HS Varsity Coach	2,517
HS Assistant Coach (Varsity)	2,013	HS Assistant Coach (Soph)	2,013
HS Assistant Coach (Head Soph)	2,013	HS Assistant Coach (Frosh)	2,013
HS Assistant Coach (Soph)	2,013		
HS Assistant Coach (Head Frosh)	2,013	VOLLEYBALL	
HS Assistant Coach (Frosh)	2,013	HS Head Coach	3,017
		HS Varsity Coach	2,517
(add'l -- if required to report two weeks before school begins):		HS Assistant Coach (Varsity)	2,013
		HS Assistant Coach (Soph)	2,013
HS Head Football Coach	565		
HS Assistant Football Coach	378	WATER POLO	
		HS Varsity Coach	2,517
GOLF			
HS Varsity Coach	2,517	WRESTLING	
		HS Varsity Coach	2,517
		HS Assistant Coach (Soph)	2,013

Head Coach: Responsible for a minimum of three teams in the same sport.

Board Approval Date: December 4, 2014

All salary and stipend schedules shall be increased by a total of 4.5%. 3.0% shall be retroactive effective July 1, 2014 and the remaining 1.5% shall begin February 1, 2015.



SAN JUAN UNIFIED SCHOOL DISTRICTY
Athletic Services Stipends
2014-2015 School Year

Effective: July 1, 2014 - January 31, 2015

ACTIVITY	PER SEASON	ACTIVITY	PER SEASON
BASEBALL		NURSE, HS	
HS Head Coach	2,974	(Attendance at athletic events)	65
HS Varsity Coach	2,481		
HS Assistant Coach	1,984	SOCCER	
		HS Head Coach	2,974
BASKETBALL		HS Varsity Coach	2,481
HS Head Coach	2,974	HS Assistant Coach	1,984
HS Varsity Coach	2,481		
HS Assistant Coach (Soph)	1,984	SOFTBALL	
HS Assistant Coach (Frosh)	1,984	HS Head Coach	2,974
		HS Varsity Coach	2,481
CROSS COUNTRY		HS Assistant Coach	1,984
HS Head Coach	2,974		
HS Varsity Coach	2,481	SWIMMING	
		HS Varsity Coach	2,481
FIELD HOCKEY			
HS Varsity Coach	2,481	TENNIS	
(Booster stipend only)		HS Varsity Coach	2,481
FOOTBALL		TRACK	
HS Head Coach	2,974	HS Head Coach	2,974
HS Varsity Coach	2,481	HS Varsity Coach	2,481
HS Assistant Coach (Varsity)	1,984	HS Assistant Coach (Soph)	1,984
HS Assistant Coach (Head Soph)	1,984	HS Assistant Coach (Frosh)	1,984
HS Assistant Coach (Soph)	1,984		
HS Assistant Coach (Head Frosh)	1,984	VOLLEYBALL	
HS Assistant Coach (Frosh)	1,984	HS Head Coach	2,974
		HS Varsity Coach	2,481
(add'l -- if required to report two weeks before school begins):		HS Assistant Coach (Varsity)	1,984
		HS Assistant Coach (Soph)	1,984
HS Head Football Coach	557		
HS Assistant Football Coach	373	WATER POLO	
		HS Varsity Coach	2,481
GOLF			
HS Varsity Coach	2,481	WRESTLING	
		HS Varsity Coach	2,481
		HS Assistant Coach (Soph)	1,984

Head Coach: Responsible for a minimum of three teams in the same sport.

Board Approval Date: December 4, 2014

All salary and stipend schedules shall be increased by a total of 4.5%. 3.0% shall be retroactive effective July 1, 2014 and the remaining 1.5% shall begin February 1, 2015.



SAN JUAN UNIFIED SCHOOL DISTRICT
 Leadership/Support Staff Stipends
 2014-2015 School Year

Effective: February 1, 2015

LEADERSHIP / SUPPORT STAFF STIPEND	INCLUDED IN CONTRACT	STIPEND AMOUNT
Activity Director (High School)	2,230	
Agricultural Teacher (additional assignment)	5,629	
Area Chairperson (9 - 12)	1,814	
Area Resource Teacher	2,177	
Athletic Director (9 - 12)	3,017	
Counselor - Elementary	2,072	
Counselor - Middle School	2,072	
Counselor - High School	2,072	
Curriculum Facilitator (9 - 12)	2,177	
Department Chairperson - Elementary		
Seven (7) or fewer FTE within the primary or intermediate grade level	2,517	
Eight (8) or more FTE within the primary or intermediate grade level	2,177	
Department Chairperson - Middle / High School		
Department Chair A	1,587	
Department Chair B	1,247	
Department Chair C	1,020	
Elementary Reading Specialist		866
Intern Advisor	711	
Intramural Coordinator		2,534
Leadership	1,587	
Librarian	2,072	
PAR (Peer Assistance & Review) Panel		3,002
PAR Site Coach		2,002
PAR Consulting Teacher	5,334	
Speech Therapist	2,072	
Summer School Teacher-In-Charge(same as SJPEC Salary Schedule)		
Regular Program - Elementary School		5,463
Regular Program - Middle School		6,804
Extended Program - Middle School		9,429
Regular Program - High School		8,499
Special Education - Elementary (25 days)		5,463
Special Education - LaVista/L.Ruff (30 days)		6,804
Special Education - R. Richardson Center (35 days)		6,804
Special Education - High School (30 days)		9,216

Board Approval Date: December 4, 2014

All salary and stipend schedules shall be increased by a total of 4.5%. 3.0% shall be retroactive effective July 1, 2014 and the remaining 1.5% shall begin February 1, 2015.



SAN JUAN UNIFIED SCHOOL DISTRICT

Leadership/Support Staff Stipends
2014-2015 School Year

EXHIBIT D-9

Effective: July 1, 2014 - January 31, 2015

LEADERSHIP / SUPPORT STAFF STIPEND	INCLUDED IN CONTRACT	STIPEND AMOUNT
Activity Director (High School)	2,198	
Agricultural Teacher (additional assignment)	5,549	
Area Chairperson (9 - 12)	1,788	
Area Resource Teacher	2,145	
Athletic Director (9 - 12)	2,974	
Counselor - Elementary	2,042	
Counselor - Middle School	2,042	
Counselor - High School	2,042	
Curriculum Facilitator (9 - 12)	2,145	
Department Chairperson - Elementary		
Seven (7) or fewer FTE within the primary or intermediate grade level	1,788	
Eight (8) or more FTE within the primary or intermediate grade level	2,145	
Department Chairperson - Middle / High School		
Department Chair A	1,565	
Department Chair B	1,229	
Department Chair C	1,005	
Elementary Reading Specialist		854
Intern Advisor	700	
Intramural Coordinator		2,498
Leadership	1,565	
Librarian	2,042	
PAR (Peer Assistance & Review) Panel		2,959
PAR Site Coach		1,973
PAR Consulting Teacher	5,257	
Speech Therapist	2,042	
Summer School Teacher-In-Charge(same as SJPEC Salary Schedule)		
Regular Program - Elementary School		5,385
Regular Program - Middle School		6,706
Extended Program - Middle School		9,294
Regular Program - High School		8,377
Special Education - Elementary (25 days)		5,385
Special Education - LaVista/L.Ruff (30 days)		6,706
Special Education - R. Richardson Center (35 days)		6,706
Special Education - High School (30 days)		9,084

Board Approval Date: December 4, 2014

All salary and stipend schedules shall be increased by a total of 4.5%. 3.0% shall be retroactive effective July 1, 2014 and the remaining 1.5% shall begin February 1, 2015.

PERMIT TEACHER DEVELOPMENTALLY HANDICAPPED PROGRAM
SALARY PROVISIONS

1. EMPLOYEE STATUS

The following employment status classifications shall be adopted for Permit Teachers, Developmentally Handicapped. These classifications are restricted to the Developmentally Handicapped Program and are not transferable to the K-12 program.

- A. Temporary
- B. Probationary
- C. Permanent

Permanent status acquired in the Developmentally Handicapped Program will apply only to the Developmentally Handicapped Program. A teacher hired prior to the 1983-84 school year must serve three (3) years to gain permanent status. Effective with the 1983-84 school year, a teacher must serve two (2) years to gain permanent status.

2. PLACEMENT

- A. All persons entering the Developmentally Handicapped Program without prior Developmentally Handicapped experience shall begin on Step 1 of the salary schedule and be placed in the appropriate group, based on educational units.
- B. Persons with out-of-district Developmentally Handicapped Program experience under contract shall begin on Step 2 in the appropriate group, based on educational units.
- C. The total of 165 days of teaching experience in any given school year shall constitute a year for step placement.
- D. Two half years of teaching may be combined for one year of experience provided that the number of days served in each half year is 83 or more teaching days of each.

3. FILING OF UNITS

- A. Transcripts or grade cards must be filed before credit can be given. Only credits earned prior to the first day of required service in the new school year may be credited on that year's salary.
- B. Teachers must complete filing of transcripts in Human Resources by October 1.
- C. All teachers hired after the first day of the school year must submit their complete transcript to Human Resources within thirty (30) working days from the date of signing of their contract. If a university or college fails to supply the employee with a transcript within the above time line, the employee's grade card may be provided until a complete transcript is received.

4. ANNUAL INCREMENTS

- A. The Developmentally Handicapped Program Permit Teacher shall receive annual increments effective July 1.

- B. Teachers newly hired to the District shall be initially placed on the appropriate salary schedule in accordance with the applicable provisions of the contract.
- C. Movement to the next higher step on the salary schedule shall occur once a year during the first semester of each year.
- D. Those members who were under contract in the District for one full semester or more of the contract year during the previous school year will be eligible for their annual increment during the first semester of the following school year.
- E. Members who were under contract in the District for less than one full semester of the contract year during the previous school year shall remain on the same step for one additional school year and shall thereafter be eligible for annual increments in accordance with this section.

5. ANNIVERSARY INCREMENT

- A. The San Juan Unified School District shall provide anniversary increments at the following rates:
 - 1). Two percent (2%) of the teacher's base salary after 14 years of completed service in the District.
 - 2). Four percent (4%) of the teacher's base salary after 17 years of completed service in the District (the 4% includes the 15 year increment).
 - 3). Eight percent (8%) of the teacher's base salary after 19 years of completed service in the District (the 8% includes the 15 year and 18 year increments).
- B. These anniversary increments shall be based upon years of completed service in the employed in the San Juan Unified School District or its components.
- C. The criteria for entitlement shall be as follows:
 - 1). Service must have been performed in paid status as a regular employee of the District.
 - 2). The teacher must have worked 165 days of a school year in order to receive credit for that year.
 - 3). Service shall include assignments in component districts prior to unification.
 - 4). Service need not have been continuous.
 - 5). Time served on paid sabbatical leave will be considered creditable service.
 - 6). Time served on military leave (if previously employed by the District for a period of one year) will be considered creditable service.
 - 7). Time served on regular leave of absence (other than paid sabbatical or military) shall not be considered as being in paid status.
 - 8). Service as a substitute or temporary employee will not be counted unless such time is incorporated into the regular service by law.
 - 9). The anniversary increment percentage shall be applied to the employee's base

salary from the salary schedule. The increment shall not apply to service performed under the extra assignment provisions.

- 10). The effective date of longevity pay shall commence with the beginning of the 15th, 18th and 20th year of completed service. Each year must be consistent with the fiscal year as stipulated under District contract.



SAN JUAN UNIFIED SCHOOL DISTRICT

EXHIBIT E-1

**Developmentally Disabled Program Permit Teacher Salary Schedule
2014-2015 School Year**

Effective: February 1, 2015

YEARS OF SERVICE	I 60 + Semester Hours	II AB+ (1 - 15) Semester Hours	III AB + (16 - 30) Semester Hours
5	38,807	40,463	42,191
6	40,283	42,001	43,793
7	41,812	43,597	45,459
8	43,400	45,254	47,187
9	45,049	46,973	48,979
10	46,764	48,757	50,840
11	48,540	50,614	52,773
12	50,385	52,535	54,778

ANNIVERSARY/LONGEVITY INCREMENTS
Year 15 = 2% applied to the base salary
Year 18 = 4% applied to the base salary
Year 20 = 8% applied to the base salary

Effective 2012-13: Permit teacher shall be employed 185 days per year.
(See Exhibit BB)

The salary schedule shall be funded from sources other than the general

Effective 2012-13: for credit toward any anniversary/longevity increment, a teacher must have worked 139 days of each school year.

Board Approved: December 4, 2014

All salary and stipend schedules shall be increased by a total of 4.5%.
3.0% shall be retroactive effective July 1, 2014 and the remaining 1.5% shall begin February 1, 2015.



SAN JUAN UNIFIED SCHOOL DISTRICT
 Developmentally Disabled Program Permit Teacher Salary Schedule
 2014-2015 School Year

EXHIBIT E-1

Effective: July 1, 2014 - January 31, 2015)

YEARS OF SERVICE	I 60 + Semester Hours	II AB+ (1 - 15) Semester Hours	III AB + (16 - 30) Semester Hours
5	38,250	39,882	41,585
6	39,705	41,398	43,165
7	41,212	42,971	44,807
8	42,777	44,605	46,510
9	44,402	46,299	48,276
10	46,093	48,057	50,110
11	47,843	49,887	52,016
12	49,661	51,781	53,991

ANNIVERSARY/LONGEVITY INCREMENTS
Year 15 = 2% applied to the base salary Year 18 = 4% applied to the base salary Year 20 = 8% applied to the base salary

Effective 2012-13: Permit teacher shall be employed 185 days per year. (See Exhibit BB)
 The salary schedule shall be funded from sources other than the general fund.
 Effective 2012-13: for credit toward any anniversary/longevity increment, a teacher must have worked 139 days of each school year.

Board Approved: December 4, 2014

All salary and stipend schedules shall be increased by a total of 4.5%. 3.0% shall be retroactive effective July 1, 2014 and the remaining 1.5% shall begin February 1, 2015.

EARLY CHILDHOOD EDUCATION - SALARY PROVISIONS

1. EMPLOYEE STATUS

The following employment status classifications shall be adopted for Early Childhood Education Teacher/Lead Teachers and Child Development Permit Teachers.

- A. Temporary
- B. Probationary
- C. Permanent

Permanent status acquired in the Early Childhood Education Programs will apply only to the Early Childhood Education Programs. A teacher hired prior to the 1983-84 school year must serve three (3) years to gain permanent status. Effective the 1983-84 school year, a teacher must serve two (2) years to gain permanent status.

2. Experience (Step) Placement

- A. All persons entering the Early Childhood Education Program without prior Early Childhood Education experience shall begin on Step 1 of the salary schedule and be placed in the appropriate group, based on additional units.
- B. Persons with out-of-district Early Childhood Education experience under contract shall begin on Step 2 in the appropriate group, based on educational units.
- C. Persons with in-district experience in the K-12 program will be given year-for-year experience but may not enter higher than Step 3 (i.e., 2 years experience).
- D. Persons re-entering the Early Childhood Education Program after prior experience in the District shall retain step status year-for-year.
- E. The total of 75% of the days of teaching experience in any given school year shall constitute a year for step placement.
- F. Two half years of teaching may be combined for one year of experience provided that the number of days served in each half year is 75% or more teaching days of each semester.

3. GROUP PLACEMENT (Exhibit F-1a)

- A. Group placement is based upon upper division or graduate units earned after receiving the Bachelor's Degree in an accredited four year college or university.
- B. Credits earned in unaccredited institutions will be accepted only if they appear on the transcript of a four year college or university accredited by a regional accreditation association or if they are accepted by the Commission for Teacher Credentialing.
- C. Units taken in the fifth year or its equivalent concurrent with the regular Bachelor requirements may be counted as subsequent to graduation if these units are clearly upper division or graduate work and are certified by the college registrar or by transcripts as being in excess of the total units required for the degree and in excess of under graduate requirements of the Bachelor of Arts Degree.
- D. Credit for lower division courses, after Bachelor of Arts/Bachelor of Science Degree, may

be granted under the following conditions:

- 1). Courses must be pertinent to the teacher position.
- 2). Courses must not be duplicates of previous training for which credit has been granted.
- 3). Courses will be acceptable which are required to convert a preliminary credential to a clear credential.

