

JEFFERSON COUNTY PUBLIC SCHOOLS

Negotiated Agreement

2011 - 2015

Effective

09.01.2011 – 08.31.2015

Agreement between the Jefferson County School District Board of Education and the Jefferson County Education Association (JCEA): Affiliated with the Colorado Education Association and the National Education Association



JEFFERSON COUNTY SCHOOL DISTRICT

Jefferson County, Colorado

Board of Education

Dave Thomas	President
Jane Barnes	First Vice President
Laura Boggs	Second Vice President
Robin Johnson	Secretary
Paula Noonan	Treasurer

Superintendent of Schools

Dr. Cindy Stevenson

Negotiating Team

David Bell	Director, Employment Records
Warren Blair	Principal, Hackberry Hill ES
Lorie Gillis	Chief Financial Officer
Peg Kastberg	Community Superintendent
Jan Landry	Director, Licensed Personnel
Allen Taggart	Executive Director, Employee Relations
Amy Weber	Executive Director, Human Resources



JEFFERSON COUNTY EDUCATION ASSOCIATION

Jefferson County, Colorado

Executive Committee

Kerrie Dallman	President
Mike Jagel	Vice President
Stephanie Rossi	Secretary
Mary Bivens	Treasurer
Lisa Elliott	Executive Director

Negotiating Team

Kerrie Dallman	President
Lisa Elliott	Executive Director
Mary Bivens	Teacher, TOSA
Ryan Cole	Counselor, Deer Creek
Kristy Parsons	Teacher, TOSA
Stephanie Rossi	Teacher, WRHS
Barbara Taylor	Teacher, Pomona HS
Erin Watzel	Teacher, Vivian EL

Area Directors

John Genova	Alameda
Kay Evans	Arvada
Carla Miller	Arvada West/RV
Ami Prichard	Bear Creek
Karen Carter	Chatfield
Connie Jones	Columbine
Karen Griffin	Conifer
Laura Queen	Dakota Ridge
Judy Cheatham	Evergreen
Chris Cousineau	Golden
Justine King	Green Mountain
Bryan Arnold	Jefferson
Denise Jerome-Curtin	Lakewood
Lisa Pasquale	Pomona
Arik Heim	Wheat Ridge

NEGOTIATED AGREEMENT

Between

JEFFERSON COUNTY PUBLIC SCHOOLS

And

JEFFERSON COUNTY EDUCATION ASSOCIATION

Jefferson County, Colorado

PREAMBLE

THIS AGREEMENT is made and entered into by and between the JEFFERSON COUNTY PUBLIC SCHOOLS, R1 in the STATE of COLORADO, and the JEFFERSON COUNTY EDUCATION ASSOCIATION, this 1st day of September, 2011.

The JEFFERSON COUNTY PUBLIC SCHOOLS and the JEFFERSON COUNTY EDUCATION ASSOCIATION recognize and accept the trust which the public has placed in the policy makers and educators in fulfilling the constitutional mandate for a thorough and uniform system of free public schools. The parties agree to seek the most efficient, innovative and effective methods to achieve educational goals within available resources.

The parties recognize that quality public education is a shared responsibility of the entire community, which includes students, parents, citizens and staff, and that it should reflect the values and aspirations of that community.

The parties recognize and appreciate the quality and integrity of the learning and teaching process and believe students and their proficiencies are the central focus of this District.

The parties share a commitment to the District goal to provide a quality education that prepares all children for a successful future. The educational program incorporates high standards and allows students to develop to their fullest potential. This program emphasizes experiences which enable the intellectual, physical, emotional and spiritual development of each individual.

The parties honor diversity, respect and civility among students, parents, citizens and staff and encourage innovation, choice, appropriate risk-taking and adaptation to changing conditions.

The success of an exceptional educational program depends upon a qualified staff dedicated to high standards and professional development. The District and the Association commit to enhancing the character of the teaching profession in a climate which values employees, promotes positive morale and demonstrates integrity, fairness and trust.

The partnership between the District and the Association supports processes that include open communication, consensus-building and active involvement. The District and the Association believe that the best decisions are made in an environment that includes mutual trust, respect, understanding, cooperation and support.

The Jefferson County Public Schools and the Jefferson County Education Association believe that this Master Agreement reflects these beliefs and upholding it provides the basis for a quality education for

the students of Jefferson County. Therefore, the parties agree this Preamble to be the vision and framework on which the articles contained in this Agreement are built.

Article 1

1 Definitions

- 1-1 The term "teacher" as used in this Agreement shall mean all full-time, non-administrative personnel, teachers in residence, alternative licensure teachers and part-time teachers, as defined in Section 1-10, licensed by the Colorado State Department of Education. The term "teacher" shall not include persons who teach less than part-time, substitute teachers, or educational assistants.
- 1-2 The term "Board" as used in this Agreement shall mean the Jefferson County School District, R-1 School Board.
- 1-3 The term "Association" as used in this Agreement shall mean the Jefferson County Education Association.
- 1-4 The term "School District" or "District" as used in this Agreement shall mean the Jefferson County School District R-1 in the State of Colorado.
- 1-5 The term "Superintendent" as used in this Agreement shall mean the Superintendent of Jefferson County School District R-1 in the State of Colorado.
- 1-6 The term "workweek", unless specified otherwise in other sections of the Agreement, shall be a period of time not to exceed forty (40) hours of teaching and school-related duties falling from Monday through Friday each week.
- 1-7 The term "workday", unless specified otherwise in other sections of this Agreement, shall be defined as that continuous period of time each day the teacher is assigned teaching and school-related duties.
- 1-8 The term "instructional day" as used in this Agreement shall mean that period of time a teacher is assigned teaching duties, including planning time.
- 1-9 Continuous service as used in this Agreement shall mean the length of service as a full-time contracted teacher of the District and shall be computed from the teacher's first year of employment, except for the teacher who is employed on a full-time basis for less than a full school year during his/her first year of employment. Said teacher shall receive credit for the period of time during the first year he/she worked, commencing on the first day he/she provided service to the District on a full-time contracted basis. Time spent on sabbatical leaves shall be credited toward continuous service. Continuous service shall not be interrupted by other approved leaves of absence, resignation or termination, followed by rehiring within thirty-nine (39) months. However, such period of time during such leaves of absence or after termination or resignation and prior to rehiring shall not be credited as continuous service.

- 1-10 The term "part-time teacher" as used in this Agreement shall mean all non-administrative personnel, licensed by the Colorado State Department of Education, who teach half or more, but less than all, of a workday for ninety (90) or more days, or one semester or equivalent time as determined by the annual school calendar; or who teach full-time ninety (90) or more days, or one semester or equivalent time, but less than one hundred eighty-eight (188) days during a school year.
- 1-11 The term "substitute teacher" as used in this Agreement shall mean a teacher who normally performs services as an employee of a school district for four hours or more during each regular school day, but works on one continuous assignment for a total of less than ninety regular school days, or one semester or equivalent time as determined by the annual school year calendar of the District in which the teacher is employed during an academic year. "Substitute teacher" also means an itinerant teacher who normally performs services as an employee of a school district for four hours or more during each regular school day, but works on two or more assignments for a total of less than one hundred ten (110) regular school days during an academic year.

Article 2

2 General

- 2-1 The District shall not discriminate against any teacher on the basis of race, religion, color, national origin, gender, age, disabilities, sexual orientation, marital status, ancestry, or membership or non-membership in any teacher organization.
- 2-2 The Association agrees to admit persons to its membership without discrimination on the basis of race, religion, color, national origin, gender, age, disabilities, sexual orientation, marital status, ancestry and shall represent equally all teachers without regard to membership or non-membership in any teacher organization.
- 2-3 Teacher grievances alleging discriminatory treatment by the District based, or believed to be based, on the complainant's race, religion, color, national origin, gender, age, disabilities, sexual orientation, marital status, and/or ancestry may be filed with either the District's Administrator, Office of Employee Relations or the JCEA Executive Director.
- 2-3-1 The teacher will make a choice to have his/her grievance handled in accordance with Article 7 in this Agreement or through the District's Office of Employee Relations, but the teacher may not use both procedures.
- 2-4 The Association will be e-mailed a copy of the agenda and related background materials for each official Board meeting at the same time the Board members are e-mailed their copies. Approved minutes will be e-mailed on the same basis.
- 2-5 Copies of Bylaws and Policies of the District and the related work regulations are on the District's website and can be downloaded from the District's website.
- 2-6 This Agreement constitutes Board Policy for the term of said Agreement, and the Board and the Association will carry out the commitments contained herein and give them full force and effect.

- 2-7 This Agreement shall be governed and construed according to the Constitution and laws of the United States and State of Colorado.
- 2-8 In case of any direct conflict between the express provisions of this Agreement and any Board or Association policy and procedure currently in effect and not incorporated in this Agreement, the provisions of this Agreement shall control.
- 2-9 The Board and the Association recognize that the Board has certain powers, discretions and duties that, under the Constitution and laws of the State of Colorado, may not be delegated, limited or abrogated by agreement with any party. Accordingly, if any provision of this Agreement or any application of this Agreement to any teacher covered hereby shall be found contrary to law, such provision or application shall have effect only to the extent permitted by law; but all other provisions or applications of this Agreement shall continue in full force and effect.

Article 3

3 Recognition/Duration

- 3-1 Pursuant to Board Policy and Procedure Section HG, Methods of Recognizing Staff Negotiating Organizations, as in effect on the date of this Agreement, the Board recognizes the Association as the exclusive representative of all full-time, non-administrative personnel and part-time teachers, as defined in Section 1-10, teachers in residence and teachers in alternative licensure programs licensed by the Colorado State Department of Education.
- 3-2 All rights and privileges granted to the Association under the terms and provisions of this Agreement are for the exclusive use of the Association.
- 3-3 The Board hereby reaffirms recognition of the Association and agrees that the Association shall continue as the exclusive representative of teachers employed by the District until August 31, 2015.

Article 4

4 Printing and Distribution of Master Agreement

- 4-1 The District will have a complete copy of the Agreement permanently posted on the District website within thirty (30) school days of adoption by the Board. The Association will inform all teachers of the location of the Agreement on the District website. The agreement will be available to download from the District website.
 - 4-1-1 Whenever an addendum to this Agreement is adopted by the Board and the Association, the addendum will be updated, posted on the District website, and integrated into the Agreement.

Article 5

5 Negotiation Procedures and Successor Agreement

5-1 Representation

- 5-1-1 The Board, through its designated representatives, shall meet with representatives of the Association and shall negotiate for the purpose of reaching agreements.
- 5-1-2 The Board and the Association, through their representatives, shall develop jointly, reduce to writing, and mutually approve the procedures for negotiating in good faith on any subject or matter which either party deems important to the welfare of the teachers and/or the School District.

5-2 Successor Agreement

- 5-2-1 Written requests for negotiation of a successor agreement may be submitted by the District to the Association, or by the Association to the District, through their representatives. Such written requests shall be submitted not later than February 15, 2015, or at such later date as may be agreed upon by both parties. Such requests will specify the subject matter to be considered and will include the topics or interests to be discussed at bargaining. A written acknowledgment of the request will be made within ten (10) days of the receipt of the request.
- 5-2-2 No additions, waivers, deletions, modifications, changes or amendments of this Agreement shall be made during its life, except by mutual consent in writing of the parties hereto.
- 5-2-3 The provisions of this Agreement shall become effective September 1, 2011, and shall continue and remain in full force and effect until midnight, August 31, 2015 with the exception of compensation items (salary and cost of living allowance; steps and levels; flex dollars; insurance benefits; additional performance pay; department chairs; additional coverage pay; outdoor lab pay; induction program pay; sick leave payout when leaving the District and supplemental retirement) which will be negotiated for the second, third and fourth year of the Agreement. In addition, each party to this Agreement shall have the option to submit two (2) items of their choice for negotiation in 2012, 2013 and 2014. Additional items may be negotiated only by mutual agreement of both parties.

Written requests for such negotiations shall be submitted no later than March 1, 2012, 2013 and 2014, and negotiations shall commence by March 15 unless the parties mutually agree to change the dates.

5-3 Conducting Negotiations

- 5-3-1 Negotiations mutually agreed upon will be conducted at times and places mutually agreeable to the negotiators named by each party, provided that the first meeting shall be held no later than the 1st day of March. The parties may extend the aforementioned date by mutual consent. The parties shall attempt to reach agreement by August 31. It shall be the duty of both parties to negotiate in a timely fashion and in good faith.

- 5-3-2 Negotiation meetings should be scheduled at times which interfere the least with school schedules. However, if the mutually agreed upon time is during the course of a school day, the members of the teams shall be released from school duties without loss of pay to attend such meetings.
- 5-3-3 During negotiations, the Board and the Association, through their representatives, will present relevant data, exchange points of view, and make proposals and counterproposals. Upon request of either party, the other will make available for inspection its records and data pertinent to the subject of negotiations.
- 5-3-4 Either party may, if it so desires, utilize the services of outside consultants and may call upon professional and lay representatives to assist in the negotiations.
- 5-3-5 Negotiations shall be conducted in open sessions, unless both parties agree to the contrary.
- 5-4 Adopting Agreements
 - 5-4-1 Tentative agreements reached as a result of such negotiations will be reduced to writing and presented by the Association to its membership within thirty (30) school days after tentative agreement has been reached. The Association shall have twenty (20) school days from the date that the tentative agreement has been presented to its membership in which to advise the Board in writing of the acceptance or non-acceptance of said tentative agreement. Absence of a written reply within this allotted time shall constitute ratification. Within thirty (30) school days following ratification, the Agreement shall be presented to the Board for its tentative approval. After the Agreement is adopted by the Board, the final Agreement will be signed by the Board and the Association.
- 5-5 Impasse Resolutions
 - 5-5-1 If the negotiations described in Sections 5-3 and 5-4 have reached an impasse, the issues in dispute shall be submitted to mediation/fact-finding for the purpose of inducing the District and the Association, through their representatives, to reach a voluntary agreement. The parties shall select a mediator/fact-finder from the available sources, including the Federal Mediation and Conciliation Service. In the event that the parties are unable to agree upon a mediator/fact-finder, the mediator shall be selected in the following manner:
 - 5-5-1-1 As agreed upon before negotiations begin, or immediately after demand for or submission to mediation/fact-finding, the American Arbitration Association or the Judicial Arbitrators Group shall be requested to submit simultaneously to each party an identical list of five (5) persons skilled in mediation/fact-finding of educational matters. Each party has five (5) school days from postmark date to postmark date in which to strike any names to which it objects, numbering the remaining names in order of its preference, and to

return the list to the American Arbitration Association. If a party does not return the list within the time specified, all persons named therein shall be deemed acceptable to that party.

5-5-1-2 From among the persons who have been approved on both lists, and in accordance with the designated order of mutual preference, the American Arbitration Association shall invite the acceptance of a mediator/fact-finder.