E. Inservice units

- 1). For purposes of salary group placement, inservice training standards must be equivalent to college or university standards.
- 2). Courses must be pertinent to present or potential future assignments in the District.
- 3). Inservice credit shall be granted only for courses authorized by the District for this purpose.
- 4). Credit shall be limited to employees under contract. (Such courses may not be taken by an applicant for credit if he or she is employed at a later date.)
- 5). Inservice credit is not to apply to workshops or training meetings held during designated workdays for certificated employees.

4. GROUP PLACEMENT (Exhibit F-1b)

A. Group placement is based upon lower and upper division/graduate units earned in an accredited college or university.

B. Credits earned in unaccredited institutions will be accepted only if they appear on the transcript of a four year college or university accredited by a regional accreditation association or if they are accepted by the Commission on Teacher Credentialing.

C. Inservice units

- 1). For purposes of salary group placement, inservice training standards must be equivalent to college or university standards.
- 2). Courses must be pertinent to present or potential future assignments in the District.
- 3). Inservice credit shall be granted only for courses authorized by the District for this purpose.
- 4). Credit shall be limited to employees under contract. (Such courses may not be taken by an applicant for credit if he or she is employed at a later date.)
- 5). Inservice credit is not to apply to workshops or training meetings held during designated workdays for certificated employees.

5. FILING OF UNITS

- A. Transcripts or grade cards must be filed before credit can be given. Only credits earned prior to the first day of required service in the new school year may be credited on that year's salary.
- B. Teachers must complete filing of transcripts in Human Resources by October 1.
- C. All new unit members must complete filing of transcripts by October 1. All teachers hired after the first day of the school year must submit their complete transcript to Human Resources within 30 working days from the date of signing of their contract. If a university or college fails to supply the employee with a transcript within the above time line, the employee's grade card may be provided until a complete transcript is received.

6. ANNUAL INCREMENTS

- A. Teacher/Lead Teachers in the Early Childhood Education Program shall receive Annual increments effective July 1. (Exhibit F-1a)
- B. Child Development Permit Teachers will receive annual increments effective the first day of the first semester. (Exhibit F-1b)
- C. Teachers newly hired to the District shall be initially placed on the appropriate salary schedule in accordance with the applicable provisions of the contract.
- D. Movement to the next higher step on the salary schedule shall occur once a year during the first semester of each year.
- E. Those members who were under contract in the District for one full semester or more of the contract year during the previous school year will be eligible for their annual increment during the first semester of the following school year.
- F. Members who were under contract in the District for less than one full semester of the contract year during the previous school year shall remain on the same step for one additional school year and shall thereafter be eligible for annual increments in accordance with this section.

7. ANNIVERSARY INCREMENT

- A. The San Juan Unified School District shall provide anniversary increments at the following rates:
 - 1). Two (2%) percent (of the teacher's base salary) after 14 years of completed service in the District.
 - 2). Four (4%) percent (of the teacher's base salary) after 17 years of completed service in the District (the 4% includes the 15 year increment).
 - 3). Eight (8%) percent (of the teacher's base salary) after 19 years of completed service in the District (the 8% includes the 15 year and 18 year increments).
- B. These anniversary increments shall be based upon years of completed service for teachers actively employed in the San Juan Unified School District or its components.
- C. The criteria for entitlement shall be as follows:
 - 1). Service must have been performed in paid status as a regular employee of the

District.

- 2). The teacher must have worked 75% of a school year in order to receive credit for that year.
- 3). Service shall include assignments in component districts prior to unification.
- 4). Service need not have been continuous.
- 5). Time served on paid sabbatical leave will be considered creditable service.
- 6). Time served on military leave (if previously employed by the District for a period of one year) will be considered creditable service.
- 7). Time served on regular leave of absence (other than paid sabbatical or military) shall not be considered as being in paid status.
- 8). Service as a substitute or temporary employee will not be counted unless such time is incorporated into the regular service by law.
- 9). The anniversary increment percentage shall be applied to the employee's base salary from the salary schedule. The increment shall not apply to service performed under the extra assignment provisions.
- 10). The effective date of longevity pay shall commence with the beginning of the 15th, 18th and 20th year of completed service. Each year must be consistent with the fiscal year as stipulated under District contract.

Early Childhood Education
Consolidated Salary Schedule
2014-2015 School Year

	I	II	III	IV	V	VI
Years of Service	12-60 units	AA or 61 units	BA	BA with Site Supervisor Permit*	BA+30 or BA+MA	CE
1	\$15.15	\$18.09	\$23.23	\$27.87	\$30.04	\$31.70
2	\$15.71	\$18.74	\$24.15	\$29.01	\$31.14	\$32.85
3	\$16.27	\$19.42	\$25.04	\$30.04	\$32.21	\$33.98
4	\$16.96	\$20.12	\$25.95	\$31.14	\$33.28	\$35.11
5		\$20.84	\$26.84	\$32.20	\$34.38	\$36.27
6				\$33.25	\$35.48	\$37.43
7					\$36.54	\$38.55
8					\$37.64	\$39.71

Notes for Exhibit F-1:

- Migration to the consolidated salary schedule is scheduled to be completed in the 2017-18 school year. While the migration is in effect, New ECE members will continue to be placed on the salary schedules F-1a and F-1b as outlined in Exhibit F and the increase will be paid as outlined in Article 21 (21.06).
- Continuing education column (CE) shall be in effect beginning 2014-15. Column VI is 5.5% on Column V base hourly rate.
- Columns 4, 5 and 6 are open only to members with a Site Supervisor or Program Director Permit.
- Steps 7 and 8 within columns 5 and 6 are open only to those members with a Master's degree.

ANNIVERSARY INCREMENTS
2% (of teacher's base salary) - Anniversary increment commencing with the 15th fiscal year as stipulated under District contract upon completion of 14 years active services with the District.
4% (of teacher's base salary) - Anniversary increment commencing with the 18th fiscal year, upon completion of 17 active services with the District. (The 4% includes the 15-year anniversary increment.)
8% (of teacher's base salary) - Anniversary increment commencing with the 20th fiscal year, upon completion of 19 years active services with the District. (The 8% includes the 15-year and 18-year anniversary increments.)
For credit toward any anniversary increment, a teacher must have worked 75% of each school year.

Board Approval Date: December 4, 2015

All salary and stipend schedules shall be increased by a total of 4.5%. 3.0% shall be retroactive effective July 1, 2014 and the remaining 1.5% shall begin February 1, 2015.



San Juan Unified School District
 Early Childhood Child Development Programs
 Teacher, Lead Teacher Salary Schedule
 2014-2015

EXHIBIT F-1A

Effective Date: February 1, 2015

Years of Service	I BA	II BA + 30	III BA + 45	IV BA + 60
1	27.87	30.04	31.14	32.21
2	28.98	31.14	32.21	33.28
3	30.04	32.21	33.28	34.38
4	31.14	33.28	34.38	35.48
5 (1)	32.20			

178 - 230 days based on funding source contract. Additional hours over the term of the individual contract will be compensated on the Special Assignment Salary Schedule.

ANNIVERSARY INCREMENTS
2% (of teacher's base salary) - Anniversary increment commencing with the 15th fiscal year as stipulated under District contract upon completion of 14 years active services with the District.
4% (of teacher's base salary) - Anniversary increment commencing with the 18th fiscal year, upon completion of 17 years active services with the District. (The 4% includes the 15 year anniversary increment).
8% (of teacher's base salary) - Anniversary increment commencing with the 20th fiscal year, upon completion of 19 years active services with the District. (The 8% includes the 15 year and 18 year anniversary increment).
For credit toward any anniversary increment, a teacher must have worked 75% of each school year.
This schedule reflects hourly rates for the Teacher, Lead Teacher in the Early Childhood Education Programs.
(1) Restricted to a small group of employees repositioned on column I. Salary frozen at rate in effect 6/30/07. Earning units to move to column 2, will result in placement on step 4.

Board Approval Date: December 4, 2014

All salary and stipend schedules shall be increased by a total of 4.5%. 3.0% shall be retroactive effective July 1, 2014 and the remaining 1.5% shall begin February 1, 2015.



SAN JUAN UNIFIED SCHOOL DISTRICT
 Early Childhood Education Child Development Programs
 Child Development Permit Teacher Salary Schedule
 2014-2015

EXHIBIT F-1B

Effective Date: February 1, 2015

YEARS OF SERVICE	I 12- 60 SEMESTER UNITS	II 61+ SEMESTER UNITS	III BA +
1	13.24	13.91	14.63
2	13.91	14.63	15.37
3	14.63	15.37	16.17
4	15.37	16.17	16.96
5	16.17	16.96	17.84
6			18.70

Workyear based on program need. Generally 182 or 234 days.
 Additional hours shall be compensated at the appropriate hourly rate according to the time card submitted.

ANNIVERSARY INCREMENTS

2% (of teacher's base salary) - Anniversary increment commencing with the 15th fiscal year as stipulated under District contract upon completion of 14 years active services with the District.
 4% (of teacher's base salary) - Anniversary increment commencing with the 18th fiscal year, upon completion of 17 years active services with the District. (The 4% includes the 15-year anniversary increment).
 8% (of teacher's base salary) - Anniversary increment commencing with the 20th fiscal year, upon completion of 19 years active services with the District. (The 8% includes the 15-year and 18-year anniversary Increments).

For credit toward any anniversary increment, a teacher must have worked 75% of each school year.

Board Approval Date: December 4, 2014

All salary and stipend schedules shall be increased by a total of 4.5%. 3.0% shall be retroactive effective July 1, 2014 and the remaining 1.5% shall begin February 1, 2015.

Early Childhood Education
 Consolidated Salary Schedule
 2014-2015 School Year

Effective July 1, 2014-January 31, 2015

	I	II	III	IV	V	VI
Years of Service	12-60 units	AA or 61 units	BA	BA with Site Supervisor Permit*	BA+30 or BA+MA	CE
1	\$14.94	\$17.83	\$22.90	\$27.47	\$29.61	\$31.24
2	\$15.48	\$18.47	\$23.80	\$28.59	\$30.69	\$32.38
3	\$16.04	\$19.14	\$24.68	\$29.61	\$31.74	\$33.49
4	\$16.72	\$19.83	\$25.57	\$30.69	\$32.81	\$34.61
5		\$20.54	\$26.45	\$31.73	\$33.89	\$35.75
6				\$32.77	\$34.97	\$36.89
7					\$36.02	\$38.00
8					\$37.10	\$39.14

Notes for Exhibit F-1:

- Migration to the consolidated salary schedule is scheduled to be completed in the 2017-18 school year. While the migration is in effect, New ECE members will continue to be placed on the salary schedules F-1a and F-1b as outlined in Exhibit F and the increase will be paid as outlined in Article 21 (21.06).
- Continuing education column (CE) shall be in effect beginning 2014-15. Column VI is 5.5% on Column V base hourly rate.
- Columns 4, 5 and 6 are open only to members with a Site Supervisor or Program Director Permit.
- Steps 7 and 8 within columns 5 and 6 are open only to those members with a Master’s degree.

ANNIVERSARY INCREMENTS
2% (of teacher’s base salary) - Anniversary increment commencing with the 15th fiscal year as stipulated under District contract upon completion of 14 years active services with the District.
4% (of teacher’s base salary) - Anniversary increment commencing with the 18th fiscal year, upon completion of 17 active services with the District. (The 4% includes the 15-year anniversary increment.)
8% (of teacher’s base salary) - Anniversary increment commencing with the 20th fiscal year, upon completion of 19 years active services with the District. (The 8% includes the 15-year and 18-year anniversary increments.)
For credit toward any anniversary increment, a teacher must have worked 75% of each school year.

Board Approval Date: December 4, 2014

4.5%. 3.0% shall be retroactive

effective July 1, 2014 and the remaining 1.5% shall begin February 1, 2015.

San Juan Unified School District
 Early Childhood Child Development Programs
 Teacher, Lead Teacher Salary Schedule
 2014-2015

EXHIBIT F-1A

Effective July 1, 2014-January 31, 2015

Years of Service	I BA	II BA + 30	III BA + 45	IV BA + 60
1	27.47	29.62	30.69	31.74
2	28.57	30.69	31.74	32.80
3	29.62	31.74	32.80	33.89
4	30.69	32.80	33.89	34.97
5 (1)	31.73			

178 - 230 days based on funding source contract. Additional hours over the term of the individual contract will be compensated on the Special Assignment Salary Schedule.

ANNIVERSARY INCREMENTS

2% (of teacher's base salary) - Anniversary increment commencing with the 15th fiscal year as stipulated under District contract upon completion of 14 years active services with the District.

4% (of teacher's base salary) - Anniversary increment commencing with the 18th fiscal year, upon completion of 17 years active services with the District. (The 4% includes the 15 year anniversary increment).

8% (of teacher's base salary) - Anniversary increment commencing with the 20th fiscal year, upon completion of 19 years active services with the District. (The 8% includes the 15 year and 18 year anniversary increment).

For credit toward any anniversary increment, a teacher must have worked 75% of each school year.

This schedule reflects hourly rates for the Teacher, Lead Teacher in the Early Childhood Education Programs.

(1) Restricted to a small group of employees repositioned on column I. Salary frozen at rate in effect 6/30/07. Earning units to move to column 2, will result in placement on step 4.

Board Approval Date: December 4, 2014

All salary and stipend schedules shall be increased by a total of 4.5%. 3.0% shall be retroactive effective July 1, 2014 and the remaining 1.5% shall begin February 1, 2015.

San Juan Unified School District
 Early Childhood Education Child Development Programs
 Child Development Permit Teacher Salary Schedule
 2014-2015

EXHIBIT F-1B

Effective July 1, 2014-January 31, 2015

YEARS OF SERVICE	I 12- 60 SEMESTER UNITS	II 61+ SEMESTER UNITS	III BA +
1	13.05	13.71	14.42
2	13.71	14.42	15.15
3	14.42	15.15	15.94
4	15.15	15.94	16.72
5	15.94	16.72	17.59
6			18.43

Workyear based on program need. Generally 182 or 234 days.
 Additional hours shall be compensated at the appropriate hourly rate according to the time card submitted.

ANNIVERSARY INCREMENTS

2% (of teacher's base salary) - Anniversary increment commencing with the 15th fiscal year as stipulated under District contract upon completion of 14 years active services with the District.
 4% (of teacher's base salary) - Anniversary increment commencing with the 18th fiscal year, upon completion of 17 years active services with the District. (The 4% includes the 15-year anniversary increment).
 8% (of teacher's base salary) - Anniversary increment commencing with the 20th fiscal year, upon completion of 19 years active services with the District. (The 8% includes the 15-year and 18-year anniversary Increments).

For credit toward any anniversary increment, a teacher must have worked 75% of each school year.

Board Approval Date: December 4, 2014

All salary and stipend schedules shall be increased by a total of 4.5%. 3.0% shall be retroactive effective July 1, 2014 and the remaining 1.5% shall begin February 1, 2015.

AMERICAN ARBITRATION ASSOCIATION'S
TEST APPLICABLE
FOR LEARNING WHETHER EMPLOYER HAD
JUST CAUSE AND PROPER CAUSE FOR DISCIPLINING AN EMPLOYEE

Few, if any, union-management agreements contain a definition of "just cause." Nevertheless, over the years the opinions of arbitrators in innumerable discipline cases have established a sort of "common law" definition thereof. This definition consists of a set of guidelines or criteria that are to be applied to the facts of any one case. These criteria are set forth below in the form of questions.

A "no" answer to one or more of the following questions normally signifies that just and proper cause did not exist. In other words, a "no" means that the employer's disciplinary decisions contained one or more elements of arbitrary, capricious, unreasonable, and/or discriminatory action to such an extent that said decision constituted an abuse of managerial discretion warranting the arbitrator to substitute his or her judgment for that of the employer.

The answers to the questions in any particular case are to be found in the evidence presented to the arbitrator at the hearing thereon. Frequently, of course, the facts are such that the guidelines cannot be applied with slide-rule precision.

THE QUESTIONS

1. Did the agency give the employee forewarning or foreknowledge of the possible or probable disciplinary consequences of the employee's conduct?

NOTE A - Forewarning or foreknowledge may properly have been given orally by management or in writing through the medium of typed or printed sheets or books of shop rules and penalties for violation thereof.

NOTE B - There must have been actual oral or written communication of the rules and penalties to the employee.

NOTE C - A finding of lack of such communication does not in all cases require a "no" answer to Question Number One. Certain offenses, such as insubordination, coming to work intoxicated, drinking intoxicating beverages on the job, or theft of the property of the company or of fellow employees, are so serious that any employee in the industrial society may properly be expected to know already that such conduct is offensive and heavily punishable.