5-5-1-3 If the parties fail to agree upon any of the persons named, or if those named decline or are unable to act, or if for any other reason an appointment cannot be made from such list of names, the American Arbitration Association shall appoint a mediator/fact-finder from its other members without submitting additional lists.

5-6 Conducting Mediation/Fact-Finding

5-6-1 The mediator/fact-finder will have the authority to hold hearings, make procedural rules, and set the dates and times for meetings, which will be conducted in closed sessions.

5-6-2 The mediator/fact-finder will meet with the District and the Association, through their representatives, either separately or together, to mediate the disputes.

5-6-3 To the extent that a tentative agreement is reached as a result of such mediation, the procedures provided in Sections 5-6-1 and 5-6-2 shall apply. If mediation fails in whole or in part, the mediator shall report the issues which remain in dispute to the respective parties.

5-6-4 If mediation described in Section 5-6 has failed to bring about agreement on all issues, the mediator/fact-finder shall proceed with fact-finding, unless either the District's representatives or the Association's representatives object to continuing with the services of the mediator/fact-finder. If either party objects, another fact-finder shall be selected as outlined in Section 5-5.

5-6-5 Within five (5) school days after receiving the fact-finding report of the mediator/fact-finder or the fact-finder, the District and the Association, through their representatives, will meet to discuss the report. Public release of the report may be made any time after the conclusion of such meeting. Thereafter, such report shall be declared a public document.

5-6-6 The respective parties shall take official action on the report of the mediator/fact-finder or the fact-finder no later than thirty (30) school days after the meeting described in Section 5-6-5 above.

5-6-7 To the extent that tentative agreement is reached on the issues in dispute as a result of such mediation/fact-finding, the procedures provided in Sections 5-4-1 and 5-4-2 shall apply.

- 5-6-8 The costs for the services of the mediator/fact-finder, or fact-finder, including per diem expenses, if any, and actual and necessary travel expenses, shall be shared equally by the Board and the Association.
- 5-6-9 Either party may request that an official stenographic record of all or part of the testimony taken at the fact-finding hearings be made, and a copy of any transcript shall be provided to the fact-finder. The party requesting a stenographic record shall pay the costs thereof, except that if the other party shall request a copy of any transcript, it shall share equally the entire cost of making the stenographic record.
- 5-6-10 If there are unresolved issues after fact-finding, the Board will decide the unresolved issues.

Article 6

6 Educational Task Force

6-1 Establishment of Task Forces

- 6-1-1 The task force shall be formed for a specific problem, if and when these problems in need of study arise.
- 6-1-2 The task force will be established when the District and the Association agree to the need for a study and recommendations.
- 6-1-3 The task force will be dissolved when the study of the specific problem is finished and a report and recommendation are made to the District and the Association.
- 6-1-4 The composition of the task force will include an equal number of teachers and administrative personnel. The number of members shall be mutually agreed upon by the District and the Association.
- 6-1-5 Interested members of the community may be included on any task force, if the District and the Association mutually agree that such inclusion will provide significant contribution to the resolution of the problems being considered.
- 6-1-6 The teacher members of the task force shall be selected by the Association and administrative members by the District. A member of the Employee Relations staff and JCEA staff may serve on the task force in an ex-officio capacity.
- 6-1-7 Time limits for task forces shall be mutually agreed upon by the District and the Association.
- 6-1-8 Adequate release time shall be provided for all classroom teacher members of a task force to facilitate a timely and thorough resolution of the problem.

- 6-1-9 The task force shall submit a written report to JCEA and the District. Any recommendation(s) not accepted and/or implemented prior to the next succeeding series of negotiations shall be subject to negotiations annually unless otherwise mutually agreed to by the parties. The parties shall notify each other in writing of their action on the report in a timely fashion.
- 6-2 The District agrees to provide funds for necessary expenses incurred by a task force. Such funds will be allocated on a need basis and are subject to prior approval by the Board of Education.

Article 7

7 Grievance Procedure

7-1 Definition

- 7-1-1 A grievance is a dispute, disagreement or controversy concerning the interpretation or application of this Agreement or related matter.

7-2 Purpose

- 7-2-1 The purpose of this grievance procedure is to provide a fair, formal and expeditious manner of resolving differences. Toward these ends, teachers are encouraged to attempt to resolve problems on an informal basis prior to filing a grievance. The problem will first be discussed, in person, with the teacher's immediate supervisor in an effort to resolve the matter.

7-3 Time Limitation

- 7-3-1 No grievance shall be recognized by the District or the Association unless it shall have been presented at the appropriate level within thirty (30) school days after the aggrieved person knew, or should have known, of the act or condition on which the grievance is based, and if not so presented, the grievance will be considered as waived, except by mutual agreement of the Association and the Department of Employee Relations.

7-4 Procedure

7-4-1 Level One

- 7-4-1-1 A formal grievance is initiated when the Association's Executive Director or UniServ Director, signs the grievance and it is transmitted in writing, using the appropriate form, to the Department of Employee Relations, to the grievant's immediate supervisor and to the Association. The Level One meeting between the immediate supervisor and grievant will be held within five (5) school days after the Department of Employee Relations, and the Association receive the written grievance.

- 7-4-1-2 The immediate supervisor shall render a written decision within five (5) school days of the Level One meeting. Copies of this decision shall be transmitted to the Department of Employee Relations, the Association and the grievant.
- 7-4-2 Level Two
- 7-4-2-1 The Association shall file a grievance directly with the Department of Employee Relations if:
- A. The grievance affects more than one (1) teacher at more than one (1) school; or
 - B. The grievance was previously filed at Level One but was not resolved to the satisfaction of the grievant or the Association; or
 - C. No decision was rendered within five (5) school days of the Level One meeting; or
 - D. The grievance affects the Association's representative status.
- 7-4-2-2 A request for a Level Two hearing will be transmitted in writing by the Association to the Department of Employee Relations within ten (10) school days after receipt of the Level One decision, or fifteen (15) school days after the Level One hearing, whichever is sooner.
- 7-4-2-3 The community superintendent(s) for school articulation, or a director of Special Education (for Special Education and Related Services [SERS] personnel only) will serve as umpire at the Level Two hearing. When a grievance does not relate to a specific administrative area, or if it concerns an administrative decision made by the assistant superintendent or the community superintendent for school articulation, the parties shall mutually agree upon an umpire. Such hearing will take place within ten (10) school days after receipt of the written request for a Level Two hearing by the Department of Employee Relations. The umpire will furnish JCEA and the District with a written copy of his/her decision and reasons within ten (10) school days after the grievance was heard.
- 7-4-2-4 The District and JCEA may mutually agree to submit the grievance to mediation after a Level Two decision has been rendered. In such instances, the timelines outlined in Section 7-4-3-1 shall be followed. The mediator shall be selected by the process prescribed in Sections 5-5-1, 5-5-1-1, and 5-5-1-2. Both parties agree to implement any settlement reached. If no settlement is achieved, the grievant may request a Level Three hearing. The costs and expenses of the mediator, including per diem expenses, if any, plus

actual and necessary travel and subsistence expenses, shall be shared equally by the Board and the Association.

7-4-3 Level Three

7-4-3-1 If the aggrieved person and/or the Association is not satisfied with the disposition of a grievance at Level Two, or if no decision has been rendered within ten (10) school days after the umpire has heard the grievance, the Association may, if it deems the grievance meritorious, request a hearing before an arbitrator. Such request must be submitted in writing within fifteen (15) school days after the Association receives a Level Two decision, or twenty-five (25) school days after the Level Two hearing, whichever is sooner.

7-4-3-2 The parties shall, upon execution of this Agreement, take immediate steps to establish a mutually-acceptable list of not less than three (3), or more than five (5), arbitrators. Additions to the list shall be made by mutual consent of the parties. Deletions from the list shall be made by mutual consent, or by request of either party.

The impartial arbitrator for each Level Three grievance shall be selected on a rotating basis, commencing with the first name on the list, and proceeding through the list in alphabetical order. The parties may deviate from this procedure by mutual consent, or if the designated arbitrator is unable to serve.

In the event none of the mutually agreed upon arbitrators is available to hear a grievance within 90 days of a Level Three request, an arbitrator shall be selected in the manner provided in Section 5-5 for selecting a mediator.

7-4-3-3 The arbitrator will have the authority to hold hearings and make procedural rules. He/She will issue a report within a reasonable time, not to exceed thirty (30) calendar days from the date of the close of the hearings, or if oral hearings have been waived, then from the date the final state-ments and evidence are submitted to the arbitrator.

7-4-3-4 All hearings held by the arbitrator shall be in closed sessions, and no news releases shall be made concerning progress of the hearing.

7-4-3-5 The report of the arbitrator shall be submitted in writing to the District and the Association only, and shall set forth his/her findings of fact, reasoning, conclusions and recommendations, which shall be consistent with law and with the terms of this Agreement.

7-4-3-6 Within ten (10) school days after receiving the report of the arbitrator, the District and the Association will meet to discuss the

report. No more than ten (10) persons of each party shall attend such meeting. No public release may be made until after such meeting.

7-4-3-7 The Board and the Association shall take official action on the report of the arbitrator not later than thirty (30) school days after receipt of the report of the arbitrator.

7-4-3-8 The costs and expenses of the arbitrator, including per diem expenses, if any, plus actual and necessary travel and subsistence expenses, shall be shared equally by the Board and the Association.

7-4-3-9 Either party may request an official stenographic record of the testimony at the hearings under the terms and conditions provided in Section 5-6-9.

7-4-3-10 The report of the arbitrator shall be advisory only, and final determination of the issues raised by the grievant shall be made by the Board.

7-5 Rights of Teachers to Representation

7-5-1 Neither the Board nor any member of the administration shall take reprisals affecting the employment status or working conditions of any teacher, any party in interest, any Association representative, or any other participant in the grievance procedure by reason of such participation.

7-5-2 Any party may represent himself/herself or be represented by the Association or its designee at any level of the grievance procedure; and the immediate supervisor may be represented by another representative of the administration. However, a grievant may not be represented by anyone other than a representative designated by the Association. The Association shall have the right to be present and to state its views at any level of the grievance procedure.

7-6 General

7-6-1 Timelines may be extended by mutual written agreement by the parties.

7-6-2 No written or printed material dealing with the processing of a grievance will, at any time, become part of the central office personnel files of the aggrieved party or any other party in interest.

7-6-3 To facilitate operations of the grievance procedure, necessary forms for filing, for serving notices, for making appeals, for making reports and recommendations, and other necessary documents will be jointly prepared and distributed by the Department of Employee Relations and the Association.

- 7-6-4 When it is necessary for one or more representatives designated by the Association to attend a meeting or hearing occurring during the school day, they shall be released without loss of pay for such time as is actually necessary for their attendance at such meeting or hearing, and the necessary travel time in connection therewith. The Association will notify the Department of Employee Relations of those to be released no less than three (3) days prior to the meeting or hearing.
- 7-6-5 Upon request, the parties will make available to each other any data in their possession regarding a grievance.
- 7-6-6 With reasonable notice, the Executive Director of the Association, or his/her designee, may review information within a teacher's official personnel file as provided for in CRS 24-72-204(3)(a)(II), or upon producing written permission for such inspection, signed by the teacher whose file he/she wishes to inspect.
- 7-6-7 Upon either party's request, the impartial arbitrator selected under the provisions outlined in Section 7-4-3-2 will follow the applicable expedited rules and procedures of the American Arbitration Association or the Judicial Arbitrators Group.

Article 8

8 Teacher Assignment

- 8-1 Teachers shall be assigned within the scope of their teaching license or their major or minor fields of study, except where emergency dictates.
- 8-2 Teachers, other than ones newly-appointed, shall, if possible, be shown their proposed programs for the coming school year, including the schools to which they will be assigned, the grade levels and/or subjects they will teach, before the school year ends, or earlier; and any subsequent change in grade or level assignment in the elementary schools and in subject assignment in the secondary schools shall be made with full knowledge of the teacher.
- 8-3 Schedules of teachers who are assigned to more than one (1) school building will be arranged so that no teacher will be required to engage in an unreasonable amount of inter-school travel. Such teachers will be notified of any changes in their schedules as soon as practicable.

Article 9

9 Teacher Work Hours/Work Year

- 9-1 All teachers on the regular salary schedule may be assigned teaching and school-related duties for a maximum of forty (40) hours per week, including duty-free lunchtime. The hours a teacher works per day shall be determined by the local school schedule, except that no teacher's regularly-scheduled daily work assignment shall be other than in a

consecutive time block, unless otherwise agreed to in writing by the teacher and the principal. Saturday and/or Sunday work will be totally voluntary.

- 9-2 The regular teacher work year will not exceed one hundred eighty-three (183) days.
 - 9-2-1 Non-contact days will be used for teacher directed professional activities and District or building directed professional development. Of the scheduled non-contact days, at least three and one half (3.5) days in at least half day blocks, will be reserved for teacher directed activities. Of these three and one half (3.5) days, at least one (1) day in minimum half day blocks, will be reserved for teacher directed activities at the start of each semester. The use of the non-contact days shall be determined as per Article 20, the Leadership Advisory Team, or by the faculty.
 - 9-2-1-1 The parties recognize that parents and guardians are essential partners in education. To facilitate a positive partnership, some activities outside the normal work week may be necessary. Each building may schedule seven and one half hours (7.5) a year of evening or after school activities for teachers to attend. Any additional hours are strictly voluntary. Such meetings may include, but are not limited to: Back-to-School Night, Open House, PTA meetings, graduation, and other activities necessary to the furtherance of the educational program. Such activities will be reviewed and discussed (per Article 20) by the Leadership Advisory Team or by the faculty.
 - 9-2-2 New teachers who are employed with the District will work an additional six (6) days, at the per diem salary rate, to participate in the District's Induction Program for their first two (2) years. JCEA and District representatives will annually develop the Induction Program that will result in the enhancement and improvement of instruction in District classrooms. New teachers will be involved in this program and second year teachers will continue in a six (6) day Induction Program at the per diem salary rate.
- 9-3 Faculty and other meetings during orientation days at the beginning of the school year shall be kept to a minimum to enable teachers to complete their classroom preparations, and teachers agree to utilize this time effectively to prepare for classroom instruction.
- 9-4 Teachers shall have a duty-free lunch period of no less than thirty (30) minutes, exclusive of passing and inter-school travel time. Teachers may leave the building during their duty-free lunch period, provided such absence from the building does not interfere with their regular assignment. The principal's office must be notified prior to such absence from the building.
- 9-5 Speech therapists, office occupation coordinators, distributive education coordinators, psychologists, resource teachers, social workers, and all other non-administrative licensed personnel, except classroom teachers, may be required to begin their work year up to ten (10) workdays before the first day when pupils are in attendance, and terminate their work year up to ten (10) workdays after the last day when pupils are in attendance. Any

teacher who is required to work beyond the regular teacher work year, as set forth above, will be compensated at his/her regular rate of pay (computed on the basis of a one hundred eighty-three (183) day work year) for all additional time worked. Except as otherwise provided above, no teacher will be required to accept any assignment other than during the regular teacher work year.

- 9-5-1 Teacher contract days shall be one hundred eighty-three (183) days, excluding the one (1) day equivalent defined in Section 9-2-1-1.
- 9-5-2 Two additional (up to four (4) total) modified contract days will be included in the school year which will be scheduled individually by each school.
- 9-5-3 Teacher librarians shall report for work three (3) days before the reporting date for classroom teachers, unless the teacher librarian and the principal or immediate supervisor mutually agree to a different schedule for the six (6) additional days (Teacher librarians shall receive additional pay at the rate of one one-hundred-eighty-third [1/183rd] of their annual salaries if additional days are worked beyond 183).
- 9-5-4 Full-time counselors shall work ten (10) additional days per year, and part-time counselors shall work five (5) additional days per year (Counselors shall receive additional pay at the rate of one one-hundred-eighty-third [1/183rd] of their annual salaries for each additional day worked).
- 9-6 Teachers will, in addition to their lunch period, have individually directed planning time consistent with school scheduling patterns, but not less than two hundred twenty-five (225) minutes per week. In no instance shall any time block of less than thirty (30) minutes be considered planning time. For teachers in grades K through 12, such planning time shall be scheduled within the student day, unless agreed to otherwise by the principal and the teacher. Planning periods which are during the student-teacher contact day shall be used for planning and preparation as determined by the teacher. In addition to individual planning time, a (not less than) forty-five (45) minute block within the workweek will be established for the purposes of required meetings and collaborative planning with a teacher's grade level, department or team. Implementation and scheduling of this time will be determined by the building principal in collaboration with the Leadership Advisory Team.
- 9-7 Teachers will not be required to cover classes for other teachers or to perform supervisory duties during their preparation time, but they may be asked to cover classes voluntarily to accommodate educationally-significant programs such as field trips.
- 9-8 Exceptions to the foregoing provisions may be made only in cases of emergency.
- 9-9 Scheduled parent-teacher conferences shall be conducted within the forty (40) hour workweek with the following provisions:
 - 9-9-1 Lunch time scheduled in excess of the thirty (30) minute duty-free lunch period shall not be counted within the forty (40) hour workweek.

- 9-9-2 Parent-teacher conferences may be scheduled in the evening, provided no individual school shall schedule more than two (2) evenings for parent-teacher conferences at each scheduled conference time. Teachers will be provided with an equivalent amount of time off for such evening parent-teacher conferences as determined by District calendar. When scheduled parent-teacher conferences extend into the evening hours, time scheduled for dinner shall not be included in the forty (40) hour workweek.
- 9-10 Both parties recognize that classroom interruptions diminish the time on task for instruction; therefore, the parties agree that policies designed to minimize disruption by the use of intercoms and summoning students out of classrooms during instructional periods shall be developed in each school, as per Article 20.
- 9-11 Head coaches and head sponsors who are required to take CPR/First Aid training will be entitled to credit(s) on the salary schedule and recertification credit. If a head coach or head sponsor takes CPR/First Aid training during work time, they will only receive recertification credit(s) for the course.

Article 10

10 Part-Time Teachers

- 10-1 The District may employ part-time teachers when full-time teaching positions cannot be reasonably scheduled. It is agreed that the District will attempt to minimize part-time positions. Further, Human Resources will act as a central clearing house for information sharing and pairing part-time positions into full-time positions whenever possible.
- 10-2 The following shall apply to those part-time contracted teachers assigned to teach more than one half (1/2), but less than all, of a workday for ninety (90) or more days, or one semester or equivalent time as determined by the annual school calendar; or who teach full-time ninety (90) or more days, or one semester or equivalent time, but less than one hundred eighty-three (183) days during a school year.
 - 10-2-1 Initial placement on the salary schedule shall be according to the provisions set forth in Article 44.
 - 10-2-2 Salary shall be in proportion to their assignment.
 - 10-2-3 One (1) increment shall be given for each year of service in the District.
 - 10-2-4 Planning time during the workday shall be commensurate with percentage of time taught.
 - 10-2-5 Proportional sick leave.
 - 10-2-6 P.E.R.A.
 - 10-2-7 Benefits shall be provided in accordance with Appendix 2, Insurance Programs, Section 2-1.

- 10-2-8 Bereavement leave.
- 10-2-9 Jury duty and court subpoena leave.
- 10-2-10 Other fringe benefits as contained in this Agreement.
- 10-3 The following shall apply to those part-time non-contracted teachers assigned to teach three (3) hours and forty-five (45) minutes a workday for ninety (90) or more days, or one (1) semester or equivalent time, during a school year. In a school or work site which has a unique schedule, (i.e., block schedule, modular schedule, etc.) a half-time non-contracted teacher and principal may agree to an alternative schedule, provided the work load for said teacher shall not be greater than one half (1/2) of a full-time teacher's work load and the following shall apply:
 - 10-3-1 Initial placement on the salary schedule shall be according to the provisions set forth in Article 44.
 - 10-3-2 Salary shall be in proportion to their assignment.
 - 10-3-3 One (1) increment shall be given for every two (2) consecutive years of service in the District.
 - 10-3-4 Planning time during the workday shall be commensurate with the percentage of time taught.
 - 10-3-5 Proportional sick leave
 - 10-3-6 P.E.R.A.
 - 10-3-7 Benefits shall be provided in accordance with Appendix 2, Insurance Benefits, Section 2-2.
 - 10-3-8 Bereavement leave
 - 10-3-9 Jury duty and court subpoena leave
 - 10-3-10 Option to participate in other fringe benefit programs contained in this Agreement.
 - 10-3-11 Proportional lunch period
- 10-4 During the time period on or about February 1 through June 30, part-time District teachers may apply for advertised positions. District teachers (non-probationary) may apply for positions from February 1 through June 30.
- 10-5 Teachers who are employed on a full-time contract who have had previous part-time R-1 School District teaching experience as well as full-time experience will be given credit for such experience on the salary schedule as outlined in 10-2-3 and 10-3-3.

Article 11

11 Non-teaching Duties

- 11-1 The Board and the Association acknowledge that a teacher's primary responsibility is to teach, and that his/her energies should be utilized to this end. Therefore, the Board agrees to make every effort to acquire sufficient educational assistants and part-time clerical assistants for the purpose of relieving teachers of non-teaching duties.
- 11-2 Teachers will not be required to drive pupils to activities which take place away from the school building.
- 11-3 The Association and the District mutually encourage teacher attendance at educationally-significant meetings scheduled outside of the regular workday.

Article 12

12 Academic Freedom

- 12-1 The parties seek to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility, to inspire meaningful awareness of, and respect for, the Constitution and the Bill of Rights, and to instill appreciation of the value of individual personality. It is recognized that these democratic values can best be transmitted in an atmosphere which is free from censorship and artificial restraints upon free inquiry and learning, and in which academic freedom for teacher and student is encouraged.
- 12-2 Freedom of individual conscience, association and expression will be encouraged, and fairness in procedures will be observed both to safe-guard the legitimate interests of the schools and to exhibit by appropriate examples the basic objectives of a democratic society.
- 12-3 If and when teaching or library materials, activities or presentations are questioned by a person or parties, the procedure under Article 13 governing questioned or challenged materials will be followed.

Article 13

13 Questioned and Challenged Materials

- 13-1 When a person or parties raise a complaint concerning teaching or library materials, activities or presentations, the District and the teacher will follow the procedure identified below:
 - 13-1-1 The immediate supervisor will hold a conference with the complainant.
 - 13-1-2 If possible, the teacher(s) involved at the time of the challenge will be brought into the conference. If the teacher(s) cannot be brought into the conference,

the immediate supervisor will inform the teacher(s) as to the results of said conference.

- 13-1-3 If the complainant is dissatisfied with the result of the conference, the immediate supervisor will inform the complainant of the following procedures and will provide him/her with the special application form, "Citizen's Request for Reconsideration of Instructional Materials," to be acted upon by the reviewing committee.

If the teacher(s) is dissatisfied with the results of the conference, the immediate supervisor will inform the teacher(s) of the following procedure and will provide him/her with the special application form, "Teacher's Request for Reconsideration of Instructional Materials," to be acted upon by the reviewing committee.

- 13-1-4 The immediate supervisor will forward the application to the chairperson of the reviewing committee, together with a written report of the conference he/she held with the complainant.
- 13-1-5 Copies of the report will also be sent to the Superintendent and to the teacher(s) involved.
- 13-1-6 One (1) copy of the report will be kept in the school file.
- 13-1-7 The immediate supervisor will provide the chairperson of the reviewing committee with a copy or copies of the pertinent data in question.
- 13-1-8 Upon receipt of a signed application form, the committee will review the issues raised in a timely manner.
- 13-1-9 The committee will include representatives from:
- 13-1-9-1 The administrative staff
 - 13-1-9-2 The principals
 - 13-1-9-3 The teacher librarian staff
 - 13-1-9-4 The teaching staff
 - 13-1-9-5 The lay membership
- 13-1-10 If the immediate supervisor's decision is being appealed, he/she will be given the opportunity to render a professional opinion on the appropriateness of the questioned or challenged material during the committee's review of the matter.
- 13-1-11 If a teacher is involved, he/she will be given the opportunity to render a professional opinion on the appropriateness of the expressed concern(s).

- 13-1-12 A written recommendation of the reviewing committee will be forwarded to the Superintendent for consideration.
- 13-1-13 Copies of the recommendation of the Superintendent will be forwarded to all interested personnel.
- 13-1-14 If the complainant or teacher(s) involved is not satisfied with the recommendation of the Superintendent, he/she has the privilege of going before the Board of Education, in accordance with District procedures.
- 13-1-15 If the same issue is challenged at a future date, the immediate supervisor and the chairperson of the reviewing committee will examine the previous decision in the light of additional points of view. If they find any significant difference in the new challenge, the committee may again review the issue; otherwise, the original decision will stand, and a copy will be sent to the complainant explaining that the issue has been previously evaluated.

Article 14

14 Professional Behavior

- 14-1 Teachers are expected to comply with rules, regulations and directions adopted by the Board or its representatives, provided that the teacher may reasonably refuse to carry out an order which threatens physical safety or well-being.
- 14-2 No teacher shall be disciplined, reprimanded, reduced in rank or compensation or deprived of any professional advantage or employment without just cause. Any such discipline, reprimand, or reduction in rank, or compensation, or advantage, including adverse evaluation of teacher performance asserted by the Board or representative thereof, shall be subject to the professional grievance procedure as set forth herein. All such information forming the basis for disciplinary action will be made available to the teacher and the Association.
- 14-3 Any teacher who is asked by an administrator to attend a meeting which the teacher believes may result in disciplinary action, reprimand, reduction in rank or compensation, or deprivation of any professional advantage may have an Association representative, which does not include an outside attorney, attend the meeting with him/her. The teacher may have the meeting postponed for a reasonable length of time (normally 24 hours) while arranging for representation. Any teacher who finds himself/herself in a meeting with an administrator and believes the meeting may result in disciplinary action, reprimand, reduction in rank or compensation, or deprivation of any professional advantage, may halt/suspend the meeting for a reasonable length of time (normally 24 hours) while arranging for representation.
- 14-4 Immediately upon receipt of a request or recommendation for non-renewal of contract of a teacher, the Board shall notify the Association, and the non-renewal of contract shall be subject to the grievance process.

- 14-5 The Board shall encourage administrators or persons bringing charges against a teacher to cooperate with the Association in its review of the case.
 - 14-6 Each teacher shall prepare lesson plans in a manner that will assure quality and continuity of instruction. Such plans are subject to review by the building principal upon reasonable advance notice.
 - 14-7 Teachers shall be responsible for the maintenance and completion of records which relate to the teaching function, provided that time and/or assistance has been provided within the workday.
 - 14-8 Teachers are expected to follow the approved District curriculum subject matter. Any significant deviation from approved course content or activity must be consistent with stated course objectives and State and District Standards.
 - 14-9 Parental Complaints
 - 14-9-1 In cases of parental complaints about a teacher, every effort will be made to resolve the complaint with the involvement of the teacher, parent, and principal. The specifics of the complaint, including the name of the complainant, will be given to the teacher upon request.
 - 14-9-2 In instances of parental complaints concerning teaching or library materials, activities or presentations, the provisions of Article 12, Academic Freedom and Article 13, Questioned and Challenged Materials, shall apply if no resolution of the matter is reached by the teacher, principal and parents.
 - 14-10 All teachers project an image to the community and to students about the professionalism of the District. During the workday and at all work related activities, employees shall adhere to a professional standard of dress and shall be neat and clean in appearance. Decisions regarding professional attire will be based on guidelines listed below.
 - 14-10-1 All staff must exercise good judgment in their choice of professional appearance for work or work related activities by always appearing in a manner:
 - 14-10-1-1 That is appropriate to the situation;
 - 14-10-1-2 That provides appropriate role modeling for students;
 - 14-10-1-3 That promotes a working and learning environment that is free from unnecessary disruption; and
 - 14-10-1-4 That is conducive to high student and staff performance.
- Some educational activities will require exceptions to the above guidelines. Examples include, but are not limited to, field days, field trips, and science labs.

Article 15

15 Professional Development

- 15-1 The parties support the principle of continuing the training of teachers, participation by teachers in professional organizations in the areas of their specialization, and leaves for work on advanced degrees in special studies. Buildings are encouraged to utilize the "Tool for Planning Staff Development" as developed by the Association and the District.
- 15-2 The Board agrees to provide funds for teachers who desire to attend instructional area conferences, with prior approval by the appropriate District administrator. The District will provide \$125,952 for professional development for the 2010-2011 school year. Travel, meals, lodging, registration fees, and substitute teachers shall be deemed appropriate expenses to the Board, unless otherwise mutually agreed. Such teachers attending conferences and meetings shall be granted sufficient leave time to attend without loss of compensation.
- 15-2-1 A leave committee consisting of four (4) classroom teachers, appointed by the Association, and one (1) administrator, appointed by the Superintendent or his/her designee, will review all applications for leave and make appropriate recommendations.
- 15-3 After-school courses, workshops, conferences, and programs designed to improve the quality of instruction will be provided. Every effort will be made to obtain people with the highest qualifications to participate in the presentation of such programs. All teachers desiring to attend shall be allowed to do so. District inservice credit will be granted under the following guidelines:
- 15-3-1 Inservice credit courses, which support the current teaching assignment, or those courses which support efforts to qualify for a planned change of position within the District will be approved for advancement on the salary schedule.
- 15-3-2 Any inservice credit courses for which the above criteria do not apply may be accorded credit for advancement on the salary schedule only upon application and approval by the building principal. This application must include a description of the course, including course number and credit value, with a statement explaining how this course will enhance the value of the individual's service function.
- 15-3-3 Beginning September 2003, inservice credit shall be granted on the basis of seven and one-half (7.5) hours, or major portion thereof, for one-half (1/2) credit, or fifteen (15) hours, or major portion thereof, for one (1) full credit upon satisfactory completion of the inservice.
- 15-3-4 Denial of inservice credit may be subject to the grievance procedure.
- 15-4 Attendance at professional growth or inservice courses outside the forty (40) hour workweek shall be voluntary, except in the case of probationary teachers who may be

required to participate in priority inservice activities in order to receive training in teaching the approved District curriculum.