NOTE D - Absent any contractual prohibition or restriction, the agency has the right unilaterally to promulgate reasonable rules and issue reasonable orders; and same need not have been negotiated with the union.

2. Was the agency's rule or managerial order reasonably related to the orderly, efficient, and safe operation of the business?

NOTE A - If an employee believes that the rule or order is unreasonable, s/he must nevertheless obey it (in which case s/he may, file a grievance thereover) unless s/he sincerely feels that to obey the rule or order would seriously and immediately jeopardize his or her personal safety and/or integrity. Given a firm finding to the latter effect, the employee may properly be said to have had justification for his or her disobedience.

3. Did the agency, before administering discipline to an employee, make an effort to discover whether the employee did in fact violate or disobey a rule or order of management?

NOTE A - The agency's investigation must normally be made before its disciplinary decision. If the company fails to do so, its failure may not normally be excused on the ground that the employee will get his or her day in court through the grievance procedure after the exaction of discipline. By that time, it is generally conceded that there has been too much hardening of positions.

NOTE B - There may of course be circumstances under which management must react immediately to the employee's behavior. In such case, the normally proper action is to suspend the employee pending investigation, with the understanding that (a) the final disciplinary decision will be made after the investigation and (b) if the employee is found innocent after the investigation, s/he will be restored to his or her job with full pay for time lost.

4. Was the agency's investigation conducted fairly and objectively?

NOTE - At said investigation, the management official may be both "prosecutor" and "judge" but s/he may not also be a witness against the employee.

5. At the investigation, did the "judge" obtain substantial evidence or proof that the employee was guilty as charged?

NOTE - It is not required that the evidence be preponderant, conclusive, or "beyond reasonable doubt," but the evidence must be truly substantial and not flimsy or slight.

6. Has the agency applied its rules, orders, and penalties evenhandedly and without discrimination to all employees?

NOTE A - A "no" answer to this question requires a finding of discrimination and warrants negation or modification of the discipline imposed.

NOTE B - If the agency has been lax in enforcing its rules and orders and decides henceforth to apply them rigorously, the agency may avoid a finding of discrimination by telling all employees in advance of its intent to enforce hereafter all rules as written.

7. Was the degree of discipline administered by the agency in a particular case reasonably related to (a) the seriousness of the employee's proven offense and (b) the record of the employee in his or her service with the agency?

NOTE A - A trivial proven offense does not merit harsh discipline unless the employee has properly been found guilty of the same offenses a number of times in the past. (There is no rule as to what number of previous offenses constitutes a "good," a "fair," or a "bad" record. Reasonable judgment thereon must be used.

NOTE B - An employee's record of previous offenses may never be used to discover whether s/he was guilty of the immediate or most recent offense. The only proper use of his or her record is to help determine the severity of discipline once s/he has properly been found guilty of the immediate offense.

NOTE C - Given the same proven offense for two or more employees, their respective records provide the only proper basis for "discriminating" among them in the administration of discipline for said offense. Thus, if employee "A's" record is significantly better than those of employees B, C and D, the agency may properly give "A" a lighter punishment than it gives for the same offense; this does not constitute true discrimination.

GOAL STATEMENT FOR
ELEMENTARY INSTRUCTIONAL PROGRAM
AND PREPARATION TIME
June 7, 1990

The San Juan Teachers Association (SJTA) and the San Juan Unified School District (SJUSD) mutually agree that the primary goal of SJUSD is to provide a comprehensive, high quality educational program for all students, which will prepare them for the 21st century by providing communication and computational skills as well as an understanding of themselves and of their cultural heritage.

Although we believe that the current program is admirable, given the limits imposed by budgetary constraints, it does not have sufficient staff and resources necessary to meet all our educational goals and the diverse needs of our student population. We believe that there are two conditions which would promote these goals: (1) specially credentialed teachers should be made available as needed to teach in specialty areas, and (2) time should be provided for the professional classroom teacher during the course of the school day to assess, evaluate, and coordinate his/her students' progress.

This joint goal statement by the SJTA and SJUSD outlines our vision of an improved educational program for elementary students and includes the necessary time for teachers to accomplish tasks important to quality education. We commit to work together to achieve these goals and to make this vision a reality. We hope that all elementary educators will contribute ideas to help refine plans, and, working together, we intend to achieve these goals by the 1993-94 school year. We will be exploring new sources of funding to support these efforts, as well as examining existing resources to address this goal.

During the transitional period from our current situation, all elementary schools are being asked to participate in the formulation of plans that will provide the currently agreed upon preparation time while working within existing resources. It is also important that these plans promote our joint goals to every extent possible.

PREPARATION TIME

A. GUIDELINES FOR PREPARATION TIME

To ensure the most efficient delivery of Prep, the Labor/Management Council has adopted the following guidelines to assist staffs who opt to utilize the services of paraprofessionals.

1. Discipline

- There should be formal communication of those rules to staff (certificated and classified).
- The classroom teacher may be notified by the paraprofessional of student misbehavior.
- Administrators shall provide to paraprofessionals the same level of support as would be provided to the classroom teacher.

The law requires that what occurs during the time the students are with a paraprofessional be directed by the teacher. Therefore, the activity for students selected by the teacher shall be related to and/or reinforce instruction being carried on in the classroom. It is not our intent that teachers be required to prepare elaborate lesson plans for this preparation time. The following activities are examples that the LMC believes would require minimal planning yet still qualify as instructional activities:

- sustained silent reading
- map work

- reading aloud/storytelling
- cross-age (peer assistance – student-to-student research)
- book talks (book fairs, author day)
- selected library skills related to classroom objectives
- computer activity

2. Scheduling

The principal and teachers should seek input from paraprofessionals regarding scheduling. The following should be considered during this process:

- Requirements for lunch and break(s), if applicable
- Time to complete job responsibilities that cannot be performed during preparation time (e.g., re-shelving books, clerical functions, re-filing disks, printouts of requested materials, planning with teacher, overseeing computer functions).

B. OPTIONS FOR SITE PLANS

The feedback from the schools raised some questions which we have attempted to answer below.

1. If enough schools were to provide credentialed specialist services in 45-minute segments, rather than the current 30, some funds could be generated that would then be available to those sites.
2. It is possible that instrumental music could be folded into the prep delivery, but this will depend upon, among other variables, the local site having a sufficient number of students at the same level of instruction.
3. SIP resources are for the purpose of improving/supplementing the instructional program. Prep time may result from that plan but should not be the purpose of the expenditure. (For example, the plan may call for the payment of additional time for the credentialed specialist, or a part-time specialist in science, math, etc., or additional aide time, which may result in prep for the classroom teacher.)
4. The local plan that is developed must be submitted to the LMC for approval and/or any contractual waivers, etc.

NOTE:

1. The site plan, once approved by the LMC, will be subject to the grievance procedure of the contract.
2. Approval by the LMC of the site plans does not waive negotiability of the prep issue, and the plans themselves will be non-precedential.

ELEMENTS OF A PLAN FOR SPECIAL DAY CLASSES

- The Labor/Management Council recognizes that there may be unique problems associated with providing a prep period for the special day class (SDC) teacher(s) at a given school. When developing the plan with respect to SDC teacher(s), the rights of the special education student and his/her parent/guardians with respect to the IEP and its implementation may not be violated, i.e., it must not violate any of the components of the IEP.
- The prep plan should be consistent with the provision of appropriate instructional time in each subject for all students.
- Existing support service staff may be scheduled to provide appropriate pull-out services to the SDC students at the same time, thereby releasing the SDC teacher(s) from classroom duty (e.g., media techs, computer techs, instructional assistants, nurse, counselor, Miller-Unruh teacher, speech teacher).
- The SDC teacher may team with another teacher (SDC teacher, resource specialist or regular class teacher) to provide a prep period for both.
- All SDC students in a given class may be assigned to age- or grade level-appropriate classes during a common block of time.

PROFESSIONAL GROWTH/EVALUATION - OPTION B

GOAL - This evaluation program encourages members to continue their professional development and personal growth. The program offers to members who have consistently demonstrated a high degree of competence an alternative within the evaluation process. The program is flexible to encourage members to grow in self-chosen areas of interest that promote student learning, instructional leadership, and other student related outcomes. The program also hopes to strengthen collegial relationships and cooperation and to decrease member isolation.

DESCRIPTION - The program is an individual exploration of alternatives to the traditional process of evaluation. The program is based on the premise that professional educators are capable of setting meaningful goals which will serve as a focus for their professional growth for that year. That individual professional growth becomes the focus for the evaluation for that year.

Participants are permanent members with a minimum of four (4) years of successful experience in the San Juan Unified School District. Members must have demonstrated competence by receiving all "meets or exceeds" in the member performance areas of the Summary Evaluation during the previous four years. Members participating in the program are still responsible for meeting the current District standards of performance (see page 6, Part III of the Summary Evaluation Instrument). Participation in this program is voluntary.

INITIAL GOAL SETTING CONFERENCE - The member develops goals that become the focus for her/his professional growth and evaluation for the school year. At a conference held early in the fall, the member and administrator meet to discuss these goals. These goals must be consistent with the overall educational vision of the school. The member and administrator establish the criteria and the option to be used for the evaluation of these goals (see goals form). They also need to schedule approximate dates for two interactive sessions throughout the year. The purpose of these brief sessions will be to discuss the member's progress on her/his goals.

Administrators are expected to make informal classroom visits (at least 4) to program participants in lieu of the single classroom observation required in the current evaluation process. It would be in the best interest of the program and the member/administrator relationship that at least the same amount of time be spent in these visits as was spent in the old observation process.

INTERACTIVE SESSIONS - One goal of the program is to decrease the isolation of members. The need for collegial dialogue about the practice of education and each member's goals is an important factor toward meeting that goal. Consequently, included in every evaluation option will be a plan of at least two scheduled interactive sessions throughout the year. The participants of these interactions may vary from member to member. Some possible activities that would meet this requirement include:

- o Two meetings during the year with all the program participants from the school site. The professional growth/evaluation would be the sole focus of these meetings. They could, for example, include the principal, therefore satisfying the requirement of two member/administrator conferences that are part of this evaluation process for all participants.
- o Members from different sites and even different grade levels could meet for regular, structured interactions (see Collaborative Groups as an evaluative option). These members could discuss like curriculum (e.g., several mathematics teachers from high school and middle school) or just have a discussion on the progress toward completion of each of the members' goals.

- o Peer coaching or classroom visitations would meet the criteria for these interactions.
- o The two scheduled member/administrator sessions could be sufficient to meet this interactive goal.

END OF YEAR SUMMARY CONFERENCE - Not later than May 1, the member and administrator will meet to review the member's work (see Professional Growth/Evaluation Final Form - 1993/94). The member will provide a written self-analysis on the progress toward meeting the established goals.

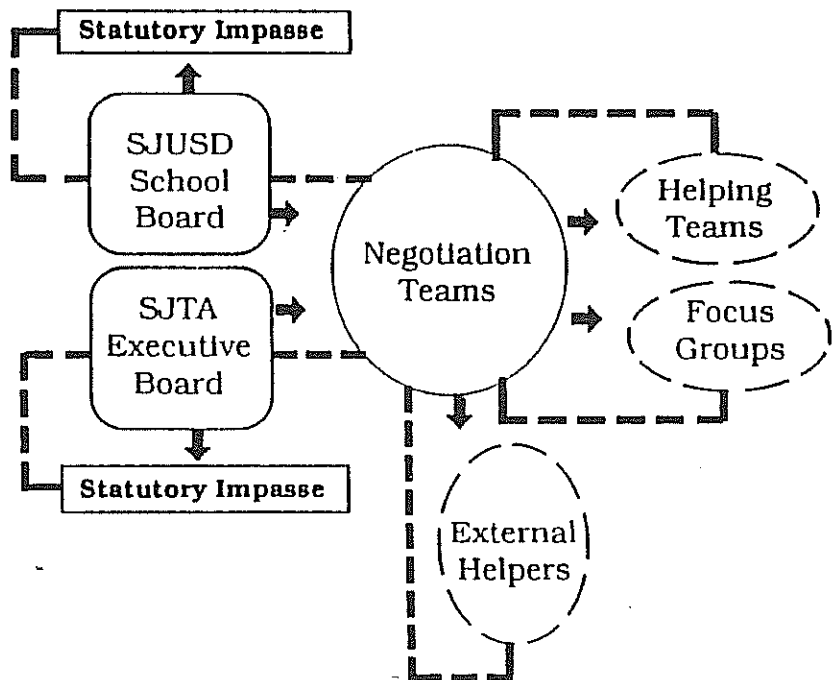
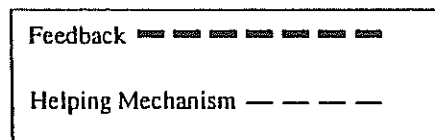
Included in this summary will be the member's evaluation of her/his goals, reflection on the goals' effect on her/his classroom performance and plans for subsequent growth. The administrator may provide her/his own written summary on the member's goals for that year and may also review the member's performance in meeting the district standards of performance. Continuation in the program is contingent upon the member's continued successful teaching experience.

EVALUATION OPTIONS - Members are encouraged to be creative in developing an evaluation alternative that will best support the member's goals. The following are only examples of the type of creative alternatives that members could incorporate in their plans:

- o **Member generated options** - Members are encouraged to be creative in developing new or innovative options for use as evaluative tools.
- o **Collaborative groups** - Participants will meet for regular, structured interactions between peer groups of inter/intra disciplinary or grade levels. The groups may focus on a particular educational growth area or curricular program. The groups will meet at scheduled times not only to discuss each member's personal goals, but to discuss commonalities in instruction or service.
- o **Portfolios** - Portfolios will serve as a compilation of materials selected by the member to create a "photo album" of progress made in meeting her/his goals. Sample items may include a log of activities, student work, examples of assignments or curriculum, photographs, video tapes or student evaluations of activities.
- o **Peer coaching** - A peer coach will be mutually selected by the member and administrator. The purpose of the peer coach is to provide focus through reflective feedback on progress toward completion of the member's goals. This will be accomplished through four to six meetings which may include pre-conferencing, observations, modeling and discussion.
- o **Action research** - The member will select and outline a specific concept, instructional strategy or learning theory to be researched and implemented. This will entail documentation of the in-depth study, practices implemented, and a determination of the validity of the concept researched. This may be completed in conjunction with graduate course work or mentor projects.
- o **Attendance and implementation of staff development strategies** - The member may select a specific strategy presented through professional staff development programs. Focus will be on the implementation and evaluation of the impact of this strategy. A self-reflective journal may be used as an evaluation criteria tool.
- o **Modification of current evaluation process** - A schedule of classroom observations focusing on the designated goals will be agreed upon by the member and administrator. Increased dialogue, pre and post conferences and self-evaluation by the member will receive greater emphasis than the written form.

LIVING CONTRACT PARTNERSHIP —

Negotiation Teams Dispute Resolution System



Helping Mechanisms

Any of the following helping mechanisms may be organized and activated by the negotiating teams.

HELPING TEAMS

A helping team is a subgroup of the negotiation teams which may be augmented by Association and District officials. Usually limited to four members. The purpose of a helping team is to work on well defined issues and produce recommendations to the negotiation teams.

FOCUS GROUPS

Focus groups will have balanced representation of the appropriate stakeholders and will be co-facilitated by SJTA and District representatives. The purpose of the group will be to provide information to the negotiation teams on specific issues.

EXTERNAL HELPERS

External helpers will be selected from a pool of jointly agreed upon non-district employees (ie. state-appointed mediators, union and management representatives from other districts, A.A.A., C.F.I.E.R). The purpose is to provide independent, objective, non-binding advice that assists the parties in reaching an agreement.

STATUTORY IMPASSE

Both parties have the right to use the statutory impasse procedure, mediation and fact finding on an issue-by-issue basis, at any time during the term of the agreement.