- 15-4-1 Probationary teachers who are required to participate outside the forty (40) hour workweek shall have the option of inservice credit for advancement on the salary schedule or shall be paid at the rate of \$20.00 per hour upon satisfactory completion of the inservice course.
- 15-4-2 Probationary teachers shall not be required to attend more than ten (10) hours, or two (2) sessions, whichever is less, per school year of priority inservice scheduled outside the forty (40) hour workweek.
- 15-4-3 When approved Jefferson County inservice credit courses are recommended for the teacher and approved by the principal or immediate supervisor, the necessary extra travel of that teacher to attend such courses will be reimbursed at the rate listed in Section 44-14. However, such reimbursement for travel is not applicable if the inservice course is to be used for advancement on the salary schedule.
- 15-5 It is the responsibility of every teacher to continue professional development to keep abreast of new developments and trends in his/her field.
- 15-6 Non-contact school days shall be used to allow the staff at each school time for curriculum development and improvement, evaluation and recording of grades, inservice education, parent-teacher conferences, student scheduling, coordination between schools, and other educationally-related activities, as determined by the principal after consultation with the Leadership Advisory Team and the Community Superintendent.
- 15-7 College credit earned from a degree-granting accredited college or university shall be granted under the following guidelines:
 - 15-7-1 Those courses which support the qualifications for an advanced degree program applicable to the education profession, or courses which actually support the current teaching assignment, or those courses which support efforts to qualify for a planned change of position within the District will be approved for advancement on the salary schedule.
 - 15-7-2 Courses which are not authorized for re-licensure credit in Colorado cannot be used for salary advancement, except as outlined in Sections 15-7-4 and 15-7-5.
 - 15-7-3 College course work taken as a correspondence course or on-line is applicable to salary advancement when taken from an accredited college or university.
 - 15-7-4 Any courses for which the above criteria do not apply may be accorded credit for advancement of the salary schedule only upon application and approval by the District. This application must include a description of the course, including course number, sponsoring school and credit value, with a statement explaining how the course will enhance the value of the individual's service function.

- 15-7-5 The amount of credit granted for advancement of the salary schedule for junior or community college courses shall be accepted in accordance with credit granted by the junior or community college to a maximum of three (3) semester hours. Credit exceeding three (3) semester hours shall be granted only at the amount that a four (4) year approved training institution granted for a similar course.
- 15-7-6 Any disagreement on the granting of credit shall be subject to the grievance procedure.
- 15-8 Professional Development Experiences (personal experience projects and individual curriculum projects) may be accorded credit. The coordination of such projects will occur through the following procedure.
 - 15-8-1 Submission of information to the supervising administrator about the project in advance of its beginning with evidence that the performance, product, or service will benefit the District.
 - 15-8-2 Prior agreement concerning criteria for judging the outcome and the amount of credit to be awarded.
 - 15-8-3 Participation in, and completion of, the project
 - 15-8-4 In order to receive credit for professional development a follow-up report shall be submitted to the supervising administrator.
- 15-9 Graduate credit is interpreted as credit awarded by an accredited institution applicable to a degree beyond the bachelor's degree.

Article 16

16 Teacher Evaluation

- 16-1 Both parties recognize that the purpose of evaluations serve as a basis for:
 - 16-1-1 The improvement of instruction,
 - 16-1-2 Enhancement of the implementation of programs of curriculum,
 - 16-1-3 The measurement of the professional growth and development of licensed personnel, and
 - 16-1-4 The measurement of the level of performance of licensed personnel within the School District.
- 16-2 The teacher shall be evaluated with regard to his/her professional competency as a teacher employed by the R-1 School District.

- 16-3 All monitoring or observation of the work performed by a teacher will be conducted openly and with full knowledge of that teacher. The use of eavesdropping, public address systems and similar devices will be strictly prohibited, except as spelled out in Section 16-3-1.
- 16-3-1 Video or audio taping may be permitted upon mutual agreement of the teacher and the principal or his/her building-level designee. In such instances there shall be specific agreement in writing as to the intended purpose and use of such recordings.
- 16-3-2 Security cameras shall not be utilized for the purpose of evaluation except where data from security cameras is used to verify a disciplinary incident.
- 16-4 Lack of participation by a teacher in extracurricular activities (outside the assigned workday as per the Agreement) is no basis for an unsatisfactory evaluation of the teacher.
- 16-5 Student assessment data may be utilized during the evaluation process, but should not be the sole data point for an unsatisfactory evaluation of the teacher.
- 16-6 The provisions of this article shall be governed by all applicable Colorado State Statutes.
- 16-7 Teachers shall have the right to see source documents that contain negative evaluations and to know the names of individuals who made negative statements.
- 16-8 Invalidated hearsay information shall not be used in an evaluation. To be included in the evaluation, complaints from students, parents, or colleagues must have been shared with the teacher in a timely manner and the teacher been given an opportunity to respond.
- 16-9 The Association will appoint the teacher members of the District's Performance Evaluation Council.
- 16-10 The Board and the Association shall jointly develop forms for evaluation of teacher personnel.
- 16-11 Teachers on evaluation shall not be required to complete activities or to produce documentation over and above the normal responsibilities of teachers, unless performance deficiency has been noted and documented. Every effort shall be made to insure that any improvement plans focus the teacher's efforts on productive and necessary efforts to improve performance.
- 16-12 Timelines and observations

The evaluation process will begin at the beginning of the school year and be completed in the spring. Probationary evaluations shall ordinarily be completed by mid April and the final evaluation conference will ordinarily be held by late April and prior to the review panel meeting. Non-probationary evaluations shall ordinarily be completed by early May and the final conference ordinarily held by mid May.

Early each school year the principal will meet with teachers on evaluation to review the process, timelines, and rubrics.

16-12-1 Non-probationary teachers

- 16-12-1-1 Non-probationary teachers who are demonstrating satisfactory performance will receive at least one (1) evaluation in years five (5) and seven (7) in Jefferson County and then after year seven (7) will receive an evaluation once every three years. Building principals may evaluate a teacher more often in order to assess, maintain, or improve performance.
- 16-12-1-2 The non-probationary evaluation must include at least two (2) required observations with the evaluator spending sufficient time in the classroom and/or in observation of assigned job responsibilities, to justify the conclusions contained in the evaluation. The two required observations shall total at least fifty (50) minutes in length.
- 16-12-1-3 A post conference between the teacher and the evaluator shall ordinarily be held after each required observation for the purposes of delivering constructive feedback and identifying any areas of concern that could lead to an unsatisfactory evaluation. Post observation conferences shall be documented on district forms. Said conference will be scheduled in a timely fashion. At least one post observation conference is required for non-probationary teacher evaluations each year.

16-12-2 Probationary Teachers

- 16-12-2-1 Probationary teachers will be evaluated every year. The total number of required observations for probationary teachers is three (3) with the evaluator spending sufficient time in the classroom, and/or in observation of assigned job responsibilities to justify the conclusions contained in the evaluation. The three (3) required observations shall total at least seventy (70) minutes in length. At least one (1) required observation of probationary teachers shall be completed by October 15.
- 16-12-2-2 Ordinarily prior to each required observation a conference shall be held between the teacher and the evaluator. At such conference, the parties may discuss curriculum objectives and goals, building and/or district goals, learning outcomes, techniques to be used to supply students' feedback on their performance, lesson plans, classroom activities scheduled, the educational environment and other areas of performance the teacher may wish the evaluator to observe.
- 16-12-2-3 A post-conference between the teacher and the evaluator shall be held after each required observation for the purposes of delivering

constructive feedback and identifying any areas of concern that could lead to an unsatisfactory evaluation. Post observation conferences shall be documented on district forms. Said conference will be scheduled in a timely fashion.

16-12-3 Observations and evaluations of building-based teachers shall be made by the principal or his/her building-level administrative designee. In addition, at the request of either party, there may be observations of teachers, instructional coaches or special education and related services (SERS) personnel (see article 30-4) by other district administrators.

16-12-4 Each teacher will be given a copy of his/her final evaluation report prepared by his/her evaluator(s) at least one (1) day before the conference to discuss it. No such report shall be submitted to the central administration, placed in the teacher's files, or otherwise acted upon without a prior conference with the teacher. Such report shall be signed by both parties to indicate only that the report has been reviewed.

16-13 Performance Standards

16-13-1 The evaluation shall be a continuous process and focus on those activities which facilitate student learning and, for teachers, shall include the following areas:

16-13-1-1 Professional Preparation

16-13-1-2 Professional Techniques (*changed from 4 to 3 to align with rubric*)

16-13-1-3 Professional Responsibilities

16-13-2 Special education and related services (SERS) personnel, teacher librarians, resource teachers, curriculum coordinators, instructional coaches, and counselors shall be evaluated by separate performance standards developed by the district's performance evaluation council, acted upon by the association and board and incorporated herein.

16-14 Professional Development

The parties recognize that ongoing, job embedded professional development can contribute to the enhancement of teachers' skills and growth. Such professional development is not to be used to determine whether a teacher is performing satisfactorily. If a mentor teacher, instructional coach or peer coach is utilized, no data provided by or solicited from a mentor teacher, instructional coach, or peer coach will be used in a teacher's evaluation. Further, the district and the association will not use mentor teachers, instructional coaches or peer coaches to testify in evaluation grievances concerning a teacher's job performance. This does not apply to due process hearings under state law.

16-15 Notice of deficiencies, remediation plans, and dismissal

16-15-1 Non-probationary teachers

16-15-1-1 If performance expectations are not being met by a non-probationary teacher, a letter of expectation shall be issued to the teacher as soon as possible. A teacher will have six to ten (6-10) weeks to successfully meet the expectations contained in the letter. If expectations are not met, a remediation plan shall be written. Any areas of deficiency or less than effective performance shall be noted. Said remediation plan will include the following:

- A. Specific identification of deficiencies from the performance rubric.
- B. Specific recommendations to improve performance.
- C. Acceptable levels of performance from the rubric.
- D. Timeline in which improvement is to occur.
- E. A description of the assistance administration will make available in supporting the teacher's remediation plan.

16-15-1-2 Teachers with identified teaching deficiencies may be subject to annual evaluations.

16-15-1-3 If the evaluator considers the alleged deficiencies of a teacher to be such as to justify his/her dismissal, the teacher should be specifically advised of such alleged deficiencies, and that his/her failure to correct them will result in a recommendation for his/her dismissal.

16-15-2 Probationary Teachers

16-15-2-1 If performance expectations are not being met by a probationary teacher, a letter of concern shall be issued to the teacher as soon as possible and no later than January 30th. If an egregious situation arises after January 30th, a letter of concern can still be issued for a non-renewal action during the same year.

16-15-2-2 After the letter is issued, a peer observer will be assigned to observe the teacher and assist the teacher and administrator in the development of a plan of improvement. Additional supports shall be made available to the teacher including, but not limited to: a district mentor, release time for classroom observations of master teachers, additional professional development, etc. It is the teacher's responsibility to implement the improvement plan. It is the principal's responsibility to monitor progress and give regular feedback.

- 16-15-2-3 Recommendations for non-renewal will be reviewed by a panel of teachers and administrators. JCEA will appoint the teacher members of the panel. The panel shall review the evaluation documents and insure that the evaluation process has been followed correctly and that the data support the conclusions.
- 16-15-2-4 The panel will make a recommendation to the superintendent as to whether the building administrator's recommendation to non-renew should be forwarded to the board of education for action.
- 16-15-3 The teacher and the principal, or his/her building-level administrative designee, will work together to correct established areas of deficiency.
- 16-15-4 If a recommendation for teacher non-renewal or dismissal is made by the evaluator, written notification shall be received by the teacher prior to the meeting of the Board at which action is to be taken.
- 16-15-5 A teacher who is recommended for non-renewal or dismissal shall have received the final evaluation document.

Article 17

17 Personnel Files

- 17-1-1 Teachers will have the right to review the contents of their personnel files and make copies of any documents contained therein.
- 17-1-2 No material derogatory to a teacher's conduct, service, character, or personality will be placed in his/her official personnel and/or school file, unless the teacher has had an opportunity to review the material. The teacher will acknowledge that he/she has had the opportunity to review such material by affixing his/her signature to the copy to be filed, with the express understanding that such signature in no way indicates agreement with the contents thereof. The teacher will also have the right to submit a written answer to such material, and his/her answer shall be reviewed by the Director, Employment Services, or his/her designee, and attached to the file copy. The teacher's official personnel file will be maintained by Human Resources and housed at the Education Center.

Article 18

18 Class Size

- 18-1 The parties recognize that maximum attention to students by the teacher is desirable to ensure the high quality education that is the goal of both the Association and the Board. It is also acknowledged that the primary duty and responsibility of the teacher is to teach, and that the organization of the school, the school day and assignment of students to classes should be directed toward ensuring that the energies of the teacher are primarily utilized to this end.

- 18-2 The Board and the Association further acknowledge that proper class size is a function of many factors, including course objectives, subject matter, teaching process, scheduling patterns, and style of educational activity. Further, that every effort will be made to adjust class size to allow individual attention to each student when that is the required mode of instruction, and except in any emergency situations, pupils will not be placed in any classroom in larger numbers than the capacity of the teaching facilities and stations available in that classroom.
- 18-3 The Association and the Board recognize all grades as being very critical in the educational development of the student. Further, both parties recognize that class size has an effect upon the students' experience. Accordingly, it is mutually agreed that every effort will be made to limit the class size as follows:

18-3-1 Average class size in grades K-6 and Specials are defined below beginning in the fall of 2005:

Grade Level	Class Size Target	Acceptable Range
Kindergarten	24	22-26
Grades One, Two and Three	20	18-22
Grade Four	24	22-26
Grade Five and Six	28	26-30

Elementary Specials staffing is as follows for grades 1-6:

Specials FTE	Number of Sections		
0.5	2	3	4
1.0	5	6	7
1.5	8	9	10
2.0	11	12	13
2.5	14	15	16
3.0	17	18	19
3.5	20	21	22
4.0	23	24	25
4.5	26	27	28
5.0	29	30	31
5.5	32	33	34
6.0	35	36	37

When combining specials classes there may be no more than thirty (30) students per class.

When classes reach the following thresholds, a request may be made to the Class Size Relief Committee. Class size relief will take into consideration classes that are

impacted by special needs students. The committee will investigate ways to alleviate the class size problem.

Grade	Students
Kindergarten – Four	25
Five, Six and Specials	28

Students with IEP's, 504 Plans, and English language learners can be considered in determining class size.

18-3-1-1 Requests for additional aide time or class size adjustments may be made when the individual class size reaches the numbers specified in the preceding paragraph on the third student contact day of a semester. Provisions for additional assistance will be in effect for the remainder of the semester unless changed for justifiable reasons, emergencies, or by mutual agreement in writing between the principal and teacher(s) affected.

Furthermore, it is agreed that the allocation of aide time is to be used as a temporary solution to provide interim relief while the administrator seeks ways to fulfill the class size standard established herein and shall be in addition to the assigned District aide ratio.

18-3-1-2 Exceptions to the class size requirement may be made for experimental programs and by mutual agreement, in writing, between the principal and teacher(s) affected.

18-3-2 The class size relief fund will be \$627,400.

18-3-3 The maximum secondary load, the number of students for which a teacher shall be responsible for evaluating, will be 150 students per day for each classroom teacher. To exceed the one hundred fifty (150) maximum, the principal will collaborate with the affected teacher to insure that course objectives and safety standards can be met with the additional students. The principal and the teacher will attempt to arrive at a mutually agreeable decision. If they cannot do that the curriculum specialist in the affected content area will provide consultation. Laboratory classes shall not exceed the number of students which can be safely taught at the number of work stations in the classroom. A supervisory assignment as opposed to a teaching assignment will consist of supervising student safety and behavior and does not apply to the 150 student per day count. It will not include teaching, planning or assessment of student work. Such supervision may include tutoring, advisory time and/or help sessions.

18-3-3-1 The aforementioned secondary load shall be accomplished by staffing high schools at a ratio of 42.5 teachers per 1,000 students and middle schools at a ratio of 43.5 teachers per 1,000 students.

- 18-4 Prior to assigning any educationally and/or emotionally handicapped self-contained student to a regular education (including elementary specials) classroom, the teacher having responsibility for implementing an Individual Education Plan (IEP) shall be given an opportunity to contribute to the IEP or be advised of his/her implementation responsibilities, if their presence is not deemed to be essential to the IEP development. The teacher will also be provided with assistance from Special Education and Related Services, as determined by the teacher and the principal.
- 18-5 In order to implement these two (2) provisions, 18-3-1 and 18-3-2, the District and the Association will continue the Class Size Relief Committee consisting of four (4) teachers appointed by the Association President and four (4) administrators appointed by the Superintendent or his/her designee.
- 18-5-1 The Committee will select its own chairperson.
- 18-5-2 The Committee will establish the guidelines, criteria, and procedures for allocation of said funds. The Class Size Relief Committee will continue its current operation procedures, unless the parties mutually agree to modify said procedures.
- 18-5-3 Class size relief requests shall be channeled through the Building (teacher-administrator) Leadership Advisory Team to the Class Size Relief Committee, in accordance with 18-5-2 above.
- 18-5-4 The District will grant necessary and reasonable release time to Committee members to perform necessary duties of the Committee.
- 18-5-5 Upon approval of the Superintendent or his/her designee, decisions of the Class Size Relief Committee shall be final.
- 18-6 Any teacher assigned to perform non-teaching duties of an administrative or supervisory nature for fifty (50) percent or more of his/her workday shall not be counted in the staffing ratio, unless the teachers within a building or administrative area approve such assignment by a majority vote. The results of the vote will be kept on record. This action may be subject to annual review.
- 18-7 In no instance shall a full teaching position within a building, as permitted by the ratio, be converted to a classified position.
- 18-8 In order to implement this provision, the parties agree to the following:
- 18-8-1 The principal will review his/her staffing at the beginning of each school year and will make adjustments to conform to the ranges established herein.
- 18-8-2 If the class size standard is exceeded when school starts, a teacher may appeal to his/her principal to adjust his/her class size to conform to said standard.
- 18-8-3 Upon receipt of the appeal, the principal will attempt to rectify the situation by hiring additional teaching staff, if at all possible, and will involve the teacher(s)

who requested the adjustment and the association representative. If a satisfactory resolution is reached, the parties shall reduce the resolution to writing and each shall sign it.

18-8-4 If agreement cannot be reached, an appeal may be initiated. Said appeal shall be reviewed by the community superintendent. The community superintendent shall respond within ten (10) working days.

18-8-5 If a teacher feels his/her contractual rights were violated in this process, the teacher may file a grievance.

18-9 The Association and the District agree that any development of new, or changes in current staffing practices and/or ratios for any teacher or group of teachers, will involve the Association with the intent of developing an agreement that is mutually acceptable to both parties.

Article 19

19 Student Discipline and Teacher Protection

19-1 The Board recognizes its responsibility to give all reasonable support and assistance to teachers with respect to the maintenance of control and discipline in the classroom and in the performance of professionally assigned duties. Whenever it appears that a particular pupil requires the attention of professional specialists, the District will take reasonable steps to assist the teacher with the responsibilities related to such pupil.

19-1-1 In accordance with State law, the principal or designee shall communicate disciplinary information concerning any student enrolled in the school to any licensed staff member who has direct contact with the student. Persons who receive such information shall maintain the confidentiality of the information and shall not communicate the information to any other persons.

19-2 A committee at each school site will be specifically charged to collaboratively develop, implement, monitor and revise building level student discipline policies, procedures and responsibilities consistent with District policies. The school site will determine the committee structure. This committee may include representatives of the school's administration, student body and community; however a majority of the committee must be elected by and from the teaching staff. Upon request, the District will provide training in matters related to student discipline for school discipline committees and school sites. The committee shall meet at least twice a year during the workday. A teacher's evaluation shall not be adversely affected by participation on the committee. The committee's responsibilities will include, but not be limited to:

19-2-1 Involving and educating parents and other stakeholders.

19-2-2 Establishing a process for participation in the development of remediation plans for habitually disruptive students by appropriate staff.

- 19-2-3 Establishing a process for communication of remediation plans for habitually disruptive students to appropriate staff.
 - 19-2-4 Clarifying rights of students and teachers.
 - 19-2-5 Establishing an annual process for communicating the school's discipline policies to staff, students and parents.
 - 19-2-6 Reviewing annually, the information contained in the State Accreditation Report which is used to gather school-based student discipline data categorized by infraction – including habitually disruptive, action taken, gender and racial-ethnic distributions.
- 19-3 It is recognized that discipline problems are less likely to occur in classes which are well taught and where a high level of student interest is maintained. It is likewise recognized that when discipline problems occur, they may be dealt with most constructively by encouragement, praise and emphasis upon the child's desirable characteristics, as well as the consistent application of reasonable and predictable consequence for student behavior.
- 19-3-1 A teacher may use reasonable force as is necessary to protect himself/herself from attack or to prevent physical injury to another person or damage to property while acting within the scope of his/her employment.
 - 19-3-2 Each school shall develop specific procedures for staff intervention in fights and inform all staff regarding such procedures. In order to minimize the possibility of harm to staff or students, staff is encouraged to exercise good judgment before physically intervening in any altercation.
- 19-4 A teacher may exclude a pupil from one (1) class period or session and refer such student to the principal or assistant principal consistent with the school discipline plan. In such cases, the teacher will furnish the principal or his/her designee, as promptly as his/her teaching obligation allows, full particulars of the incident in writing. However, every effort will be made by the teacher to submit to the principal or his/her designee the full particulars of the incident in writing by the end of the teacher's workday. The principal or his/her designee will respond in writing to teachers in a timely manner (normally within 24 hours) regarding such written disciplinary referrals. Every effort will be made by the principal or his/her designee to communicate with the teacher prior to the student's return to class.
- 19-5 Suspension of students from school, consistent with District policies, will be imposed only by a principal or his/her designated representative. School authorities will endeavor to achieve correction of student misbehavior through consistent application of the school discipline policy, and through counseling and interviews with the child and his/her parents, when warranted.
- 19-5-1 In lieu of suspension, the principal or his/her designee may, at his/her discretion permit the student to remain in school on the condition that the student's parent(s) attend class with the student for a period of time established by the

principal or designee. This alternative is not automatic. The principal or his/her designee will consult with the student's teachers and obtain their consent before implementing this alternative. In the event that this alternative becomes disruptive, the school will immediately terminate this option.

- 19-5-2 Consistent with District Policy JK-R, Student Discipline (Habitually Disruptive), a remedial discipline plan will be developed by the principal or his/her designee with the assistance of the student's teacher(s) and any other school personnel involved.

- 19-6 Any incident of physical and/or verbal threat or assault upon a teacher shall be reported promptly by the teacher to the principal or his/her designee. The building administrator will conduct an investigation, with teacher involvement, once an incident that threatened the physical safety of a teacher is reported. The building administrator will make known to the teacher that a formal building-level threat assessment can be requested, and will include the teacher in the process if so requested by said teacher. A written response will be provided to the teacher upon completion of a building-wide threat assessment. The District shall make available to the Association, upon request, a summary report of reported incidents of physical and/or verbal threat or assault upon teachers.

- 19-7 If any teacher is assaulted, complained against, or sued, as a result of acting within the scope of his/her employment, the District will provide legal counsel and render all necessary assistance to the teacher in his/her defense.
 - 19-7-1 Time lost by a teacher in connection with any incident mentioned in Article 19-7 shall not be charged against the teacher for up to two (2) years.

- 19-8 In instances where criminal physical assault or non-sexual child abuse charges are brought against a teacher as a result of dealing with student discipline problems, an internal investigation will be conducted by the Safety, Security and Emergency Planning Department. If such internal investigation determines that the teacher was acting within the scope of his/her employment, in a reasonable and prudent manner, and in accordance with District policy and State law, the District will appoint and provide full legal counsel for the teacher's defense. There must be mutual agreement between the District and the teacher regarding any legal support for the appeal process.
 - 19-8-1 If, during the course of an official District investigation, the principal reasonably believes such investigation may lead to disciplinary action against a teacher, the principal shall advise the teacher of his/her rights to representation as per Article 14.

- 19-9 The District will provide a safe place for teachers to deposit personal property in each school.

- 19-10 In the event a teacher, while acting within the scope of his/her employment, has his/her clothing or other personal property damaged or destroyed, as a result of an attack, assault, menace, vandalism, or pupil supervision problem the District will reimburse the teacher the cost of repair or the reasonable replacement cost of such property.

- 19-11 Given prudent and responsible handling, the District will provide reimbursement/replacement for wallets/purses, outer-wear and briefcases which are stolen while on school grounds up to \$500 or the insurance deductible, whichever is less.
- 19-12 Given prudent and responsible handling the District will provide reimbursement/replacement for stolen or damaged personal property used for instructional purposes at school with prior documentation and approval up to \$500 or the insurance deductible, whichever is less.
- 19-13 The District will pay the insurance deductible up to \$500 for automobile damage because of theft or vandalism provided the automobile was on school grounds and the employee was acting within the scope of his/her employment.
- 19-14 In order for the District to reimburse the teacher for losses as outlined in Sections 19-10, 19-11, 19-12, and 19-13, the teacher must: a) submit a written request within ten (10) school days and; b) the District deems the request of the teacher to be meritorious.

Article 20

20 Leadership Advisory Team

- 20-1 Each school will select a leadership team comprised of teacher selected representatives, the building's Association representative, and the building administration which will meet monthly or as needed for the purpose of collaborative decision making. Meeting times will be determined by the Team and will normally occur within the work week.
- 20-2 The teacher members of the Team will be selected by their peers by grade level, department level, or other such method as determined by the faculty. The size of the Team may vary, with up to one representative for every five to ten (5-10) faculty members in the building. A small school may elect to be a committee of the whole.
- 20-3 The Team will meet to review and discuss school practices and problems including, but not limited to, use of facilities, staff utilization, building schedules, after-hours duties, student discipline, attendance, and non-contact days, as specified in Sections 9-2 and 15-6, professional development needs, and types and numbers of other building committees.

Article 21

21 Department Leadership Positions

21-1 Department Chairperson

- 21-1-1 A department shall be defined as an administrative grouping of secondary teachers, i.e., language arts, math, science, social studies, technical arts, etc., or combination thereof, with a chairperson acting as liaison between the department and school administration. Such chairpersons shall not be considered administrative employees. The duties of said chairpersons shall include the following:

- 21-1-1-1 Survey the current and ongoing needs of the department, so as to assist the principal in developing departmental budgets.
 - 21-1-1-2 Provide assistance to the principal in the process of orientation, and/or placement of incoming teachers and educational assistants within the department.
 - 21-1-1-3 Maintain inventory of equipment and supplies used within the department, request needed supplies and equipment, and monitor the effective use of supplies, materials or equipment assigned to that department.
 - 21-1-1-4 Conduct departmental meetings and act as a resource to members of the department regarding school and District policies and procedures.
 - 21-1-1-5 Provide assistance to the principal in the areas of curriculum, scheduling, record-keeping, and articulation area issues.
- 21-2 Selection Procedures
- 21-2-1 Chairpersons shall be appointed annually by the principal, after consultation with the members of the department affected.
- 21-3 It is agreed that every effort will be made to provide chairpersons with release time to carry out their duties. Chairpersons who are not afforded release time shall be compensated for their duties at the rate of \$1,100.00 for the school year and will be considered a part of the salary re-opener for the duration of this contract. If the compensation rate is not changed during any re-opener, it shall remain at \$1,100.00 for the duration of the Agreement.

Article 22

22 Supervision of Student Teachers

- 22-1 No teacher shall be required to supervise any student teacher.
- 22-2 A teacher who supervises a student teacher shall have had a minimum of three (3) years' teaching experience, at least two (2) of them in Jefferson County, if possible, and whose most recent performance evaluation are overall effective or above.
- 22-3 The supervising teacher shall be paid, in addition to his/her contracted salary, the total amount of money received from the sponsoring college or university.
- 22-4 Supervising teachers shall work with the university program coordinator and principal in developing extensive opportunities for the student teachers to observe and practice the arts and skills of the profession.

Article 23

23 Teacher Facilities

- 23-1 The parties recognize that the availability of optimum school facilities for both students and teachers is desirable to ensure the high quality of education that is the goal of both teachers and the Board. They recognize, further, that facilities should meet the needs of the educational program. To achieve this end, the Board shall continue to seek the recommendations of teachers before teaching facilities are constructed or remodeled.
- 23-2 Each teacher shall be provided with adequate and suitable work space, storage space, and parking space, to the extent the budget will allow.
- 23-3 With prior approval from the principal or his/her designee, teachers shall have access, without cost, to school physical education equipment and facilities for the purpose of improving physical well-being.
- 23-4 The District shall maintain health and safety standards in school buildings in accordance with applicable State and Federal law.
- 23-5 In the event it is determined that corrective action is needed in a building to provide for a safe and healthy environment, the teachers affected will meet with the principal, and, if needed, representatives of the District to review, discuss, and give input regarding the procedures for handling the matter.