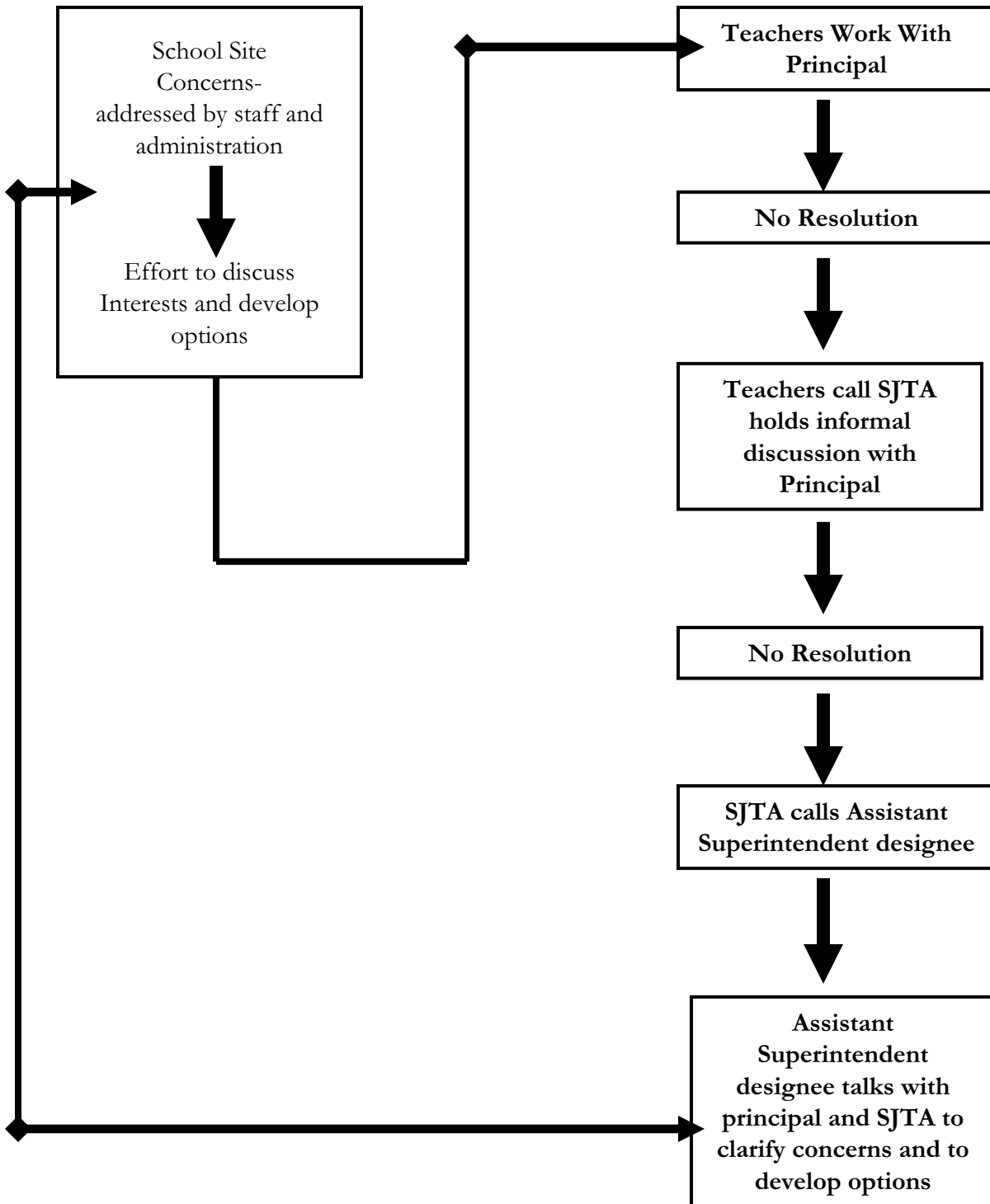
PROGRESSIVE DISCIPLINE

A graduated system of actions to place employee on notice that behavior is unacceptable and that more severe discipline may result if the behavior is not corrected. Progressive discipline requires the degree of discipline to fit the seriousness of the misconduct.

<u>STAGES</u>	<u>ACTIONS</u>	<u>TIMELINES</u>
Informal Inquiry	Discussion leading to: a) Resolution – issue clarified b) Verbal warning c) Formal stage	Within 15 working days of knowledge of incident
Formal Notice to Member (Investigation)	Administrator gives member a written <u>draft</u> about: • concerns • circumstances/findings/consequences	Within 15 working days of knowledge of incident
Opportunity to Respond	Member clarifies and responds to notice	Within 10 working days member presents a response to draft regarding concerns
Administrative Action	Administrator’s decision/action • findings • reasons • possible actions: - No Action - Written Warning - Written Reprimand - Suspension without pay	Within 10 workings days administrator takes action
Grievance then 16.502 – bypass conditions, 16.506	Full Review – Step 2	Within 20 working days grievance filed (16.504)

Dispute Resolution Mechanism

In order to resolve the meetings Issue, the first step is to rely on the good faith effort to solve the problem through the school's governance structure.



JOINT COMMITTEES

Ground Rules: Joint committees established under this agreement are to be guided by the following:

1. Convening of committees, committee process and other committee rules and deadlines as set forth in this agreement are subject to the grievance procedure.
2. Substantive issues, policies and programs that arise from committee discussions and decisions are not subject to the grievance procedure, unless they are alleged to violate other terms of this agreement.
3. Recommendations referred to the bargaining teams are to be considered under the provisions of the "Living Contract Partnership" in Article 1.05. However, the statutory impasse procedure as specified in Exhibit K will not apply to items referred in this manner. The parties may, upon mutual agreement, choose to utilize a mediator to help resolve "Living Contract" issues.

JOINT COMMITTEES--HISTORY

ARTICLE 3: EVALUATIONS

A joint committee will be convened to design and implement the California Peer Assistance and Review Program. Purpose of the committee is to develop a plan that meets the law and regulations relative to peer assistance and review. The district and SJTA agree to establish this committee with 4 representatives appointed by each part to convene on later than October 1, 1999. The committee shall complete their work and submit recommendations to the respective bargaining teams no later than February 1, 2000.

A joint committee shall be established to create new forms for aligning teacher evaluation with California Standards for the Teaching Profession and conduct joint training sessions. Joint committees will be established as appropriate for counselors, nurses, librarians and speech therapists.

Statement of Intent for Joint Committee's Work on Teacher Evaluation

It is the deeply held belief of both SJTA and SJUSD that educators are professionals that continue to grow and improve in their craft throughout their career. All levels of experience and effectiveness deserve an environment in which to further their skills. The current model of evaluations does little to support this belief.

Therefore, it is the interest of both SJUSD and SJTA to create a systematic, non-adversarial process that supports all educators in their ongoing professional growth. This new model will radically change the structure of what we now refer to as "evaluation." This new process sees the teacher as a key participant, and will be practitioner-driven. The process will not be about a summative assessment of an educator's worth, but ongoing formative assessments centered around practice. This process recognizes that educators operate in a continuous growth model, and that support for all educators is best delivered by fellow practitioners. The focus of this work is to benefit the whole, through collaboration, shared practice, and the deprivatization of the profession.

While this new process will continue to use CSTPs, it will also recognize the importance of using multiple measures to indicate success and growth. Among these measures, student success and learning will be an important marker of teacher growth. How student success and learning are defined will be one of the major charges facing the joint task force.

Ultimately, this work will reflect the following values:

- Educators are engaged in professional work that changes constantly.
- All members of SJTA bargaining unit (including teachers, nurses, counselors, librarians, etc.) deserve meaningful opportunities for growth through continual feedback from their peers.
- Educators that are struggling with their craft should never be left to the time-consuming practices of the past. While there is a firm commitment to PAR/BTSA by both parties, there is also acknowledgement that it was not designed to assist all teachers, at all skill levels, of the continuum.

- All educators and students deserve ongoing support from our shared practice.

While the implications are far-reaching and the myriad of issues to be addressed too numerous to list here, we as the joint task force to begin with the following essential questions including:

- How will teachers be engaged to build ownership of teacher evaluation and performance management?
- How will the system's teaching and learning infrastructure need to evolve to support implementation of the teaching standards?
- What level of specificity and conformity are we trying to create through our teaching standards?
- How do we create a universal system, with the flexibility to promote continued professionalism, regardless of current expertise?

As agreed to by the Association and the District in the 2011-12 collective bargaining agreement, the parties agree to adopt the new revised California Standards for the Teaching Profession (CSTP) as the basis for the evaluation process. Due to the severity of the fiscal crisis, the parties agreed to postpone the implementation of the joint task force agreed in the 2011-12 collective bargaining agreement. The parties recommit to form a joint task force to develop a model of evaluations that allows educators to continue to grow and improve in their craft throughout their careers. The parties shall determine the composition of the committee and convene the group no later than November 1, 2012. (See statement of Intent above.)

ARTICLE 4: TRANSFERS

SJTA and district agree to establish a joint committee to address the following issues relative to state identified, low achieving schools. The list shall include but not be limited to:

- Staff stability
- Program improvement
- Teacher transfer

The committee will convene within 30 days after ratification of contract. Results of the committee's work and any recommendations shall be made to the respective bargaining teams no later than October 1, 1999.

The parties agree to address voluntary transfers in the Transfer subcommittee, and the implementation of the Scott legislation.

SJTA and the District agree to establish a committee that will commence meeting in January 2007 to address the concerns regarding involuntary transfers for reasons other than declining enrollment and school closure.

ARTICLE 7: CLASS SIZE

Joint Committee: The district and the association agree to use the existing joint special education committee and add members representing English language learner teacher/administrators to study the impact of special education and

English Language Learners on the regular teachers' classroom. The committee's analysis will include, but not be limited to review and federal and state special education mandates (including changes that de-emphasize student identification in the placement of special education student), the feasibility of weighted levels and Master Plan mandates for English Language Learners. The committee shall convene by August of 1999. Results of the committee's work, which may include recommendations, shall be made to the respective bargaining teams no later than February 1, 2000.

Joint Committee: The district and the association agree to establish a joint committee to study the health and safety needs of P-12 students. The intent of the parties is to review short term and long term needs and solutions. The association president will appoint counselors, nurses, and P-12 teachers not to exceed a combined total of six (6). The district shall appoint no more than six (6) administrators. The committee will convene by May 15, 1999, and the results of the committee's work and any recommendations shall be made to the respective bargaining teams no later than April 1, 2000.

Joint Committee: The district and the association agree to establish a joint committee to study the effects of the current elementary specialists' class size at grades 1-3. The study will include the impact of the policy on student achievement and a cost analysis of reducing class size and possible non-cost adjustments. Progress of the committee's work and any recommendations shall be made to the respective bargaining teams no later than November 1, 1999, with a full report due by February 1, 2000.

Within 60 days of the ratification of the contract, a joint committee (appointed by SJTA President and the Superintendent) will meet to make recommendations to the Superintendent regarding the number and placement of minimum days to accommodate elementary parent conferences.

By May 1, 2000, a joint committee will be established to review the data and make recommendations to the bargaining team (7.09)

Counselors

School counseling programs should be an integral part of students' educational environment. Counselors should be partners in the continuous efforts towards increased student learning, with increased emphasis and assignment in Title 1 schools and those sites in low-income areas. Therefore, the parties agree to establish a *joint committee* that shall convene no later than November 1, 2012. Topics for discussion may include, but not be limited to, the following: ratios, building capacity for leadership and change, building a comprehensive counseling program, and common core standards and assessments.

Nurses

School nurses have a crucial role in the seamless provision of comprehensive health services to children and youth, recognizing the strong relationship between health and learning, particularly in our most vulnerable children in areas of poverty. It is also acknowledged that the nurse force in San Juan has been reduced by nearly two-thirds over the past decade due to dramatic decline of revenue and enrollment. Therefore, the parties agree to establish a joint committee that shall convene no later than November 1, 2012. Topics for discussion may include, but not be limited to, the following: building capacity for leadership and change, caseloads of nurses-to-students, analysis of the needs of

the student population (e.g., number of students on free and reduced lunch, number of emergency services per year).

ARTICLE 8: HOURS

The parties agree to form a joint committee for the purpose of improving the current model or developing alternative structures/delivery models for elementary prep time for implementation July 1, 2006. Criteria shall include ensuring program quality and reducing costs. The joint SJTA/SJUSD committee shall be established and meet no later than September 15, 2005. The committee will report to the Superintendent and SJTA president no later than February 1, 2006 to provide a progress update, and will present no later than April 30, 2006.

A joint committee shall be established to explore alternative structures for elementary prep time.

ARTICLE 9: EMPLOYEE BENEFITS

Employee Benefits Joint Committee: The district and the association shall establish a joint committee to review contracting into the California Public Employees Retirement System (CalPERS) Health Benefit program. The committee's purpose is to study the cost-benefit ratio of such a plan.

The District and the Association are committed to providing cost-effective, quality health care benefits. The Association agrees to participate in a District-wide joint management and multiple bargaining unit committee established for the purpose of annually reviewing District-wide health, dental, and vision care costs, and recommending cost containment measures. The objectives of this committee are to create competitive advantages in the health care market place through large-scale group participation, utilization of effective administrative practices and development of positive collaborative organizational relationships. Pending the establishment of the multiple bargaining unit committee, the District and the Association will form a joint management/SJTA committee composed of six (6) members, three (3) appointed by the SJTA president. The specific purpose of this committee, which is to be convened no later than January 15, 2002, is to make a recommendation regarding the level of benefits and associated costs necessary to maintain or enhance current programs as described in Article 9.01.1 a and b, specifically medical, dental and vision. If the committee is unable to reach agreement, negotiations shall reopen no later than thirty (30) days prior to open enrollment.

ARTICLE 11: SALARY SCHEDULES

A joint committee shall be convened no later than November 1, 2008 for the purpose of developing a single salary schedule for all ECE assignments to be implemented no later than July 1, 2011.

ARTICLE 21: PRESCHOOL/CHILD DEVELOPMENT

A joint committee shall be convened within thirty (30) days of ratification with resolution or recommendations to SJTA and SJUSD no later than March 1, 2002. The parties agree to jointly develop a salary schedule to be implemented July 1, 2006 that meets the interests of the parties. A joint SJTA/SJUSD committee shall be established and meet no later than September 15, 2005. The committee will report to the Superintendent and SJTA president no later than February 1, 2006

to provide a progress update, and will present options no later than April 30, 2006.

ARTICLE 22: INDEPENDENT STUDY

A joint committee shall be convened within thirty (30) days of ratification with resolution or recommendations to SJTA no later than March 1, 2002.

ARTICLE 23: HOME/HOSPITAL

The District and Association agree to form a joint committee to discuss forms and procedures appropriate for the Home and Hospital Program. As these areas of discussion are resolved, they will become part of the collective bargaining contract. The committee shall convene by October 1, 1999 and conclude by February 1, 2000.

The parties shall implement joint committee's recommendations regarding calculation for STRS purposes.

ARTICLE 24: CREATING AND SUSTAINING A COLLABORATIVE CULTURE

Joint Committee

A joint committee will be established and will meet commencing in January 2007, to discuss and resolve the appropriate structure and composition of leadership teams at the District's alternative programs, i.e., El Sereno, Adult Education, ECE, Sierra Nueva, Palos Via, the Receiving Home, etc.

ARTICLE 25: TOSAs

The parties agree that Article 25, District Resource Teachers shall be re-titled "Teachers on Special Assignment" (TOSA). It is also recognized by the parties that the current sections in the Article require substantial revision in order to meet the changing needs of the district. Therefore, members of the respective bargaining teams shall meet and provide recommendations to SJTA and the District no later than June 30 for implementation in the 2012-13 school year. The parties agree that implementation is dependent upon resources being available.

MISCELLANEOUS

Joint Committee: SJTA and the district agree to establish a joint committee, which includes representatives of all specialized groups (HHI, Independent Study, Adult Ed.), to review and analyze the work year relative to their STRS calculation. The committee shall make recommendations as appropriate to each group.

ADVISORY SIDELETTER: By March 1, 2009, a district wide committee composed of representatives from each high school will be developed to recommend a comprehensive plan to address the issue of reducing the drop out rate, while increasing student motivation for academic success.

Joint Standards and Assessment Committee: the purpose of this committee is to continually review and make recommendations regarding developing a system of local assessments that include classroom based (formative) assessments and

summative assessments that are aligned to local and common core State standards.

Joint Committee: Members of the respective bargaining teams shall meet to review the task force recommendations no later than November 1, 2012. The purpose of the review is to divide the economic from the non-economic issues, making recommendations for the non-economic issues and begin to prioritize the economic issues for possible future allocation.

A Special Education Joint Committee shall be established to discuss issues and interests related to Special Education. The committee will convene within 90 days after ratification of contract. Results of the committee's work and any recommendations shall be made to the respective bargaining teams no later than April 1, 2015.