Article 24

24 Use of School Facilities

- 24-1 The Association and/or the faculty representative shall have the right to use school facilities, equipment, District-wide communication system and expendable materials, without cost, provided such expendable materials are necessary for adequate communication within the building, except when the principal, for good cause, determines approval cannot be granted.
- 24-2 The Association shall have the right to purchase expendable office supplies and other materials from the District at the price paid by the District.
- 24-3 The Association shall have the right to place notices, circulars, and other material on school bulletin boards, designated by the principal, and in teachers' mailboxes and through the District-wide communication system. As a courtesy, copies of all such material shall be given to the building principal.
- 24-4 No teacher shall be prevented from wearing pins or other identification of membership in the Association or any of its affiliates.
- 24-5 The Association shall have the right to deliver its materials through the school delivery service, and the Association's office shall be allowed the same delivery services and access to the District-wide communication system furnished to school buildings. In cases where

volume may cause a delay in delivery, the Superintendent's designee will notify the Association, and a mutually agreed upon delivery date will be established. The Association shall deliver its mail for distribution to the central mailroom and sort the mail for delivery to each school.

- 24-6 During an election and petitioning campaign, JCEA's rights will be limited to those afforded all competing organizations, as specified in Board Policy and Procedure Section HH, Employee Negotiating Organizations, as in effect on the date of this Agreement, except for the purpose of administering the current Collective Bargaining Agreement.

Article 25

25 Library Information Centers

- 25-1 The District and the Association recognize that students and their proficiencies are the central focus of the Library Information Center and that a well-staffed, adequately supplied and well-equipped Library Information Center is essential at each school. Therefore, each Center shall be staffed with a teacher librarian who is a licensed teacher and has a Teacher Librarian endorsement from the Colorado Department of Education, as well as competencies in library and information technologies. The teacher librarian serves as teacher, building-based leader of technology and information literacy, instructional partner with classroom teachers, and resource manager within the school community. Accordingly, it is agreed as follows:

25-1-1 Every senior high school shall be staffed with a full-time teacher librarian.

25-1-2 Elementary and middle schools with more than four-hundred (400) students shall be staffed with a full-time teacher librarian, and those with less than four-hundred (400) students shall be staffed with a one-half (1/2) time teacher librarian.

25-1-3 In order to assure effective utilization of the Library Information Center by providing for an equitable distribution of teacher aides, the District and JCEA agree as follows:

25-1-3-1 A Community Superintendent will work with individual building principals to assure that each principal will provide a percentage of the building allocated aide hours to the Library Information Center.

This percentage will be provided as follows:

Elementary 6.7% - 12.7%

Secondary 15.0% - 21.0%

25-1-3-2 The provisions of this article will not be used as rationale for reducing the percentage of the building allocated aide hours allocated to the Library Information Center.

- 25-1-3-3 The principal shall consult with the teacher librarian about the allocation of aide hours prior to the principal making such assignment.
- 25-1-3-4 All buildings shall continue to have the option of supplementing their paid hours through student assistants and volunteers.
- 25-1-4 The teacher librarian for a particular school will have a workday not longer than that required of classroom teachers at the school. The teacher librarian's workday will occur during the classroom teacher's regularly scheduled day for that school.
- 25-1-5 When it is necessary or desirable to consider for hire teachers who are working on their endorsements, because no highly qualified candidates exist, the District and the JCEA will implement a two level advertising/bidding system for teacher librarian positions. The teacher would be placed in the open position on a temporary basis for up to two (2) years. Teacher librarian positions will be advertised as follows:

Highly Qualified:

Open only to candidates with a teacher librarian endorsement.

Seeking Highly Qualified Status:

Open to licensed teachers who are currently enrolled in or willing to commit to entering and completing a program to the teacher librarian endorsement within two years.

The teacher filling the teacher librarian position while seeking the teacher librarian endorsement will be placed in the position on a temporary basis with two school years to complete the program and gain the teacher librarian endorsement. He/she would entitled to job protection in Article 46.

The teacher filling the teacher librarian position in a not highly qualified status may apply for the opening when it is re-advertised. The process for final selection shall follow Article 34-5.

Article 26

26 Supplies and Equipment

- 26-1 The District and the Association mutually recognize that it is imperative that funds be made available at all levels to provide adequate and suitable supplies, materials and equipment in sufficient quantity for the teaching of the approved curriculum; further, it is appropriate that each teacher employ materials and equipment in a prudent manner. The parties also recognize that teacher committees shall participate in the selection of materials and equipment and will make recommendations to the Board through the administration.

- 26-2 The District and the Association mutually recognize the importance of a continuous use of adequate teaching reference material in maintaining a high level of professional performance. Accordingly, the District shall provide a teacher reference library and shall include therein texts, technology and materials reasonably requested by teachers.

Article 27

27 Differentiated Staffing

- 27-1 Programs of Differentiated Staffing should contain the following elements:
- 27-1-1 A differentiated staff structure for the primary purpose of enhancing the educational experience of the child.
 - 27-1-2 Thorough involvement in the development, implementation, and evaluation of the program by the local staff.
 - 27-1-3 Approval of the program by two-thirds (2/3) of the licensed school staff prior to implementation.
 - 27-1-4 Direct involvement of the local school community in planning and implementation.
- 27-2 Provisions shall be negotiated by the District and the Association for differentiated salaries that would place all teachers at or above their step and level of the negotiated salary schedule.
- 27-2-1 Selection of personnel for differentiated staff positions shall be made by the staff affected by such personnel.
 - 27-2-2 Teachers assuming differentiated staff positions will not be classified as administrative personnel, with the exception of those persons holding positions comparable to "principal" or "assistant principal."
 - 27-2-3 Each teacher engaged in a differentiated staffing program shall spend a substantial portion of his/her time engaged in classroom teaching.
- 27-3 Differentiated staffing is defined as a method for identifying different kinds of responsibilities within the staff.

Article 28

28 Counselors

- 28-1 The District and the Association agree that only fully licensed and competent counselors shall be assigned to counseling positions within the Jefferson County Public Schools, and that this licensure will be as defined and set forth by the Colorado Department of Education. The primary but not exclusive duty of counselors will be to effectively and

efficiently implement the District's approved Comprehensive Guidance and Counseling Program (CGCP).

28-1-1 The District and the Association agree that the development of new, or changes to current staffing practices or ratios for counselors will be mutually acceptable to both parties.

28-2 When it is necessary or desirable to consider for hire teachers who are working on their endorsements, because no qualified and licensed candidates exist, the District and the JCEA will implement a tiered advertising/bidding system for counseling positions.

Article 29

29 District Pilot Programs

29-1 The District and the Association recognize that pilot programs may contribute significantly to the enhancement of educational opportunities, performance and techniques within the District, and encourage the responsible implementation of pilot programs. All District pilot programs involving teachers shall involve JCEA from their inception, with all parties in agreement prior to implementation. Pilot programs instituted in the regular curriculum shall be implemented as approved, including materials, physical facilities, lay personnel and licensed personnel.

29-2 Teacher input, as mutually agreed to by the District and the Association, will be part of District program improvement, development and evaluation.

Article 30

30 Special Education

30-1 The District and the Association recognize that in order to assure that special needs and at-risk students will achieve educational standards, it is necessary to provide specialists trained in the various areas of development. The District agrees to provide special education teachers/diagnosticians, school psychologists, social workers, educational consultants, nurse consultants, speech/language specialists, and other specialized personnel in low incident programs to provide services to those students needing these services.

30-2 The following positions provide services to special needs and at-risk students.

30-2-1 District Based Positions

Itinerant teams who provide district-wide services (for example, but not limited to: assistive technology assessment team (ATAT), vision, deaf and hard of hearing (DHH) itinerant, audiologist, preschool) and center program staff will be considered district-based positions. District-based staff may be re-assigned due to program location changes or student need changes across the district. In cases of re-assignment for center program staff, the district will make every effort to assign staff within a requested geographic area.

Consideration will be given to a staff member's request for a mutually agreed upon location. District-based staff such as center program teachers will be evaluated by building administrators with collaboration from special education administrators. All other district-based staff will be evaluated by special education administrators.

30-2-2 Area Coordinators

Area coordinators who are teachers on special assignment (TOSAS) are considered a district based position. They are evaluated by special education administrators.

30-2-3 Area-Based Positions

Psychologists, social workers, speech language pathologists, and motor staff are considered area-based positions and are often referred to as SERS positions (special education and related services).

Area-based staff may be re-assigned within their current area due to specific building needs or as student needs change. Consideration will be given to a staff member's request for a specific location.

Area-based staff who hold a probationary or non-probationary contract may submit a reassignment/transfer form to the diverse learners, special education department requesting a reassignment within their current area or a transfer to a new area. The request may include the individual's preferences. Employees holding a temporary contract, or continuing in a temporary teacher eligibility (TTE) program, will not be eligible to apply for transfer or reassignment opportunities. Transfer and reassignment opportunities will be posted weekly through regular district communications through late June.

External candidates will apply to the hiring pools for area- and center-based positions, posted on the Jeffco website. Internal candidates who have expressed an interest in a transfer or reassignment may be considered in the selection process along with external candidates.

Area-based staff will be evaluated by a building administrator if they are assigned to one (1) or two (2) buildings. If assigned to more than two (2) buildings, special education administrators will evaluate.

30-2-4 Building-Based Positions

Special education teachers are considered building-based positions and may apply for vacant positions by applying to vacancies posted on the Jeffco website.

Building-based teachers will be evaluated by building administrators.

30-2-5 Roles and job descriptions for District and Area-Based positions will be determined collaboratively with input from licensed personnel. These roles and

job descriptions will be based on licensure, endorsement, expertise, and identified students' needs. Hiring for these positions may occur at the district level with appropriate practitioner participation.

- 30-3 In emergency situations, Special Education personnel shall be allowed the flexibility to respond to specific needs in any of their assigned buildings/articulation areas.
- 30-4 Schedules for special education teachers and SERS personnel may be determined in consultation between the employee, Special Education Department, and the building principal.
- 30-5 Special Education teachers and SERS staff may be evaluated in consultation with Special Education administrators who understand the nature of the individual's job responsibilities.
- 30-6 The district may contract with non-district employees under the following conditions:
 - 30-6-1 If the position is less than one (1) FTE.
 - 30-6-2 If it will not create or cause a reduction in force (RIF or displace area-based positions).
 - 30-6-3 If no qualified person is available to fill the position.
 - 30-6-4 If the contract is for one (1) year or less (short-term)
 - 30-6-5 If the position is continued, every effort will be made to fill the position as per the negotiated agreement.
- 30-7 The special education department will include practitioners in collaborative decision making through area and district meetings for both special education teachers and SERS personnel.

Article 31

31 Summer School Programs

- 31-1 The announcement of all summer school programs, including federally-supported summer school programs, and a general description of the types of positions to be filled will be adequately publicized in the District's current communication media by the Director, Employment Services or his/her designee. Whenever possible, notification will be given by May 1.
- 31-2 The number of teachers employed will be dependent upon enrollment in the summer school program.
- 31-3 Openings in all summer school teaching positions will be filled first by teacher applicants who are qualified and are already employed by the District.

- 31-4 The rate of pay shall be as set forth in Section 44-12.
- 31-5 Summer school teachers shall be entitled to one (1) hour of sick leave for every twenty (20) hours of service rendered. Such leave is applicable only to summer school teaching.

Article 32

32 Application for Administrative Positions

- 32-1 Openings for administrative positions, including the position of special projects administrator under programs funded by the federal government, will be posted in the following manner:
 - 32-1-1 When school is in session, a notice must be in the District's current communication media and posted, whenever possible, at least ten (10) days before the final date when applications must be submitted. Each teacher who desires to apply for such vacancy shall submit his/her application in writing to the Director, Employment Services, or his/her designee, within the time limit specified in the notice.
 - 32-1-2 Each teacher who has been an applicant and wishes to apply for an administrative position for which a vacancy may occur during the summer vacation period shall submit his/her application to the Director, Employment Services, or his/her designee, and provide an address where he/she can be reached during the summer vacation period. The Director, Employment Services, or his/her designee, shall notify such teacher of any vacancy.
- 32-2 All qualified teachers will be given adequate opportunity to make application for such positions, and the Board agrees to give consideration to the professional background of all applicants, the length of time each has been in the District, and other related factors. In filling vacancies, where applicant qualifications are equal, preference will be given to teachers already employed by the District. Each applicant not selected will be notified by the Director, Employment Services, or his/her designee, immediately upon the filling of the vacancy.

Article 33

33 Maintenance of Standards

- 33-1 All conditions of employment, including teaching hours, extra compensation for work outside regular teaching hours, relief periods, leaves, and general working conditions shall be maintained at not less than the highest minimum standards, provided that such conditions shall be improved for the benefit of teachers, as required by the express provisions of this Agreement. The Agreement shall not be interpreted or applied to deprive teachers of professional advantages heretofore enjoyed, unless expressly stated herein.

Article 34

34 Reassignment/Transfer

34-1 Reassignment

34-1-1 Reassignment shall mean a shift of a teacher within a department, grade level or team or from one department, grade level or team to another within a building, or, in the case of SERS personnel, within the North, Central or South/Mountain Areas, except when such shift would result in an identified increased work year.

34-1-2 The principal or immediate supervisor shall have the right to make intra-building reassignments of teachers. Administrators shall have the right to make intra-area reassignments of Area SERS personnel under their supervision. Such reassignments shall be made only for valid educational reasons.

34-1-3 A teacher who desires a change in assignment within a building or SERS Area, for which he/she is qualified, shall submit annually a written request to the building principal for teachers or Exceptional Student Services for SERS personnel. Such requests must be received by the principal or immediate supervisor not later than thirty (30) calendar days from the beginning of the teacher's work year. Vacancies within a building or SERS Area will not be advertised until said requests for reassignment have been considered by the building principal or immediate supervisor.

34-2 Transfers

34-2-1 Transfers shall mean only those changes involving moves from one (1) building (school location) to another, or, in the case of Area SERS personnel, from one (1) Area to another. Exceptions will be made when advertised openings would result in an identified increased work year (e.g., teacher to counselor, teacher to Teacher Librarian), in which case, teachers within a building or SERS personnel within an Area may apply for said openings.

34-3 Selection Committee

34-3-1 A Selection Committee will be formed for each vacancy. At least fifty percent (50%) of said Committee shall be comprised of teachers. Representation from administration, parents, and students may comprise the rest of the Committee. At least fifty percent (50%) of the teachers on the Committee shall be chosen by those faculty members in the department, grade level or team in which the vacancy exists. If the department, grade level or team has an insufficient number of teachers to fill the teacher positions on the Selection Committee, teachers may be chosen from related fields or adjoining grade levels within the school.