A K-8 Prep Joint Committee shall be established to discuss issues and interests related to K-8 prep. The SJUSD and SJTA acknowledge that the K-8s as currently structured require additional as well as differentiated resources to deliver the quality program originally intended. The committee will convene within 90 days after ratification of contract. Results of the committee's work and any recommendations shall be made to the respective bargaining teams no later than April 1, 2015 with a goal of providing necessary changes beginning in the 2015-16 school year.

MEMORANDUM OF UNDERSTANDING

The district and the association agree to establish a joint committee of 16 representatives from the instructional divisions to review, assess, monitor and modify the design and implementation of standards and assessment tasks. The committee shall be comprised of 50% teachers (appointed by the SJTA President) and 50% administrators (appointed by the Superintendent). Each party has the authority to invite guests in an advisory capacity. The committee shall consider the feedback and suggestions for revisions from respective school sites. The decision making shall be made by consensus. Reports will be made to the Superintendent for consideration. Refer to Joint Committee Rules #1 and #2 (see Exhibit N).

The Superintendent's authority shall not be restricted by this memorandum with regard to developing, adopting, and implementing content performance standards and assessments when deemed appropriate.

MEMORANDUM OF UNDERSTANDING ON PILOT SCHOOLS

The Parties agree to support a pilot program that focuses on research based service delivery models. Key components of the pilot shall include the following:

- Professional development and training for all participants.
- Caseload of 26 for both RSP and SDC non-severe at the middle and high schools.
- 15 average class size per site for RSP/SDC at 7-12 schools; District and SJTA agree to waive the district wide class size average for these pilot schools; this waiver shall not impact ILS, autistic or other more severe programs.
- 20 maximum class size including school based students at 7-12 schools. This excludes middle school direct instructional classes.
- \$40,000 total to be distributed by the oversight committee.
- Appropriate blending of RSP and SDC classes to better meet the needs of the students.

GUIDELINES FOR SHARED CONTRACTS

AS DEVELOPED BY SAN JUAN TEACHERS ASSOCIATION
AND
SAN JUAN UNIFIED SCHOOL DISTRICT

May 27, 2005

The District and the Association have a common interest in recruiting and retaining employees, providing employee equity, and creating positive working relationships while maintaining strong educational programs for students. All parties recognize that sharing a contract at the elementary level meets those interests, but requires the teachers sharing the contract to work more than the shared amount in order to communicate and collaborate with their partner and the school community. The following guidelines become effective immediately to the extent practicable.

Items of Common Agreement for Eligibility and Applying for a Shared Contract

Eligibility

- Participants are permanent members.
- Members must have demonstrated competence by receiving all “meets or exceeds” in the member performance areas of the Summary Evaluation during the previous two years.
- The configuration of shared contracts shall be 50-50 or 60-40.
- The number of shared contracts will not exceed 15% of the FTE’s at a school site, rounded to the highest (i.e. 15% of 10 teachers is 1.5 which would round to 2). The principal may request that an additional shared contract be granted to meet site needs. This limitation on the number of shared contracts does not apply to those for medical or pre-retirement reasons.

Process

- Eligible members declare interest to share by notifying Human Resources from January 15 – February 15.
- Human Resources Dept. will publish the list of eligible members with site locations, contact numbers, and interested grade levels. This list will be posted at each school site.
- A shared contract meeting will be offered by the District and Association. FAQ and guidelines will be provided. Shared contract teachers and principals will provide input.
- Two teachers who wish to share a contract will develop a written plan and submit it to the site administrator.
- The parties will meet to review and revise the plan.
- The administrator will approve or deny the shared contract within ten working days of the meeting.
- The teachers have a right to request a written statement of reasons for the denial. If a disagreement arises over the reasons indicated, the issue will be resolved by the contractual dispute resolution process.

Items Shared Partners Need to Address in a Written Plan

- Communication
 - parent
 - staff
 - grade level team
 - partner
 - principal
- Collaboration (Banked) Day (The district is not responsible for one partner having all of the Collaboration Days within his/her schedule. In collaboration with the principal, the parties may adjust their schedule to equalize their ability to participate in Collaboration Days. Both parties have the responsibility for the information shared on Collaboration Days.)
- Faculty Meetings
 - Partners shall share the attendance at faculty meetings as equally as practical. Both partners are responsible for information shared at such meetings.
- Calendar
- First week of school
- Mutual responsibilities
 - prep (Partners resolve issues related to prep by adjusting internal responsibilities if prep isn't equally distributed on the days of their shared contract. The district is not obligated to adjust the prep schedule or provide additional prep.)
 - duties
 - consistent classroom management system
 - teaching strategies reflecting effective teaching and learning
 - substituting (When a teacher in the shared contract program is absent, the person sharing the contract with that individual shall, whenever possible, substitute for the partner.)
 - lesson planning
 - expenditures
 - weekly letter
- Transitions from one partner to the other—while you've been gone
 - daily academic progress of students
 - lesson plans—what was accomplished
 - student and school issues
 - on-going assessment
 - classroom management issues
 - parent communications
- Both partners need to
 - Attend Back to School Night
 - Attend Open House
 - Do report cards and conferences
 - Attend Staff Development Days

Continuation of Shared Contract

- Throughout the year, the principal/teachers communicate concerns regarding the shared contract. Unresolved concerns should be reduced to writing.
- By February 1, the team shall make every effort to declare their intention to continue or dissolve the shared contract.
- By February 1, if there is mutual agreement by the team to continue, but the site administrator determines the concerns remain unresolved based upon the implementation of the written plan in the guidelines for shared contracts, the principal may deny the continuation of the shared contract.
- The teachers have a right to request a written statement of reasons for the denial. If a disagreement arises over the reasons, the issue will be resolved by the contractual dispute resolution process.
- If the shared contract will not continue for the next year and the school does not have a vacancy to absorb an additional team, either partner may voluntarily place him/herself on the surplus list. In the absence of a volunteer, the least senior partner shall be placed on the surplus list.
- If one teacher in the shared contract leaves the school, the teacher who stays will be given the option of finding another teacher to share the contract and submitting a new plan to the principal for approval. If this cannot occur, the district may either assign a partner or the teacher will be offered a full-time contract if available. In the absence of these options, the teacher may take a leave of absence.
- When the school is required to reduce staff and a surplus occurs and either member of the shared team is least senior, the shared partners may surplus as a team or the least senior teacher in the share will be surplus in addition to the least senior member of the staff (1.5 FTE).
- If an opening in a shared contract occurs mid-year, a temporary or probationary employee may work in the portion of the share which was vacant for the remainder of the year.

Program Review

The District and the Association will review shared contracts focusing on the following:

- Did shared contract requests exceed the 15% limit?
- What data supports or does not support the effectiveness of the shared contracts?
- Should anything be added to or removed from the guidelines?
- Should the maximum cap be increased?

Side Letter of Agreement
Between
San Juan Unified School District
And
San Juan Teachers Association
Addendum to Retirement Incentive Agreement 2003/04

January 13, 2004

The parties agree that if the proposed PARS retirement incentive is implemented, bargaining unit members participating in the incentive may, after retiring July 1, 2004, work for the district in accordance with the following conditions:

- 1. a. Retirees shall not exceed their STRS/PERS earnings limitation.
- b. Monitoring district earnings as against their STRS/PERS limitation shall be the sole responsibility of the retiree and neither the District nor the Association shall be liable or otherwise responsible for any penalties incurred from STRS/PERS as a result of the retiree exceeding their earnings limitation.
- 2. a. Retirees are eligible to be hired only as a substitute (guest teacher), temporary employee or on a limited term assignment with a specified end date for the assignment not to exceed the end of the school year for which they are hired.
- b. Retirees hired as a substitute shall be compensated at the district's guest teacher rate of pay for retirees in effect at the time the retiree is hired as a guest teacher.
- c. Retirees hired as temporary employees or on a limited term assignment shall be placed in the same column in which they are currently placed, but shall be limited to Step 1 of the salary schedule. Retirees placed on Step 1 of the salary schedule in accordance with this provision shall not be eligible to accrue additional units/credits for purposes of increasing their salary to the next column(s).
- d. Retirees hired under provision 2 of this Agreement shall require pre-approval of the department or program's supervisor and Human Resources.

Handwritten note: Tell you school needs of the be made without basis in fact.

For the District:

Signature of Dianna R. Garcia
Dianna R. Garcia, Assistant Superintendent, Human Resources

Signature of Jan. 28, 2004
Date
Handwritten note: Add SJTA shall be notified in advance email

For the Association:

Signature of Tom Alves
Tom Alves, Executive Director, SJTA

Signature of Jan 29, 2004
Date

MEMORANDUM OF UNDERSTANDING
 BETWEEN THE
 SAN JUAN UNIFIED SCHOOL DISTRICT
 AND
 SAN JUAN TEACHERS ASSOCIATION
 Regarding AdvancePath Academics

STATEMENT OF INTENT:

AdvancePath Academy, in partnership with Encina Preparatory High School, New San Juan High School, La Entrada Continuation High School and San Juan Unified School District, agrees to provide an alternative learning environment in a state-of-the-art classroom. We serve students within the district, as well as surrounding districts, who have become deficient in credits and are disengaged at traditional high schools.

The AdvancePath Academy instructional team is committed to working collaboratively to ensure the success of our students. We do this by participating in professional development opportunities that enhance teaching practices.

The AdvancePath team is committed to providing a culture of change focused on creating open and positive student-teacher relationships. We also do this by creating a comfortable and safe learning environment; blended model of instruction that includes online instruction, one-on-one, and small group learning. Students engage in a course of study that is tailored to his or her individual needs.

The AdvancePath team is committed to working with the staff and administration at Encina Preparatory High School, New San Juan High School, La Entrada Continuation High School, San Juan Unified School District, and the community as a whole in order to provide our students the opportunity to succeed in school and in their future.

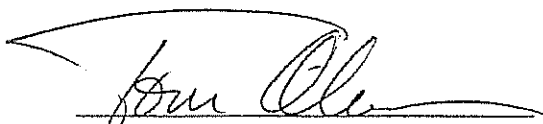
The following provisions will apply to members working at the AdvancePath Academy:

1. Teachers assigned full-time to the AdvancePath program shall be compensated in accordance with the regular SJTA salary schedule.
2. Teachers assigned full-time to the AdvancePath program shall be paid the AdvancePath stipend of \$2,170.00 per school year *for commitment beyond the normal secondary school day*.
3. The AdvancePath program shall include a Lead Teacher position. The Lead Teacher position shall be paid a stipend equivalent to a High School Department Chairperson, in addition to the AdvancePath teacher stipend.
4. Teachers assigned full-time to the AdvancePath Program shall be paid 0.055 of an FTE (20 minutes) in lieu of a prep period.
5. The selection process for teachers assigned to the AdvancePath Program shall include two (2) members from the San Juan Teachers Association, two (2) administrative representatives, and a member representing AdvancePath Academics.
6. Teachers selected for the AdvancePath Program shall attend a two-(2) week training program prior to the beginning of the program.

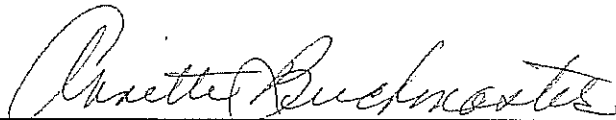
- 7. Members of the AdvancePath staff shall have the autonomy to develop multiple shifts to accommodate two or three 4-hour instructional blocks of student instructional time. The team members shall develop and utilize a collaborative decision-making model, facilitated by the lead teacher, which promotes fairness and all members' involvement. In the event that staff scheduling is irresolvable within the team, current work schedule shall remain in effect until a majority vote is achieved.
- 8. All other provisions of the SJTA collective bargaining agreement will be in full force, including but not limited to staff development, Article 24, and NIDS.



Roger Stock
Chief Academic Officer
San Juan Unified School District



Tom Alves, Executive Director
San Juan Teachers Association



Annette Buckmaster, Assistant Superintendent
of Human Resources
San Juan Unified School District

6/7/12
Date

6-7-12
Date

MEMORANDUM OF UNDERSTANDING
BETWEEN
THE SAN JUAN UNIFIED SCHOOL DISTRICT
AND
THE SAN JUAN TEACHERS ASSOCIATION

This Memorandum of Understanding is made and entered into this 30th day of January, 2009, by and between the SAN JUAN UNIFIED SCHOOL DISTRICT (hereinafter the "DISTRICT,") and the SAN JUAN TEACHERS ASSOCIATION (hereinafter the "Association").

WHEREAS, the DISTRICT and the ASSOCIATION (hereinafter collectively "Parties") are desirous of coming to an agreement and understanding concerning the manner in which the DISTRICT calculates seniority for its certificated staff.

WHEREAS Education Code section 44845 states:

Every probationary or permanent employee employed after June 30, 1947, shall be deemed to have been employed on the date upon which he first rendered paid service in a probationary position.

WHEREAS Education Code section 44918(a) states:

Any employee classified as a substitute or temporary employee, who serves during one school year for at least 75 percent of the number of days the regular schools of the district were maintained in that school year and has performed the duties normally required of a certificated employee of the school district, shall be deemed to have served a complete school year as a probationary employee if employed as a probationary employee for the following school year.

NOW, THEREFORE, it is mutually understood and agreed upon between the Parties that the aforementioned Education Code sections will be harmonized as follows:

1. When the DISTRICT confers probationary status upon a certificated employee who has previously served the DISTRICT as a temporary certificated employee for at least 75 percent of

the number of days of the immediately preceding school year, the seniority date of the certificated employee shall be the first date upon which the employee rendered paid service in the immediately preceding school year of temporary employment.

2. By way of example, but not limitation, of how the seniority methodology for certificated employees described and agreed to in paragraph 1, above, might be established, would include:

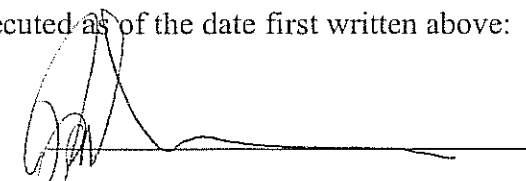
- a. If a certificated employee is initially employed as a probationary employee, that certificated employee's seniority date would be the date upon which he/she first rendered paid service.
- b. A certificated employee is initially employed as a temporary employee and serves at least 75 percent of the number of days the regular schools of the DISTRICT were maintained, and is hired back as a temporary employee for the ensuing school year. During that second year of employment the certificated employee is made probationary. The certificated employee's seniority date would be the first date upon which the certificated employee rendered paid service in the year immediately preceding the year in which the teacher was made a probationary employee.
- c. A certificated employee is initially employed as a temporary certificated employee and serves at least 75 percent of the number of days the regular schools of the DISTRICT were maintained. The following school year the certificated employee is hired as a temporary certificated employee, and works the entire school year as a temporary certificated employee. The certificated employee is then hired by the DISTRICT for a third year of employment as a temporary employee, but at some point during the third year is made probationary. The certificated employee's seniority date would be the first date upon which the certificated employee rendered


paid service in the year preceding the year in which the certificated employee was made probationary. In this calculation, only one (1) year of temporary employment, the year immediately preceding the achievement of probationary status, may be counted in calculating seniority.

3. The ASSOCIATION agrees to withdrawn Grievance #EER-CE-832 related to the manner in which the DISTRICT calculates seniority in the surplusng process for the 2008-2009 school year.

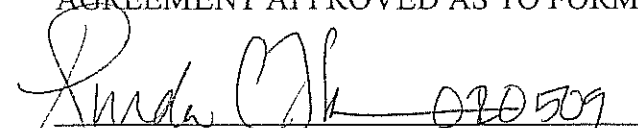
4. This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement, and supersedes any prior Agreement, oral or written, and all other communications between the parties relating to such subject matter.

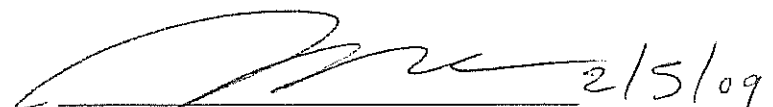
Executed as of the date first written above:

By: 
Date: 2/5/09

By: 
Date: 2-5-09

AGREEMENT APPROVED AS TO FORM:


Linda C.T. Simlick
General Counsel
San Juan Unified School District


Michael McCallum
Attorney at Law
San Juan Teachers Association

PROPOSED SIDE-LETTER AGREEMENT

SITE-BASED MANAGEMENT TEAMS

The following agreement shall apply only to those sites with an active Site-Based Management Team in place as of July 1, 2007.