34-4 Announcement of Vacancies

- 34-4-1 As soon as the principal or immediate supervisor has received notification from a teacher that the teacher will vacate his/her position, the principal or immediate supervisor will, provided the position is projected to be on-going, initiate the process for the establishment of the Selection Committee. The Selection Committee's composition may vary from school to school provided the requirements of Article 34-3 must be fulfilled. The Selection Committee shall review the district created job description and create any additional statements which speak to the uniqueness of the position to be included in the job posting. The job description will include a requirement for a one page resume and a one page statement of educational philosophy, which must be attached to the online application.
- 34-4-2 All vacancies in the District, which occur between September 15 and June 30, will be advertised. The Director, Employment Services will first determine if an open position is restricted or unrestricted. All open positions will be advertised in the established District electronic medium available at all sites as well as in the District's current communication media. After February 15, open positions will be available both internally and externally. Involuntary transfers and unassigned leave returnees will be placed in accordance with Section 34-7-1. All openings occurring after the placement of unassigned leave returnees and involuntaries will be advertised through June 30. However, those open positions requiring special skills, e.g., SERS personnel, counselors, teacher librarians and teachers-on-special-assignment, may be advertised and filled anytime during the calendar year.
- 34-4-3 Vacancies which occur after the last posting in June through September 15 and are not filled with an involuntary transferee or leave returnee shall be filled with a continuing contract teacher with the approval of the area administrator and subject to review by the Transfer Oversight Committee.
- 34-4-4 The District and JCEA will form a Transfer Oversight Committee (TOC), which will meet regularly between February 1 and June 30 and at any other time as needed. Each party will appoint three members to this committee. The TOC's purpose is to discuss, investigate, resolve, and make recommendations concerning pertinent issues related to transfer. The TOC will be provided, in a timely manner, all information needed, including but not limited to, job description, site human resource plans, lists the District has compiled of temporary contract teachers, involuntary transferees, leave returnees, teachers who have been transferred, and retirees.

34-5 Voluntary Teacher Transfer

- 34-5-1 Non-probationary and probationary teachers who are highly qualified per state and federal regulations and teach a majority of their time in the discipline posted shall be eligible to file an application for restricted open positions. If the District has initial screening criteria which the transferees must meet in order to

be interviewed for an opening, said criteria will be identified on the job description (to include job title, job number, job responsibilities, and job screening criteria). Applicants who meet the pre-screening criteria will be granted an interview, unless more than six (6) applicants meet the pre-screening criteria. If more than six (6) candidates meet the pre-screening criteria, the selection committee may reduce the number to six (6) using the one page resume and one page statement of educational philosophy submitted with the transfer request form. The job description will be on-line. Transfer requests are accepted only on-line through the on-line application process.

34-5-1-1 Teachers who do not meet the pre-screening criteria will be so notified in a timely fashion.

34-5-1-2 Teachers who are not selected to be interviewed using the one (1) page resume and one page statement of educational philosophy will be so notified in a timely fashion.

34-5-2 Voluntary transfers for positions advertised between February 1 and June 30 as outlined in Section 34-4-2, for the next school year shall take place as follows:

34-5-2-1 Open positions shall be identified as outlined in Section 34-4, and applications for transfer shall be processed as outlined in Section 34-5-3.

34-5-2-2 The applicants for transfer will be advised of the Selection Committee's decision in a timely manner.

34-5-2-3 Positions that come open between September 15 and the end of the school year will be filled on a temporary basis until the close of that school year. If the position continues, it will be advertised during the next hiring season.

34-5-3 The Selection Committee will interview all applicants as referenced in Section 34-5-1 who meet the pre-screening criteria. In determining the best-qualified candidate for the position, the Selection Committee shall base their consensus selection on all of the following:

34-5-3-1 The teacher's experience and/or qualifications related to the vacancy

34-5-3-2 Information obtained from interviews of selected candidates

34-5-3-3 Evaluations and relevant information in the central personnel file

34-5-3-4 Job requirements as specified in the job requisition

34-5-3-5 Length of service in the District

- A. The Selection Committee will determine what weight will be given to each of the criteria listed above.
- B. The applicant may also bring his/her portfolio and/or copies of his/her work for the Committee's consideration. Videotapes will not be required nor considered.

34-5-4 If the Selection Committee cannot reach a consensus, the committee and principal may re-interview the top two (2) candidates and attempt to come to a consensus decision. If consensus still cannot be reached, a majority vote may be tried. If a decision cannot be reached by consensus or by majority vote, the principal will make the final decision.

34-5-4-1 Timely decisions must be made.

34-5-5 The decision of the Selection Committee shall not be grievable, unless the decision is arbitrary or capricious or the above-mentioned process was not followed.

34-5-6 The District and the Association shall mutually agree upon a training program to be offered to Selection Committees.

34-5-7 For serving on the Selection Committee, teachers will be provided with some type of compensation, such as, time off, a financial stipend, and/or relief from other duties.

34-5-8 Teachers shall not be required to use personal leave or have other staff members cover classes in order to be interviewed or to participate as a member of a Selection Committee.

34-5-9 Voluntary transfer of probationary and temporary teachers can only occur if the teacher meets or exceeds standards in all four (4) performance areas on his/her last evaluation.

34-5-10 Teachers who have secured a voluntary transfer in accordance with the above-outlined provisions may decline the transfer until such time as the position they vacated has been advertised.

34-5-11 All advertised open positions shall be filled by June 30 and the results reported to Human Resources on or about June 30.

34-5-12 Open teaching positions may be advertised with Schedule I, Additional Performance Positions included in the job description. Such positions will not be filled by involuntary transferees unless qualified and acceptable.

34-6 Involuntary Teacher Transfer

34-6-1 If at any time a school is identified as being overstaffed, the following process will be used to identify involuntary transfers. Involuntary teacher transfers at

the elementary level will be determined on a building-wide basis. In the case of a school with mandatory, district-defined ESL requirements, ESL-qualified teachers and teachers in process and scheduled to become ESL-qualified within two (2) years can be protected from being an involuntary if the school does not have the minimum number of required ESL-qualified teachers. Involuntary teacher transfers at the secondary level will be identified based on the subject area that is currently being taught. Teachers teaching in multiple subject areas will be identified based on the majority of sections taught or, in the case of an equal split, will be identified in multiple areas. Extra one-sixth (1/6th) periods, will not be considered. An involuntary with multiple endorsements who is highly qualified in more than one area cannot bump another, less senior teacher, in a different subject area in which they are not currently teaching, but may be assigned to a vacancy for which they are highly qualified. Prior to identifying an involuntary transfer an administrator will communicate to the staff the number of anticipated classes by grade level and subject area and the resulting impact on staff.

- 34-6-2 Teachers who have been identified as potential involuntary transferees will be advised as soon as possible but no later than March 1 each year of this possible transfer. Should the projected number of positions be reduced after that date, any additional potential involuntary transferees shall be notified as soon as possible.
- 34-6-3 Teachers may be involuntarily transferred under the following conditions:
 - 34-6-3-1 Where reduction in student enrollment makes such transfer necessary
 - 34-6-3-2 To accommodate paid leave returnees
 - 34-6-3-3 To fill assignments which cannot be accommodated by the existing staff
 - 34-6-3-4 Teachers holding Schedule I positions may be subject to involuntary transfer if they resign from their additional performance responsibilities within three (3) years of their initial employment, provided no individual within the building is qualified and willing to fulfill said additional performance assignment, or no other teaching position is open to which the additional performance assignment could be linked.
 - A. This provision (Section 34-6-3-D) shall only apply to teachers whose original hiring or transfer included one (1) or more of the aforementioned additional performance responsibilities as a part of their teaching assignment.
- 34-6-4 Teachers identified as potential involuntary transferees will be identified in the following manner:

- 34-6-4-1 The department, grade level or team which has the surplus will be identified.
- 34-6-4-2 In the following provisions, length of service in the District shall be, as defined in Section 1-9, Full-time Continuous Service.
- 34-6-4-3 The teachers within the identified grade level, department, or team will attempt to arrive at a mutually-acceptable identification. If the teachers cannot agree, the teacher with the greatest length of service in the District will be given first option to involuntarily transfer. If this teacher is not interested in the transfer, the transfer will be offered to the teacher with the next greatest length of service in the District, etc. If no teacher desires to fill the position, the teacher with the least length of service in the District will be identified as the potential involuntary transferee, unless, by the transferring of the teacher with the least length of service in the District, the school or, in the case of SERS personnel, the Area, is unable to meet identified instructional needs within the grade level, department or team.
- 34-6-4-4 In instances where declining enrollment causes teaching positions within a building, or, in the case of SERS personnel, within an Area, to be combined, the teachers involved who are qualified to meet the identified instructional needs will attempt to arrive at a mutually-acceptable identification of who will fill the respective positions. If the teachers cannot agree, the teacher with the greatest length of service in the District will be given his/her choice of the remaining position(s) or of being identified as a potential involuntary transferee. If, after the teacher with the greatest length of service has made his/her choice, open positions still remain, the teacher with the next greatest length of service in the District will be offered his/her choice of the remaining position(s), etc. The aforementioned process shall be followed going from the most senior to the least senior teacher, until no positions remain. In the case where none of the teachers involved are interested in the remaining positions, said positions shall be awarded to the teacher(s) with the least length of service in the District.
- 34-6-4-5 In instances where declining enrollment in separate buildings (school locations) causes the combining of teaching positions, which would result in the elimination of teaching position(s), the teachers involved who are qualified to meet the identified instructional needs will attempt to arrive at a mutually-acceptable identification of who will fill the respective position(s). If the teachers cannot agree, the teacher with the greatest length of service in the District will be given his/her choice of the remaining position(s) or of being identified as a potential involuntary transferee. If, after the teacher with the greatest length of service has made his/her choice, open

position(s) still remain, the teacher with the next greatest length of service in the District will be offered his/her choice of the remaining position(s), etc. The aforementioned process shall be followed going from the most senior to the least senior teacher until no positions remain. In the case where none of the teachers involved are interested in the remaining positions, said positions shall be awarded to the teacher(s) with the least length of service in the District.

- 34-6-4-6 In instances where teachers are assigned to more than one (1) school (split assignments), the principal of the home school or his/her building level administrator shall identify for said teachers their home schools within thirty (30) calendar days of the beginning of the teacher's work year. The teacher shall be considered a staff member of the identified school and shall be given all the rights and privileges accorded thereto, including intra-building reassignment.
- 34-6-4-7 In instances where split school assignments have been re-paired and where the newly-paired schools have been identified as home schools for the teachers involved in the split assignments, the teachers involved shall attempt to arrive at a mutually-acceptable identification of who will fill the respective positions. If the teachers cannot agree, the teacher with the greatest length of service in the District shall be placed in the position of his/her choice. The teacher with the least length of service in the District shall be placed in the remaining position.
- 34-6-4-8 Exceptions to the above may be made when the involuntary transfer might affect a teacher with below-average evaluations and for which a planned program of improvement has been submitted to the teacher.
- 34-6-4-9 Teachers who have been identified as possible involuntary transferees may seek a voluntary transfer through June 30, as outlined in Section 34-5-2.
- 34-6-4-10 When possible, teachers who have been identified as involuntary transferees will be transferred to a comparable position, provided they are qualified to meet the identified instructional needs of the school.
- 34-6-5 In the event two (2) or more potential involuntary transferees under Section 34-6-4 have the same length of service in the District, the teacher with the least length of service, using the following criteria, shall be identified as the potential involuntary transferee.
 - 34-6-5-1 Teachers shall be ranked in order of the greatest length of service as a teacher in the building, provided this criteria shall not apply to Section 34-6-4 (34-6-4-4) or (34-6-4-5).

34-6-5-2 In the event that ties still exist after the application of paragraph A. above, teachers shall be ranked as to when they signed their employment contract with the District.

34-6-5-3 In the event that ties still exist in the application of paragraphs A. and B. above, the selection shall be determined by a flip of a coin between the teachers involved by a disinterested third party.

34-7 Administrative Teacher Transfer

The teacher and the association will be advised of potential administrative transfers, and if, in the view of the association, the reasons for the administrative transfer are not justified, the association may refer the matter to the grievance procedure.

34-8 Placement of Unassigned Leave Returnees and Involuntary Transferees

34-8-1 All involuntary transferees and unassigned leave returnees will be placed by the end of April. Said involuntaries and unassigned leave returnees will be placed into open, ongoing positions for which they are qualified, if available. Said teachers will only be placed into one (1) year positions if no open, ongoing positions exist for which they are qualified.

34-8-2 Involuntary transferees will have the option of returning to their previous school to an open comparable assignment for which they are qualified providing it is prior to the official reporting date of the next school year.

34-9 Placement of New Teachers

Beginning on or about February 15, outside applicants may apply for advertised positions (see Section 34-7-1 for involuntary placement).

34-10 Openings Occurring After Close of Voluntary Transfer Process

34-10-1 Positions which could not have been advertised, including, but not limited to, unanticipated resignations and late creation of new positions due to enrollment increase, will be filled with a qualified involuntary transferee or unassigned leave returnee. The principal or immediate supervisor will make the selection from qualified involuntary transferees and unassigned leave returnees in that subject area. Involuntary transferees or unassigned leave returnees who have been placed in temporary positions will be considered for these permanent placements.

34-10-1-1 If all involuntary transferees and unassigned leave returnees in a particular subject area have been placed in open, ongoing positions and there is no other reason to fill the position with a temporary teacher, the position will be filled by an applicant, who will be given

a temporary contract, with the approval of the community superintendent and subject to review by the Transfer Oversight Committee.

34-10-2 Positions including, but not limited to, retirements and early resignations which could have been advertised, but were not, will be filled with a qualified involuntary transferee or unassigned leave returnee. The principal will make the selection from available involuntary transferees and unassigned leave returnees in that subject area even if said teachers have been placed in temporary positions. These selections will be considered permanent placements.

34-10-2-1 If all involuntary transferees and leave returnees in a particular subject area have been placed into open, ongoing positions, the position will be filled with a temporary teacher.

34-10-3 On or after July 1st, positions which become available after the close of the voluntary transfer process will be filled with temporary teachers and will be advertised the following year.

34-11 JCEA will be provided with a list of all positions which become available after the close of the voluntary transfer process.

34-12 Opening and Closing of Schools

The Association and the District agree that any development or changes in the current procedures for the opening of schools, closing of schools, the movement of teachers when a grade level or other group of students is moved from one school or facility to another, and/or boundary changes of schools will involve the Association, with the intent of developing a procedure that is mutually acceptable to both parties.