The purpose of the Site-Based Management Team (SBMT) is to work with all the stakeholders at each site in designing the site plan. The bargaining unit members at each site are recognized as key stakeholders within the site-base process and as such shall be provided an opportunity to be active participants on the team. The composition of the SBMT shall be determined by the stakeholders at each site, but in no case shall less than 50% of the SBMT be bargaining unit members. Each stakeholder group shall be responsible for selecting their representative(s) on the SBMT. Although consensus is the preferred decision making process of the SBMT, if consensus cannot be reached, then 80% majority is required.

The approval of the site plan by the stakeholders shall follow the guideline developed at each site by the SBMT. Although consensus is the preferred decision-making process, if consensus cannot be reached, an alternative process requiring 70% of the identified stakeholders voting in each group shall be required for approval of the plan prior to submission to the Board of Education for final approval.

It is not the intent of the site-based management process to violate the contractual rights of unit members. If any aspect of a proposed plan is contrary to the terms of the collective bargaining agreement, an approval must be obtained from the Association and the Board of Education. If such an amendment is recommended by the SBMT and approved as part of the site plan, and if approved by the District and the Association, it shall be part of the collective bargaining agreement for a specific period of time, for a specific work site and applies to all certificated members at the site.

MEMORANDUM OF UNDERSTANDING
BETWEEN THE
SAN JUAN UNIFIED SCHOOL DISTRICT
AND
SAN JUAN TEACHERS ASSOCIATION

The Redesign Of San Juan High School

Statement of Intent

The San Juan Unified School District and the San Juan Teachers Association agree that San Juan High School will be a location for research and development of best practices for high school education reform. We will invest talent, time and resources to develop structures, processes and practices that are most effective for the students of San Juan High School and San Juan Unified School District. San Juan High School will become a model for other local and regional schools as a place to see the best high school reform efforts.

We are open to innovation and experimentation while maintaining many valuable high school experiences and rigor of the California State Content Standards of a complete high school. The school's schedule will allow students to take courses at San Juan High School, American River College and in an online setting. Students will engage in a course of study that blends career, high school and college academics, which will lead to multiple pathways after graduation. The culture of the school will promote 21st Century workplace skills, civic responsibility, and positive social behavior. San Juan High School will be the home of innovation as we seek to change high school education from the industrial model to the 21st Century Learning for a Global Society.

This is our work. This is our commitment.

Provisions of the Agreement

The San Juan Unified School District and the San Juan Teachers Association agree to the following provisions in the implementation of the redesign of San Juan High School. It is understood that this

agreement is a living contract and that either party may call for a review and/or modifications based upon new information.

1. San Juan Teachers Association will provide two representatives to participate on the interview panels for the principal and vice principal positions. The District will provide five representatives. For the selection process of the leadership/design team, the Association will have two representatives and the District will have five that includes the two vice principals. Four members of each panel will develop and identify criteria for the paper screening process and criteria and sample questions for the interview process. The interview panel will develop the final set of interview questions.
2. Once the administrative staff (principal and vice principals) are selected, certificated staff openings will be advertised throughout the district. This process shall begin with the selection of the design team. This process shall occur prior to the May surplus (involuntary transfer) process commences.
3. Certificated employees who wish to be considered will submit an application form. The application form will indicate whether the teacher wants to be considered for both the staff and design team, or only the staff at large.
4. Once the design team is selected, they will join the administrative team to hire the remainder of the staff. Each member of this hiring team shall have an equal voice. The interview team may be expanded to include key subject area teachers to assist in the interview who shall be paid at the contractual extra assignment rate.
5. Certificated staff currently at San Juan High School will be entitled to an interview upon his/her application.
6. Certificated staff that apply, interview and are selected for positions at San Juan High School will be notified prior to the surplus process, so that any vacancies thereby created will be included for surplussed staff (recognizing that possible reductions of staffing at the school site for 2008-09 may not generate a vacancy, but instead may result in the school not having to identify a teacher to surplus.) All current SJHS staff members who do not apply or who are not selected for a position shall be placed on the surplus list. Members may not be surplussed to San Juan High School without an interview by the Leadership Team.
7. All permanent and probationary employees with appropriate credentials and CLAD or equivalent certification are eligible to apply. Teachers who have received a preliminary notice of layoff may apply and be selected as an alternate. Alternates can only

be selected for a vacancy if they do not receive a final May 15 layoff notice. If vacancies still exist after May 15 the process reverts to current contract.

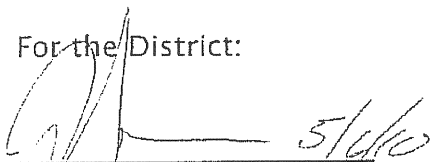
8. All applicants will be informed of the following expectations, and their application is deemed to be agreement to these provisions:
 - a. Additional time commitment: As compensation for the additional time and expectations with starting up a new school, each certificated staff member, including the leadership/design team members, shall receive an annual stipend of \$2000 for the term of this three year agreement.
 - b. Commitment: The parties to this agreement are seeking candidates who will make every effort to commit to this school for at least three years for the purpose of training, continuity, and building leadership capacity.
 - c. Applicants must have an interest in and/or expertise and commitment to developing a program dedicated to the following core principles
 - i. New structural arrangements (may include learning in multiple settings, restructured coursework (including organizing curriculum in specific programs of study), flexibility in time and learning supports, dual enrollment in high school and college courses, and extended day programs
 - ii. Integrated curriculum (embedding academic standards-based concepts in real world contexts, and infusing fundamental academic concepts from traditional subject areas into pathways organized around industry sectors
 - iii. Innovative teaching practices (academic and CTE teachers working together to design approaches in which students are motivated by learning processes that emphasize 21st century workplace skills e.g communication, problem solving, decision-making)
 - iv. Student assignment and choice: students must be able to choose their pathways based upon interests whether their thoughts turn to employment or higher education; the goal is for each pathway to enroll diverse groups of students who learn in a shared environment
 - v. Use of variety of assessments (formative and summative) of student performance to adjust instruction and measure improvement on a longitudinal basis

- vi. Partnerships with business, and higher education: may include extending courses into the community as well as teachers working in the field with supportive adults who are occupationally engaged in areas of the schools programs.
 - vii. Advisory systems of student support (may include variety of new strategies and capacities for personalization support for students and connecting with parents)
9. Leadership/Design Team: The five certificated staff selected for the team shall be paid a stipend of one thousand dollars (\$1,000) for the preliminary design teamwork prior to the beginning of the 2008–09 school year.
 10. The Leadership/design team shall be considered the leadership team for the 2008–09 school year, and shall receive the leadership team stipend of one thousand four hundred dollars (\$1400).
 11. No later than February 1, 2009, the district and SJTA will convene to determine whether regular contractual provisions still apply, including but not limited to leadership team provisions (Article 8 and 24) based on the school's redesign using input from the staff. If no agreement is reached by May 1, 2009 current provisions shall apply.
 12. Revised May 2009 — The parties acknowledge that recruiting and maintaining staff that are qualified and committed to the school's innovative redesign plan is in the best interests of the students and the future success of the school. Therefore, it is agreed that Articles 4.3 Involuntary Transfers, shall be modified to allow staff members of San Juan High School the opportunity to be reassigned to another site by voluntarily placing themselves on the surplus list pursuant to §4.3. for the spring of 2010.
 13. Revised May 2009 — Additionally, members shall be assigned from the surplus list to San Juan High School only after receiving a copy of the most current redesign plan and successfully participating in an interview process with the School Leadership/Design Team.
 14. Revised May 2009 — The school, in collaboration with the District and SJTA, shall be empowered to modify the schedule and calendar to meet the intent of the school's vision as it transitions to a Career Pathways High School. In order to make this transition possible, current staffing ratios shall be maintained through June 2011. It is understood that the school will stay within any legal and

- financial parameters and that if obstacles occur, the parties (i.e. district, SJTA, and leadership team) agree to meet and negotiate a mutually acceptable solution.
15. The NSJHS shall be empowered to develop a coherent and comprehensive curriculum, assessments, instructional models, and professional development that are in accordance with the previously established statement of intent, legal mandates and both the district and site's mission and core values. This includes, but is not limited to textbook selection, materials, training, promising practices, and other academic resources.
 16. Revised May 2009 — The leadership team shall hold an election for 5 teacher leaders in the spring of 2009. The timeline for this year only will be 2 days for nominations and 2 days for the election.
 17. Revised May 2009 — Beginning July 1 2009, the District and SJTA agree to establish a NSJHS District Support System. This will include a NSJHS Construction Steering Committee and a NSJHS CTE Pathways Site Support Team. The CTE Site Support Team focus is to engage in action dialogue and inquiry processes that help to build the collective capacity at the school in order to enhance and refine the vision and goals established by the Site leadership Team and the staff.
 18. Revised May 2009 — The parties agree to seek funding to support the hiring of a researcher to document the progress of The New San Juan High School's transition to a Career Pathways School.
 19. The term of this agreement: 2008 through the end of the 2011-2012 school year.

Tentatively agreed this day of May, 2010.

For the District:



Jess Serna
Director of Labor Relations
San Juan Unified School District

For San Juan Teachers Association:

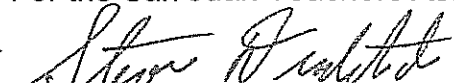


Tom Alves
Executive Director
San Juan Teachers Association

AGREEMENT BETWEEN
SAN JUAN UNIFIED SCHOOL DISTRICT
AND
SAN JUAN TEACHERS ASSOCIATION

It is agreed by both parties that all members of the San Juan Teachers Association who are working a 195 day work year and being paid their annual salary in ten (10) equal payments (e.g., high school counselors and librarians who have worked a 195 day work since the 2004-05 school year) will be paid their annual salary in eleven (11) equal payments. This agreement does not apply to any members who are currently being paid their annual salary in twelve (12) equal payments. The effective date of this agreement is July 1, 2008.

For the San Juan Teachers Association

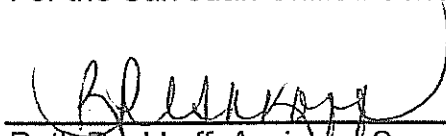


Steve Duditch, President

5-30-08

Date

For the San Juan Unified School District



Ruth Peshkoff, Assistant Superintendent

5-30-08

Date

Memorandum of Understanding
Between the
San Juan Unified School District
And San Juan Teachers Association

**Building a Foundation of Equity, Excellence, and Collective Responsibility
for the Successful Transformation of
Encina Preparatory High School (Grades 6-12)**

Preamble

The foundation for the work at Encina is the belief that all Encina graduates are academically and intellectually prepared to succeed at a four-year university. This means that all students graduate with the knowledge, skills, and abilities that will qualify them to enter college, if they so choose. Their education at Encina will include rigorous career and college readiness, as well as civic engagement, enabling them to have a full range of choices to succeed in the 21st century.

Expectations of Collective Responsibility

In order to establish and sustain a professional culture of mutual respect, support, trust, and responsibility amidst vast uncertainty and change, one must adhere to the following expectations:

1. Commit to participating in trainings, and implementing changes to improve instructional practices, and responsibility for the development and success of the five central principles, and supporting actions outlined in the Design Team's Interim Report of March 29, 2011, in support of students in grades 6-12.
2. Work collaboratively, which includes an open door policy for school leaders, teachers, counselors, staff and those responsible for the success of the schools in the SJUSD's west end, to ensure the success of students in the new 6-12 Encina.
3. Work collaboratively with the Coordinator, Family Resource Center, and other community partnerships that are part of the larger resource and social service agencies that support the work of the new 6-12 Encina.

Compensation For Expanded Responsibilities and Time

As compensation for added responsibilities and time (longer day, longer work year) associated with completely transforming Encina to a 6-12 school and being a recipient of a Federal School Improvement Grant, all unit members will have their base compensation increased by \$5,000 for the school years 2011-12 and 2012-13. Efforts will continue to be made to sustain this additional compensation and time through appropriate federal and state categorical monies and other foundation grants. However, this additional compensation cannot be guaranteed beyond the life of SIG monies that ends in 2012-13.

Work Year Calendar

In order to prepare for the dramatic changes that will be implemented next fall and throughout the school year, all Encina staff, who have not elected to opt out Encina for the 2011-12 school year, will be required to report to work on June 13 and June 14, 2011, to begin the work of planning the implementation phase for the next school year. Compensation for June 13 and 14 will be at the member's daily rate of pay and separate from the stipend as it falls within the current fiscal year.

Also, as part of the \$5,000 stipend, all staff members will be required to start the new school year on August 8, 2011. Due to the late notice of this timeline, members that have previous commitments, that if changed would create unnecessary hardship, will notify the principal and may be excused with one's stipend to be reduced accordingly.

Additionally, staff members are expected during the summer to take on a reasonable amount of work related to the start up next fall. These assignments, which will evolve naturally out of the initiatives outlined in the design's team Interim Report, will be determined by the staff over the course of the two additional days, June 13 and 14. The start date for the 2012-13 school year is tentatively scheduled for August 6, 2012.

Teacher Work Day

7:50 a.m. to 3:50 p.m. (Monday, Wednesday, and Friday) and 7:50 a.m. to 3:30 p.m. (Tuesday and Thursday)

Governance Structure/Leadership Team

1) As previously agreed to by the parties, the Design Team's service will conclude no later than May 30, 2011. The current School Leadership Team will assume the responsibility for carrying out the Design Team's work and fulfilling the requirements of the School Improvement Grant for the 2011-12 school year. Terms for individuals that are due to expire shall be extended one year for the purpose of continuity and stability. All positions on the School Leadership Team, including the two additional 6-8th grade positions (referenced in #3 below), will be up for re-election in the spring of 2012. All other provisions of Article 24 remain in force unless otherwise stipulated in this agreement, which includes the Design Team's Interim Report.

2) The parties agree that the vision expressed in the Design Team's Interim Report may configure and distribute leadership and responsibility differently than the original intent of Article 24. Therefore, waivers may be granted for the 2011-12 school year. The parties agree to review this section in the spring of 2012 and consider necessary modifications based upon recommendations of the Leadership Team and staff.

3) With the addition of grades 6-8, two members who teach the middle years program will be added to the current Leadership Team of six bringing the total number to eight, which includes the principal and one vice principal. Selection to the team for the upcoming year 2011-12, will be through an application process. The two additional members shall be interviewed and selected by the current school Leadership Team. Each member of the team shall have an equal voice. The preferable decision-making process shall be by consensus. Absent consensus, a majority vote shall prevail. Once the school Leadership Team is complete, they will be responsible for hiring new staff.

4) Vacancies on the current Leadership Team that occur due to utilizing the opt-out clause of this agreement shall be filled by the normal secret ballot election procedures no later than May 27, 2011.

5) Certificated employees who wish to be considered for any vacancies will submit an application form, which will indicate whether the applicant wants to be considered for both the staff and the Leadership Team or only for the staff at large. All probationary and permanent certificated employees with appropriate credentials, except those who have received final layoff notices (May 15), are eligible to apply. All applicants will receive this agreement and any appendices prior to the interview process.

Certificated Evaluation

All certificated staff, except those with temporary or probationary status, shall utilize the Option B process outlined in the current collective bargaining agreement. All other provisions of Article 3 remain in force.

Transfer

The parties agree that recruiting and maintaining staff that are committed to Encina's transformation process is in the best interests of the students, faculty, and overall success of the school. Therefore, it is agreed that Article 4 shall be modified to allow staff members of Encina to opt-out and be reassigned to another site by voluntarily placing themselves on the surplus list, pursuant to Section 4.3, for the spring of 2011.

Dispute Resolution Process

Encina's mission to create a shared leadership and governance model will place additional responsibility on every staff member. This is radically different from traditional models that are hierarchical and autocratic. Conflicts that are usually avoided or swept under the rug will now need to rise to the surface. A fair dispute

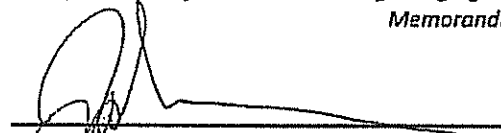
resolution process allows problems to be admitted, aired, resolved constructively and defused before they result in serious damage. Therefore, the parties agree that the following steps shall be followed to provide the best opportunity for a collaborative and democratic work place.

Step One: Those involved in a dispute shall attempt to work out the dispute together in face-to-face meetings.


Step two: If the dispute is not resolved, members may request a meditative process that includes trained mediators as determined by SJTA and District. The meditative process is provided for both teacher-to-teacher disputes as well as teacher-to-administrator. All correspondence and conversation during the meditative process is confidential and shall not and cannot be used in any subsequent formal process involving evaluation or discipline.

Step three: The grievance process as outlined in the contract remain in force. Additionally, SJTA and the District agree to utilize an expedited arbitration process in cases involving administrative transfer for just cause as outlined in Section 4.03.8 of the collective bargaining agreement.

All provisions of the collective bargaining agreement remain in force unless otherwise stipulated in this Memorandum of Understanding.



Jess Serna, Senior Director
Labor and Employee Relations
San Juan Unified School District



Tom Alves, Executive Director
San Juan Teachers Association

5-6-11

Date

5-6-11

Date

Election To Work At Encina

I, _____, fully understand the above
(Print Name)

commitments and expectations and those in the attached appendix may be included in the assessment of my performance.

Signature

Date

SIDE LETTER OF AGREEMENT

SAN JUAN UNIFIED SCHOOL DISTRICT

And

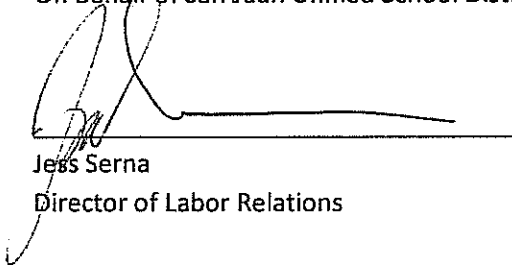
SAN JUAN TEACHERS ASSOCIATION

Regarding Cottage Elementary School Transition to Montessori

The San Juan Unified School District and the San Juan Teachers Association hereby agree to the following provisions concerning the transition of Cottage Elementary School to a Montessori school.

- The transition to a Montessori school will be grade-by-grade beginning with kindergarten. This transition will begin in 2011/12 school year. The school as a whole will transition to a Montessori school based on this grade-by-grade transition model.
- Teachers for the Montessori program will be selected by the school leadership team.
- The appropriate Montessori training will be provided by the District.
- Teachers must successfully complete the Montessori certification process.
- Teachers choosing to opt out of the Montessori program may utilize the surplus process.
- All other contractual provisions remain in force.

On Behalf of San Juan Unified School District



Jess Serna
Director of Labor Relations

3-8-11

Date

On Behalf of San Juan Teachers Association



Tom Alves
Executive Director

3-8-11

Date

SIDE LETTER OF AGREEMENT

Exhibit AA

Between

SAN JUAN TEACHERS ASSOCIATION

AND

SAN JUAN UNIFIED SCHOOL DISTRICT

Supplemental Educational Services' Tutors

Background:

Under the No Child Left Behind Act, the San Juan Unified School District is mandated to provide Supplemental Educational Services (SES), using Title I funds, for students at Program Improvement schools (Year 2 and beyond). For the 2013-2014 school year, the District has been approved as a SES provider and will be able to offer tutoring services at Cameron Ranch, Carmichael, Cottage, Coyle, Dyer-Kelly, Thomas Edison, Greer, Howe Avenue, Charles Peck, Skycrest, and Whitney Avenue Elementary Schools, Kingswood K-8 School, Will Rogers Middle School, Encina High School and New San Juan High School. Such tutoring services will be provided by District teachers.

Intent:

The San Juan Unified School District and the San Juan Teachers Association (SJTA) agree that the purpose of this Side Letter of Agreement is to:

- Provide Supplemental Educational Services (SES), using Title I funds, for students at Program Improvement schools (Year 2 and beyond) for the 2013-2014 school year.
- Define eligibility, selection process and pay rate for participants.

The Parties agree on the following terms and conditions for this program:

Who can apply: SJUSD Credentialed Teachers.

Selection Priority Order:

Work will be offered to regular certificated teachers in the following priority order:

1. First priority shall be given to teachers at the school site within which the program is being offered;
2. Second priority shall be given to teachers from other Program Improvement schools;
3. Third priority shall be given to teachers from the remaining Title I schools;
4. Fourth priority shall be given to teachers from all other District schools;
5. If no teachers apply to provide SES tutoring, the District may offer the work to teachers on the reemployment list.

Selection process for SES tutors:

The Leadership Team at a school site will conduct interviews and make the final selection to be based upon, but not limited to, the following criteria:

- Knowledgeable of the site's curriculum/instructional strategies (e.g., writer's workshop, balanced literacy, literacy circles, balanced math, etc).
- Ability to provide support for struggling students that go beyond the site's curriculum by utilizing multiple intervention strategies.
- Ability to facilitate small group work while ensuring each student is engaged in the learning.

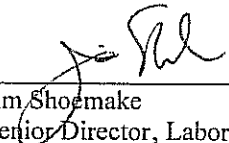
Rate of pay: \$40 per hour

Review:

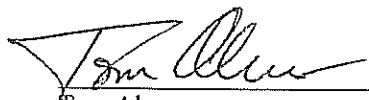
The Parties agree to assess the SES program at the end of the 2013/2014 school year and may elect to reopen discussion regarding compensation and responsibilities based on their findings.

For the San Juan Unified School District

For the San Juan Teachers Association



 Jim Shoemaker Date 7/22/13
 Senior Director, Labor & Employee Relations
 San Juan Unified School District



 Tom Alves Date 7-22-13
 Executive Director
 San Juan Teachers Association

Memorandum of Understanding

between

The San Juan Unified School District

And The San Juan Teachers Association

May 30, 2012

The San Juan Unified School District (District) and the San Juan Teachers Association (SJTA) have met and negotiated to resolve the work year for the teachers assigned to Ralph Richardson School. There has been a long practice of assigning teachers beyond their regular 185 year to an extended year of 223 days paid at the per diem salary rate of the assigned teachers. In 2010-2011 in order to reduce the general fund support for special education programs, the District reduced the instructional year for students assigned to Ralph Richardson. Therefore, the District and SJTA agree to the *following* phased-in reduction in pay rates and work year for the current teachers assigned to Ralph Richardson.

- In the extended year for 2012¹, the current teachers will be assigned a work year of 211² days, 185 regular session days and 26 additional extended year days, at their hourly per diem wage rate for a total of 6 hours.
- In the extended year for 2013, the current teachers will be assigned a work year of 204 days, 185 regular session days and 19 additional extended year days at their hourly per diem wage rate for a total of 6 hours.
- In the extended year for 2014, the current teachers will be assigned a work year of 204 days, 185 regular session days and 19 additional extended year days at their hourly per diem rate for a total of 4 hours.

All subsequent years will mean 185 regular session days at their regular per diem rates and 19 additional extended days at the hourly summer session rate. In the event that there are retirements or resignations from the program during the period of phased in salary and work year reductions, the

¹ Because the extended year starts immediately after the completion of the regular year but may not be completed prior to the beginning of the next fiscal year, the reference to "2012" is not only for days worked during the 2011-12 fiscal year but also for those overlapping into the next fiscal year.

² All work year numbers are subject to a later agreement with SJTA that would reduce work years for all teachers.

replacement teachers at Ralph Richardson will work the 185 day calendar at regular pay rates and if assigned the 19 additional extended year days at the hourly summer session rates. The parties agree to continue the practice of assigning the current teachers of the students whose programs continue into the extended year for the term of this agreement. However, such assignments for replacement teachers will be discretionary with the District in future years.

Because of the potential discrepancy between the student instructional year and the work year for current teachers, the teachers may be assigned to a variety of professional work assignments including but not limited to home instruction, intervention classes (including academic and social-emotional supports), teaching the extended summer Autism SDC program, and other duties as assigned if no such teaching opportunities are available.

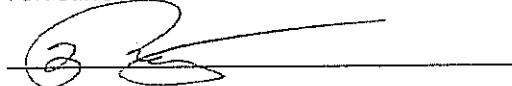
Ralph Richardson also has assigned a permit teacher whose contractual work year is 223 days at the appropriate salary schedule rate. Effective in 2011-12, the work year shall be reduced to 185 regular session days and 26 extended year days, a total of 211 for six hours at the per diem daily rate with a right of refusal for the associated extended work year. *The work day will be aligned with the other teachers in this program beginning in the 2012-13 school year.* In 2012-13, 204 days with first right of refusal for the associated extended work year. Upon the retirement of this teacher, the work year will revert to 185 day schedule with the extended year days assigned at the discretion of the District at pay rates in line with other extended year compensation patterns.

Preparation time for these teachers shall remain at the 150 minutes per week in the extended year program through the 2012-13 school year. Beginning with the 2013-14 extended year four hour program, prep time shall be provided in accordance with all other summer programs.

Members in this program shall continue to utilize their regular sick leave bank through the 2012-13 extended year program. Beginning in the 2013-14 extended year program, sick leave utilization shall be in accordance with all other summer programs as stated in the collective bargaining agreement.

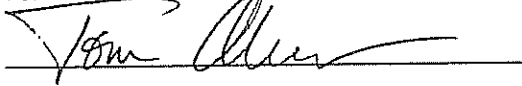
Members in this program shall work with their site administrator through the 2012-13 extended year program in regards to their calendar days / hours as it differs from the typical extended year program. Beginning in the 2013-14 extended year program, days / hours shall be in accordance with all other summer programs as stated in the collective bargaining agreement.

For: San Juan Unified School District



Roger Stock, Chief Academic Officer

For: San Juan Teachers Association



Tom Alves, Executive Director

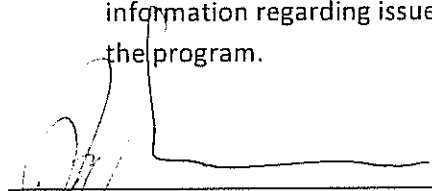
*Quette Buckmaster, May 30, 2012
Asst. Superintendent, A.R.*

Memorandum of Understanding
San Juan Unified School District
And
San Juan Teachers Association
Regarding Full-Day Kindergarten


The San Juan Teachers Association and the District are committed to providing students with structures that will support teaching and learning. Full-day kindergarten is one of many structures that will provide students with opportunities for student success.

The San Juan Teachers Association agrees to the following:

- Full-day kindergarten shall be determined by individual site. This determination will be made by teaching staff at all grade levels at each site.
- Kindergarten teachers will be allowed to use existing collaboration time (Thursdays) for the remainder of this year and periodically throughout the year for the planning and development of the instructional program.
- A network of full-day Kindergarten teachers will be established for the purpose of sharing knowledge and building upon the ideas of the different programs.
- Criteria for determining the establishment of full-day kindergarten shall include, but not limited to, available classrooms, transportation, facility modification, and additional student supervision.
- Full-day kindergarten teachers shall receive prep as any other elementary teacher.
- Instructional models and schedules shall be determined by each individual site.
- The District and SJTA shall establish a joint full-day kindergarten task force to assist and provide information regarding issues related to full-day kindergarten, and evaluate the effectiveness of the program.



Jess Serna, Director of Labor Relations
San Juan Unified School District



Tom Alves, Executive Director
San Juan Teachers Association

4-30-10

Date

8-18-10

Date

ELEMENTARY REPORT CARDS

The parties agree that the following changes are necessary for members to accurately and efficiently input grades. Therefore, the district shall:

- Reinststate a *single mark*, e.g., 'X' or check mark, rather than a grade, as an appropriate way to mark Progress Reports (between Trimester grading periods) for students not demonstrating proficiency in a particular standard effective August 15, 2012.
- Give members the ability to view a student's entire report card on one screen
- Increase the number of characters possible for making comments in the required comments section
- Form a Joint Committee with the Association to address existing content issues on the current report cards in addition to preparing the report card transition to Common Core Standards.

**SIDE LETTER OF AGREEMENT
BETWEEN THE
SAN JUAN UNIFIED SCHOOL DISTRICT
AND
SAN JUAN TEACHERS ASSOCIATION
Online Learning Educational Options Prototype**

Background

Each year in San Juan Unified School District (SJUSD) many students drop out from our traditional high schools or graduate without meeting the minimum requirements for California state university system admission. Most exit, or lack admission requirements, because they are credit deficient or lack the acceptable GPA. Currently the San Juan Unified School District provides very limited opportunities for students to recapture credits or improve their GPA prior to their graduation and/or college application.

Intent:

The intent of this prototype is to target students who would otherwise be disenfranchised at a comprehensive high school and provide alternative services for re-engagement at the comprehensive site. The prototype will have two levels of support:

1. Credit recovery at the comprehensive sites (in 2013-14 SJUSD processed more than 2,800 applications for credit recovery or missing courses; most times the classes were held outside of the students' high school campus)
2. Create an additional system of support for students at their high school for academic growth and success

More specifically the intent of this prototype is to target students who:

1. Have failed semester or full year classes to recapture credits
2. Have a need to retake a SJUSD 'a-g' course for grade improvement

This prototype is not intended to replace initial classroom-based instruction and students will need to apply for this prototype, as participation is voluntary. School staff will identify the students who could benefit from this program and students will be accepted based on space and the following priority list:

1. Current 12th grade student who needs additional 10 or less credits to graduate in addition to full student load
2. Current 12th grade student who needs 10 or less credits for grade improvement to qualify for 'a-g' requirements
3. Current 12th grade student who is credit deficient and not on track to graduate, who needs 11 or more credits to graduate in addition to full student load
4. Current 11th grade student who is credit deficient and not on track to graduate and/or who has failed a core class
5. Current 11th grade student who needs 10 or less credits for grade improvement to qualify for 'a-g' requirements
6. Incoming 10th grade student who is credit deficient and not on track to graduate and/or who has failed a core class

Agreement

The San Juan Unified School District and the San Juan Teachers Association hereby agree to the following provisions regarding the after-school or before-school Online Learning Educational Options

Prototype at: Bella Vista, Casa Roble, Del Campo, El Camino, Encina, Mesa Verde, Mira Loma, San Juan, and Rio Americano High Schools.

1. Each high school site may choose to fund one (1) before-school or after-school Online Learning Educational Options Prototype instructor and class.
2. Teachers assigned shall be compensated with a stipend that is the pro-rata equivalent of 15% of their regular SJTA salary schedule, by semester.
 - a. Criteria used to determine compensation included, but was not limited to, the recognition that Online Learning Educational Options Prototype teachers will be issuing grades and credits to students.
3. Teachers shall have the autonomy to schedule their Online Learning class over three (3), four (4) or five (5) days per week with 240 minutes of total weekly instruction.
 - a. Deviation from this schedule options may occur with the consent of the principal.
4. Online Learning classes can begin on August 25, 2014.
5. Teachers selected shall be provided release time or paid at their daily rate of pay for all mandatory trainings, professional development and meetings related to this prototype.
6. Site licenses will be limited to a maximum of 35 concurrent users per site.
7. The class size maximum is 32 students. Teachers may waive in writing this section. However, adding additional students is conditional upon the District's ability to provide a commensurate number of computers and site licenses.
8. This prototype will be used to explore how new technologies may be introduced into existing structures.
9. The parties agree to meet in November 2014 to discuss what was learned which resulted from the prototype and discuss possible next steps.
10. This Side Letter is non-precedential and will sunset on June 5, 2015.

Selection process for Online Learning Credit Recovery Prototype Teachers:


The Principal at a school site will conduct interviews and make the final selection (with input from the Leadership Team) to be based upon, but not limited to, the following criteria:

Online Learning Teacher Criteria

- Technologically literate and organized (ability to manage 30-36 laptops/day)
- Interested in mentoring at-risk students and on a daily basis via 1:1 meetings, e-mail and phone
- Able to proctor/tutor/teach multiple subjects to multiple students each day
- Willingness and flexible to establish protocols as the term progresses (this is a prototype)
- Able to attend mandatory trainings and meetings as needed

For the San Juan Unified School District

For the San Juan Teachers Association

 8/20/14

Jim Shoemaker Date
Senior Director, Labor and Employee Relations

 8-21-14

Tom Alves Date
Executive Director

Memorandum of Understanding
Between the
San Juan Unified School District
And
The San Juan Teachers Association
System of Professional Growth Prototype

Background

The purpose of this Memorandum of Understanding is to implement the next phase of the work outlined in the collective bargaining agreement (Exhibit N-1) regarding the Joint Committee's Work on Teacher Evaluation. Specifically, the statement of intent in Exhibit N-1 specifies the following vision for such work:

It is the deeply held belief of both SJTA and SJUSD that educators are professionals that continue to grow and improve in their craft throughout their career. All levels of experience and effectiveness deserve an environment in which to further their skills. The current model of evaluations does little to support this belief.

Interests

Therefore, it is the interest of both SJUSD and SJTA to create a systematic, non-adversarial process that supports all teachers in their ongoing professional growth. This new prototype could change the structure of what we now refer to as "evaluation." This new prototype sees the teacher as a key participant, and will be practitioner-driven. The focus of this work is to benefit the whole, through collaboration, shared practice, and the deprivatization of the profession.

Provisions of the MOU

Therefore the parties hereby agree to the following provisions regarding the development of the prototype, hereafter identified as the "System of Professional Growth Prototype" (SPGP), during the 2014-2015 school year. The purpose of prototyping is to give form to an idea to learn about strengths and weaknesses of the prototypes and to identify new directions for the next phase of developing a pilot.

1) The Joint Committee on Teacher Evaluation shall be identified as the Professional Growth Team and shall oversee the SPGP and the implementation of the prototype described in Attachment A. The President of SJTA and the Superintendent's designee shall chair this team. The work of this team shall include: coordination with the

researchers Julie Koppich and Daniel Humphrey (who will document the strengths and weaknesses of our professional growth prototype), budget oversight, establishing the selection process of teachers and administrators who wish to volunteer during this prototype, designing and establishing the calibration training, selecting the participants, addressing issues that may arise during the prototype year, and providing scheduled updates to the District and SJTA at least twice during the 2014-2015 school year.

2) The budget for 2014-2015 year of prototyping shall be no more than \$150,000.00

3) The Professional Growth Team shall follow the established criteria for individual participation (see Attachment B).

4) Members who volunteer to serve as participants or observers in the prototyping process shall be held harmless. Our goal is to test the prototype, not the person, so outcomes that are a result of the prototype will be used to inform the process only.

5) Due to the additional work required in trainings, focus groups, and increased workload, teachers selected as program participants shall be paid a stipend as follows:

a. "Participants" (teachers who volunteer to be observed; not to exceed 60): \$1,000.00 per participant (up to a maximum of \$60,000.00 for all participants)

b. "Peer Observers" (teachers who volunteer to be an observer; not to exceed 25): \$1,500.00 per participant (up to a maximum of \$37,500.00)

c. Peer Observers shall be provided release time, to be determined by the Professional Growth Team; the intent is to minimize the number of release days. A maximum of 150 release days for all participants will be funded for the 2014-2015 school year (up to a maximum of \$16,000.00 for all participants)

d. Consulting Teachers (who volunteer to create and deliver training, not to exceed eight in number); \$1,500.00 per participant (up to a maximum of \$12,000.00 for all participants)

6) The application and selection process shall be completed no later than June 5, 2014.

7) The current evaluation system shall be suspended for all SJTA members for the 2014-2015 school year except for those required to be evaluated under Education Code and the following:

- Members participating in the Peer Assistant Review Program per §3.08 and 3.09
- Members designated to alternative year evaluation in 2014-15 per §3.04.10
- Members with 10 or more years of employment who are notified no later than June 30 by Human Resources for evaluation

All evaluations in 2014-15 shall adhere to Article 3.

8) The term of this agreement shall begin May 12, 2014, and shall sunset June 30, 2015.

9) This agreement shall not exclude any of the existing provisions, except as noted above, of the collective bargaining contract, which shall remain in full force during the term of this agreement.

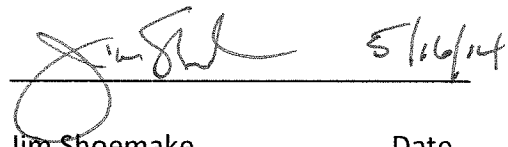
For the San Juan Teachers Association

 5-16-14

Tom Alves Date

Executive Director

For the District

 5/16/14

Jim Shoemake Date

Senior Director, Labor Relations

System of Professional Growth Prototype Components

Observation:

Select one from each section

Focus Area:

- A. Self select
- B. Selfassessment then self select (using continuum)
- C. Self select a goal that is in alignment with the District and/or site strategic plan

The "focus area" will guide the practitioner's professional growth. The practitioner will collect evidence of growth in the focus area throughout the year.

Observer(s):

- A. Administrator
- B. Administrator and Peer
- C. Peer

Learning Process:

- A. Individual Work
- B. Collaborate/Partner with colleagues

Observation Frequency:

- A. 5-6
- B. 3-4
- C. 1-2

Observations will last between 30-90 minutes. The practitioner will determine the optimum length.

(If 'A' or 'B' is selected, one classroom observation may be substituted by a videotaped lesson. Prior to meeting with the observer, the practitioner will analyze the lesson and be prepared to debrief the observer(s): instructional strategies and materials used (and rationale), what went well, instructional adjustments made (and rationale), and identified next steps.

Observation Feedback Focus:

- A. Focus Area Only
- B. All California Standards for the Teaching Profession (CSTPs)
- C. Combination of both A and B (*how many of each to be determined by the practitioner*)

Attachment A

Observation Scheduling:

(See Template for Pre and Post observation discussion)

- A. Scheduled (with pre-observation discussion)
- B. Unscheduled
- C. Combination of both A and B (*how many of each to be determined by the practitioner*)

Observation Debrief and Reflection of the Essential Elements:

(Up to 50% of the observations may be debriefed electronically)

- A. Discussion with observer(s)
- B. Self assess, followed by discussion with observer(s)

***Required components for all prototypes:**

***Initial Meeting:**

Once a selection from the 'Focus Area' and the 'Observer' sections have been made, the practitioner and the observer(s) will meet to discuss the Professional Growth Plan and will:

- 1. Discuss the Focus Area and components of the Prototype selected by the practitioner*
- 2. Schedule the initial observation*
- 3. Discuss the practitioner's plan for professional growth (identify)*

***End of the Year Reflection (required):**

30-60 minute professional growth conversation (reflection and planning) with Observer(s)

Essential Elements:

The following identified elements of the California Teaching Standards have been determined by the New Teacher Center to have the greatest impact on student learning:

Standard 1. Engaging and supporting all students in learning

1.5 Promoting critical thinking through inquiry, problem solving, and reflection.

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *encourage students to use multiple approaches and solutions to solve problems?*
- *encourage students to ask critical questions and consider diverse perspectives about subject matter?*
- *provide opportunities for students to think about, discuss, and evaluate content?*
- *ask questions to facilitate discussion, clarify, and extend students’ thinking?*
- *support students to think and communicate with clarity and precision?*
- *help students apply previous learning to new situations?*
- *encourage students to create, imagine, and innovate?*
- *help students to develop and use strategies and technologies for accessing knowledge and information?*

Select one or more options as evidence of practice for this section:

- Observation/Video
- Lesson plans
- Student work (journals, goals, etc.)
- Feedback to students and impact on student learning
- Other: _____

Standard 2. Creating and Maintaining

2.3 Establishing and maintaining learning environments that are physically, intellectually, culturally, and emotionally safe.

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *arrange the learning environment to facilitate positive and productive classroom interactions?*
- *encourage, support, and recognize the achievements and contributions of all students?*
- *encourage students to take risks and to express thoughtful and respectful opinions related to the topic or subject of discussion?*
- *foster the development of each student's self-esteem?*
- *create a safe, accessible learning environment for all students?*

Select one or more options as evidence of practice for this section:

- Observation/Video
- Feedback on student work
- Reflection on challenging situation with student(s) including examples of intervention and/or supports utilized
- Evident routines and expectations
- Student work
- Room set-up and utilization
- Other: _____

Standard 3. Understanding and Organizing Subject Matter for Student Learning

3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks.

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *ensure that my subject matter knowledge is sufficient to support student learning?*
- *continue to keep my subject matter knowledge current?*
- *identify, understand, and teach the key concepts and underlying themes and relationships in the academic content standards and state curriculum frameworks?*
- *integrate key concepts, themes, relationships, and connections across subject matter areas?*
- *ensure that my knowledge of the subject matter incorporates different perspectives, appropriate to the discipline?*
- *maintain and utilize current understanding of relevant content standards and frameworks?*

Select one or more options as evidence of practice for this section:

- Observation/Video
- Assignments, project descriptions, etc.
- Annotated portfolio of support materials (beyond kits or textbook)
- Examples of integrated lessons
- Learning journal/professional journal
- Other: _____

Standard 4. Planning Instruction and Designing Learning

4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction

As teachers develop, they may ask, "How do I..." or "Why do I..."

- *incorporate students' prior knowledge and experience in my curriculum and instructional planning?*
- *use knowledge of my students' lives, their families, and their communities to inform my planning of curriculum and instruction?*
- *use knowledge of my students' individual cognitive, social, emotional, and physical development to plan instruction and make appropriate adaptations to meet students' unique needs?*
- *plan lessons and units that promote access to academic content standards for all students?*
- *use knowledge of my English learners' levels of language proficiency to plan instruction that supports their subject matter learning and academic language development?*
- *use knowledge of my students' diverse learning needs to plan instruction that supports their learning?*

Select one or more options as evidence of practice for this section:

- Observation/Video
- Lesson plans that include differentiation accompanied by student work
- Digital literacy demonstrated by student work
- Self-reflection on a completed lesson and planned instructional adjustments
- Other: _____

4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students

As teachers develop, they may ask, "How do I..." or "Why do I..."

- *develop unit and lesson plans that build on and extend students' understanding of subject matter?*
- *ensure that each instructional strategy is related to learning goals?*
- *plan instruction to allow enough time for student learning, review, and assessment?*
- *use my knowledge of subject matter and my students to plan and appropriately pace instructional activities within a lesson and over time?*
- *check for understanding, prepare for adjustments, remediate or accelerate instruction, and individualize when appropriate?*

Attachment A

- *address the ELD standards appropriately, based on my English learners' levels of language acquisition?*
- *address the IEP goals and objectives of my students with special needs?*
- *select materials, resources, and technologies to support the learning needs of English learners and students with special needs?*

Select one or more options as evidence of practice for this section:

- Observation/Video
- Evidence of culturally responsive instruction
- Examples of formative assessment with adjustments to lessons
- Lesson plans that include differentiation accompanied by student work
- Examples of student's reflections of their work
- Student work
- Other: _____

Standard 5. Assessing Students for Learning

5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify Instruction

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *draw upon assessment data to support development of learning goals?*
- *review and revise learning goals with students over time?*
- *ensure that student learning goals reflect key subject matter concepts, skills, and applications?*
- *use informal assessments to adjust instruction while teaching?*
- *use multiple sources of assessment to measure student progress and revise Instructional plans?*
- *work to differentiate goals and plans based on assessed needs of my diverse learners?*
- *address the specific needs of English learners and students with special needs as I use assessments to inform my instruction?*

Select one or more options as evidence of practice for this section:

- Observation/Video
- Examples of varied assessment types completed by students
- Lesson plans identifying formative assessment/checking for understanding strategies accompanied by student work
- Reflection on student work noting patterns and determining next steps
- Feedback/Communication to students on work (multiple examples)
- Self-reflection on grading policy and practices and rationale
- Collaboration with colleagues around student learning and impact on practice/planning
- Student goal setting and self-analysis
- Student work samples/portfolio- progress over time accompanied by practitioner lesson plans or reflections
- Other: _____

Standard 6. Developing as an Educator

6.1 Reflecting on teaching practice in support of student learning

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *assess my growth as a teacher over time?*
- *learn about teaching as I observe and interact with my students?*
- *reflect on my instructional successes and dilemmas to move my practice forward?*
- *analyze my teaching to understand what contributes to student learning?*
- *formulate professional development plans that are based on my reflection and analysis?*
- *develop awareness of potential bias that might influence my teaching or affect student learning?*

Select one or more options as evidence of practice for this section:

- Journal/Reflections on Focus Area
- Discussion with peer or observer on progress in Focus Area
- Application of professional development and teaching practices
- Student surveys
 1. Only practitioner reviews responses and reflects
 2. Practitioner views responses and shares reflection with observer
 3. Practitioner and observer review and reflect on responses
- Other: _____

6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning.

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *collaborate with teachers, administrators, education specialists, paraeducators, and staff to ensure that all students' diverse learning needs, interests, and strengths are met?*
- *remain receptive to the feedback of colleagues, mentors, and supervisors in support of my teaching practice and student learning?*
- *support school and district goals and priorities?*
- *contribute to school-wide events, activities, and decision-making?*
- *establish and maintain productive relationships with other school staff to become a visible and valued member of the school and district communities?*
- *contribute to the learning of other educators?*
- *benefit from and contribute to professional organizations to improve my teaching?*
- *benefit from and add to the knowledge base of the profession?*

Attachment A

Select one or more options as evidence of practice for this section:

- Co-planning, peer observation, and debrief (lesson study)
- Reflection on discussion with colleagues about student learning
- Collection of ideas, research articles, books, etc. related to goal area and shared with colleagues
- Creation and/or presentation of professional development for colleagues
- Other: _____

Attachment B

Participant Criteria

In order to be a participant, you **must**:

- Be in a teaching position for the 2014-2015 school year
- Be a permanent employee in San Juan Unified
- Have received positive evaluations for the last 5 years
- Have a minimum of 50% contract for the 2014-2015 school year (full time employees are preferred)
- Be able to attend the training dates on July 31, 2014 and June 8, 2015
- Attend 3 Focus Groups through the 2014-2015 year (to share how it's going)
- Be willing to engage in the selected and required work in the prototype
- Have over 10 years of experience in San Juan **OR** (if under 10 years) have been evaluated in the 2013-2014 school year (Ed Code requirement)
- **Not** have been notified by your administrator that you will be evaluated in the 2014-2015 school year

Observer Criteria

In order to be a peer observer, you **must**:

- Have recent classroom experience
- Be a permanent Employee in San Juan Unified
- Have received positive evaluations for the last 5 years
- Have a minimum of 50% contract for the 2014-2015 school year (full time employees are preferred)
- Be able to attend the training dates on July 31 and August 1, 2014 and June 8, 2015
- Attend 3 Focus Groups through the 2014-2015 year (to share how it's going)
- Be willing to engage in the selected and required work in the prototype
- **Not** have been notified by your administrator that you will be evaluated in the 2014-2015 school year

Other Considerations:

In addition to the above criteria, the Professional Growth Team (PGT) will consider potential participants' and observers':

- Current assignment (grade level/ content area)
- Division (elementary, middle, high)
- Current school's student demographics
- Geographic location of the school
- Years of Experience (and past experience)

Due to the uncertainty around the number of interested people there may be for the prototypes, the PGT may have to adjust the number of participants and/or observers.

SIDE LETTER OF AGREEMENT

SAN JUAN UNIFIED SCHOOL DISTRICT (District)

and the

SAN JUAN TEACHERS ASSOCIATION (Association)

Regarding the Early Childhood Education 2014-2015 Salary Schedule Migration

Background:

The District and SJTA are committed to working together to ensure strong ECE programs and services for children and families, wherein all teachers and staff are effectively supported and appropriately compensated to provide this high level of service.

On May of 2012, the District and SJTA agreed upon a seven (7) year ECE Salary Schedule migration towards a consolidated salary schedule. At the time, both parties recognized that because of the uncertainty of funding, the scale, and the extended timeline, the salary schedule migration might require adjustments. Therefore, the parties agreed to convene the Budget Review Committee (BRC) annually to determine the feasibility of percentages and make recommendations for the full range of options.

In recent years, the lack of state and federal funding for early childhood education has had an impact on the ECE Department's ability to remain fiscally solvent. Recent shifts in state funding include a 5% standard reimbursement rate increase for State Preschool. While this is helpful, it positively affects less than 15% of our overall ECE budget.

Intent:

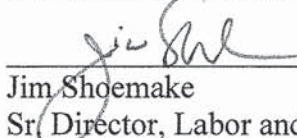
The intent of this Side Letter of Agreement between the District and the Association is to modify the ECE Salary Schedule migration for the 2014-2015 school year.

Agreement:

The District and the Association hereby agree that instead of the scheduled ECE Salary Schedule migration from 37% to 52%, the migration will be 37% to 43.25% for 2014-2015.

This Side Letter of Agreement is non-precedential and is for the 2014-15 school year. The parties shall continue to review annually the feasibility of the timeline per the collective bargaining agreement and absent any other adjustment, the original rate of implementation shall be in effect in 2015-16.

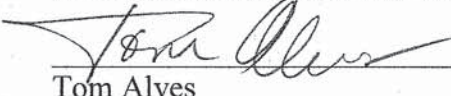
On Behalf of San Juan Unified School District



Jim Shoemake
Sr Director, Labor and Employee Relations
San Juan Unified School District

7/16/14
Date

On Behalf of San Juan Teachers Association



Tom Alves
Executive Director
San Juan Teachers Association

7-16-14
Date