34-13 Teacher Exchange

34-13-1 Non-probationary teachers, who choose, may agree to exchange their teaching position for a period of time not less than one (1) year and renewable for one (1) additional year, or after two (2) years the exchange may become permanent by mutual agreement of the principals and teachers involved in the exchange and securing signatures from the Association and District approving such exchange on the appropriate form.

34-13-2 Any such exchange and/or renewal shall be voluntary and mutually agreed upon in writing by the teachers and principals or immediate supervisors involved, as well as the District and JCEA.

34-13-3 Teacher(s) interested in an exchange shall be responsible for identifying teacher(s) who would be willing to exchange teaching positions with them.

- 34-13-4 All agreements for an exchange and/or renewal must be made prior to June 1 for the next succeeding school year.
- 34-13-5 Teachers approved for exchange transfer will be considered as a part of the faculty of the school from which they came for such matters as determining involuntary transferees, etc., except when such exchanges become permanent.

Article 35

35 Leaves of Absence

Family Medical Leave Act

Pursuant to the Family Medical Leave Act of 1993 (F.M.L.A.), Jeffco Public Schools is required to provide up to twelve (12) weeks of unpaid, job protected leave to “eligible” employees for certain family and medical reasons. (See F.M.L.A. Guidelines)

The District shall require F.M.L.A. eligible teachers to utilize their F.M.L.A. leave concurrently with all applicable leaves.

No leave referred to in this Article shall be considered an interruption of services. A leave of absence will not be credited for contract or salary advancement unless the teacher works at least 90 days or one full semester in the same year the leave was taken.

35-1 Sick Leave

35-1-1 The District will grant sick leave to all teachers for personal illness or serious illness in the immediate family as defined in Section 35-7-3.

35-1-1-1 Teachers whose work year is one hundred eighty-three (183) days will be granted nine (9) days of leave per year.

35-1-1-2 Teachers whose work year exceeds one hundred eighty-three (183) days will earn one (1) additional day of leave for each additional twenty (20) days, or major portion thereof.

35-1-1-3 Sick leave shall be administered in accordance with Absence Management Guidelines/Procedures.

35-1-1-4 Job protection provisions are in Article 46.

35-2 Short Term Disability

35-2-1 For personal illness greater than fourteen (14) consecutive calendar days the employee must apply for Short-Term Disability (STD) benefits.

- 35-2-2 Short-Term Disability (STD) benefits will be payable in accordance with the insurer's policy.
- 35-2-3 The employee's accrued sick leave will be used at 40% to supplement approved District STD or P.E.R.A. STD, and/or District Long Term Disability (LTD) benefits until the employee is terminated or, if earlier, their leave balances are exhausted. If an employee has grandfathered hours in their sick leave bank, those grandfathered hours will be reduced first.
- 35-2-4 Employees may elect to utilize sick leave for 100% of personal illness extending beyond two (2) weeks in lieu of payments through STD. This option is only available one time in an employee's career. The employee must have an approved claim as determined by the STD carrier, and must submit a written request to Employee Leaves to use their sick leave in lieu of payments made through the STD carrier.
- 35-3 Long Term Disability payments are paid in accordance with P.E.R.A. and the District provided LTD carrier.
- 35-4 Verification of Absence

Upon notice to a teacher, the teacher shall be required to furnish to their supervisor proof of illness. Proof of fitness to return to duty, or proof of fitness to continue to perform duty, as verified by a written statement from a licensed physician, if required, should be submitted to Manager, Employee Leaves. If deemed necessary by the District, the teacher may be required to be examined by a physician designated by the District, at District expense. If a difference of opinion exists between the two (2) physicians, a third physician may be designated, at District expense, to render an opinion.
- 35-5 Personal Leave
 - 35-5-1 Teachers will be entitled to two (2) days leave of absence without loss of pay each school year. Notice to the teacher's immediate supervisor that personal leave is to be taken will be given at least one (1) day before taking such leave (except in cases of emergencies).
 - 35-5-2 Teachers shall be allowed to accumulate unused personal leave from year to year and will be apprised of such accumulation.
 - 35-5-2-1 With prior approval of the immediate supervisor, more than two (2) accumulated personal leave days may be used at any one time. Written requests for leave must be submitted to the immediate supervisor at least five (5) days before taking such leave, except in cases of emergency. The written request must provide information justifying the circumstances which merit consideration for the granting of said leave.

35-6 Association Leave

- 35-6-1 Teachers who are designated as official representatives by the Association shall submit a short leave form to their principal for the purpose of attending JCEA, CEA and NEA functions. Applications must be made at least five (5) school days in advance of the time required, except in cases of emergencies.
- 35-6-2 A total of two hundred seventy-five (275) release days per calendar year for professional leave will be authorized by the Executive Director of Human Resources or his/her designee. Should there be a conflict in providing such leave due to school matters, the Association will be advised, in order to select a replacement. In the event of any such problems, the Executive Director, Human Resources or his/her designee shall render the final decision.

35-7 Bereavement Leave

- 35-7-1 Permanent teachers will be granted up to five (5) days bereavement leave, which may be deducted from either their personal leave bank or sick leave hours to the extent available, in the event of death of any member of the immediate family. The teacher involved will determine whether the days are deducted from their personal leave bank or sick hours bank.
- 35-7-2 If there are extenuating circumstances, i.e., extended out of state or foreign travel, or other unavoidable circumstances, more than five (5) days of bereavement leave will be granted. In such instances, the leave will be deducted from their personal leave bank or accrued sick hours bank to the extent available. If such leaves are exhausted, the teacher will reimburse the District at the substitute rate of pay for the days used. This reimbursement will be made even if no substitute is required.

35-7-3 Members of the immediate family are defined as follows:

- a. Brother
- b. Brother-in-law
- c. Daughter
- d. Daughter-in-law
- e. Father
- f. Father-in-law
- g. Grandchildren
- h. Grandparents
- j. Mother-in-law
- k. Relative living in the immediate household of the employee
- l. Sister
- m. Sister-in-law
- n. Son
- o. Son-in-law
- p. Spouse
- q. Domestic Partner

- i. Mother
- r. Or others as mutually agreed upon by the principal and the teacher

35-7-4 A report of bereavement leave shall be made to the principal or the immediate supervisor.

35-8 Military Leave

Jeffco follows all applicable Federal and State guidelines with respect to teachers who apply for a Military Leave of Absence. The teacher should work with the Manager, Employee Leaves, to document the absence. A teacher returning from military leave will be returned based on Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA). Job protection provisions are in Article 46 or based on USERRA guidelines as applicable, whichever is more generous.

35-9 Jury Duty and Court Subpoena Leave

35-9-1 Leave will be given to teachers for appearance in court as a witness, to serve on a jury, or to respond to an official order from another governmental jurisdiction for reasons not brought about through the connivance or misconduct of the teacher.

35-9-2 Teachers should notify the immediate supervisor or principal and Human Resources of the desire to apply for such leave as soon as possible prior to the date service must be rendered. Teachers should provide appropriate documentation to their work site to verify the absence.

35-9-3 Such leaves of absence will be granted with pay. If the fees are received for service, these should be turned in at the work site.

35-10 Maternity/Child Care Leave

35-10-1 A request for Maternity/Childcare or Adoption Leave must be presented to the Manager, Employee Leaves at least thirty (30) days prior to the date on which requested leave will commence. Exceptions will be made in the event of unforeseen medical complications. The initial request for such leave may not exceed two (2) years.

35-10-2 The teacher's written request will include the teacher's date of return, which must be the first reporting day of any quarter, term, trimester, or semester as determined by the District. A return to work date outside of this must be approved by the teacher's administrator and supporting documentation provided to the Manager, Employee Leaves.

35-10-3 In the case of adoption, no leave may commence later than the adoption of the child. A maternity leave commences upon the birth of the child and Short-Term Disability benefits are applicable. Any time off outside of the STD-approved period is unpaid either prior to or after an approved STD.

35-10-4 Job protection provisions are in Article 46.

35-10-5 A teacher who requests to amend his/her initial leave shall submit, in writing, his/her request to the Manager, Employee Leaves not less than thirty (30) days prior to the teacher's original date of return.

35-10-5-1 A teacher taking maternity/child care leave, who, for a justified reason, desires to return to work prior to the end of his/her leave shall so notify the Manager, Employee Leaves. The teacher shall be assigned to the first available position for which the teacher is qualified. If the teacher refuses the available position, the teacher will remain on leave for the balance of his/her agreed leave. If more than one (1) teacher has given notice pursuant to this paragraph, such teachers shall be returned to work in order of the date on which notice of desire to return to work was given to Employee Leaves. In any event, the District shall not be compelled to return said teachers to positions prior to the original agreed-to return date.

35-11 Parental Leave of Absence

A parental leave of absence of up to two (2) consecutive weeks following the birth or adoption of a child may be granted to new parents who want to take paid leave. Employees taking such leave will be allowed to use a combination of Sick and Personal leave to receive up to two (2) consecutive weeks of pay, provided they have sufficient leave balances. This paid leave must commence within forty-five (45) days of the birth, adoption or placement of a new child in a family. This provision to provide two (2) consecutive weeks of paid leave does not apply to employees who have physically given birth. They will continue to receive leave per Article 35-10 of this agreement. A report of parental leave shall be made to the principal or immediate supervisor no later than thirty (30) days prior to the anticipated leave date.

35-12 Benefits During Leave

35-12-1 While on an approved paid leave, teachers will remain active participants in the benefit programs. They will continue to receive a benefit allocation (if applicable) from the District and will have the cost of their benefits deducted through payroll to the extent funds are available. The teacher is responsible for paying the District for deductions which exceed the amount of the benefit allocation per District administrative procedures. Benefits for approved leaves will terminate in accordance with the following:

35-12-1-1 Maternity Leave – at the end of the month in which the employee's maternity leave ends or the employee becomes unpaid. Benefits may be extended, if applicable, in accordance with F.M.L.A.

35-12-1-2 Unpaid Adoption, Miscellaneous Child Care Leave – at the end of the month in which the employee becomes unpaid. If applicable, benefits shall be provided in accordance with F.M.L.A.

35-12-1-3 Military Leave – benefits shall be provided in accordance with USERRA and the District’s administrative policies.

35-12-1-4 Employee’s Leave Due to Their Own Medical Condition – at the end of the month in which the employee has exhausted their sick leave balances and becomes unpaid or, if later, the end of the month following six (6) months from the date of initial disability.

35-12-2 An employee whose benefits have ended shall be provided notice by the District’s third party C.O.B.R.A. administrator that they may elect to continue their medical, dental, vision and/or healthcare F.S.A. benefits in accordance with C.O.B.R.A. procedures.

35-12-3 An employee who returns from unpaid leave must reinstate their benefits by completing the appropriate enrollment forms within sixty (60) days of their return from leave. If the length of their break in benefits coverage is less than thirty (30) days, the employee must re-enroll in the same benefit plans they had previously. Employees whose break in benefits coverage is more than thirty (30) days may make new elections.

35-13 Other Leaves of Absence

35-13-1 Full-time licensed teachers may apply for a leave of absence after having gained non-probationary status. Third year probationary teachers may apply for a leave for the fourth year if the teacher meets or exceeds District standards in all four performance areas.

35-13-2 Teachers will be granted leaves of absence without pay for up to one (1) full academic year, provided that the purpose of such leave does not include another paid teaching position. This provision shall not prohibit a teacher from accepting a fellowship which may result in a simultaneous paid teaching position, and it shall not prohibit exchange teaching. Teachers approved for a leave of absence may substitute for the Jefferson County School District. Substituting for any other district will be considered a paid teaching position.

35-13-3 Requests for leaves of absence of one (1) academic year are to be presented, in writing, to the Manager, Employee Leaves or his/her designee by February 1.

35-13-4 A teacher may apply for a second leave of absence beyond the initial academic year by submitting a written request to the Manager, Employee Leaves or designee by February 1. Such request for a second academic year shall be granted unless the identified instructional needs of the District cannot be met. If the request is denied, those needs will be communicated to the teacher involved and JCEA by the Manager, Employee Leaves or designee.

35-13-5 When a leave of absence is granted, sick leave or personal leave privileges will not accrue.

35-13-6 A leave of absence will not be credited for service advancement on the salary schedule. However, a teacher who provides service to the District for ninety (90) days or a semester will be granted credit for service advancement on the salary schedule.

35-13-7 Teachers intending to return from leave or extend their leave must respond to the District's written inquiry no later than February 1.

35-14 Leave Limitations

Teachers are limited to two (2) consecutive leaves which shall not exceed three (3) academic years in total under all circumstances.

36 Association President

36-1 The Board shall release the president of the Association from his/her assignment during the term of office. The amount of release time shall be determined annually, and the Association shall reimburse the District for the president's salary and benefits in proportion to the amount of release time.

36-2 The president of the Association has the right to visit schools. He/She shall coordinate his/her visit(s) with the principal, or his/her designee, in order to facilitate the purpose of his/her visit. Visits that are made to solve special problems of teachers shall be arranged for in advance by notifying the principal, or his/her office.

36-3 Upon election to a three-year presidential term, the teacher will waive job position protection and the vacated position can be posted immediately. At the end of the term(s) in office, JCEA and the District shall work together to find a mutually agreeable position.

37 Dues Deductions

37-1 The District agrees to deduct from teachers' salaries combined dues for the JCEA, CEA and NEA, as teachers individually and voluntarily authorize, and to transmit the monies to the JCEA or its designated agent.

37-2 The Jefferson County Education Association will certify to the Board, in writing, the current rate of membership dues. The District will be notified of any change in the rate of membership dues thirty (30) days prior to the effective date of such change.

37-3 Deductions referred to in Section 37-1 will be made in equal installments each month for which the payroll authorization is effective through the next succeeding August 31. The District will not be required to honor, for any month's deduction, any authorizations that are delivered to it later than the 15th prior to the distribution of the payroll from which the deductions are to be made.

37-4 Not later than October 31 of each year, the District will provide the Association with a list of those teachers who have voluntarily authorized the District to deduct dues for the organizations named in Section 37-1 above. The District will also submit amended lists to the Association each succeeding month.

- 37-5 The District shall, upon receipt of authorization from a teacher, deduct from the teacher's salary and make appropriate remittance of insurance plans and/or other programs currently approved by the Association and the District.
- 37-6 The District will provide the Association a list of bargaining unit members each month with name, job, title, school or assigned department, type of contract, employee identification number, and FTE.
- 38 Association Representatives
 - 38-1 The Association shall have the right to have an Association representative(s) at each school.
 - 38-2 The principal of each school and the Association representative(s) will meet at the request of either party to discuss the administration of this Agreement.
 - 38-3 The Association representative(s) shall have the right to schedule Association meetings before or after school, where such meetings do not interfere with the normal teaching duties of teachers. The Association representative shall have the right to carry on Association business when it does not interfere with the normal teaching responsibilities and duties of teachers.
 - 38-4 The Association representative shall not be assigned any duties in excess of other teachers in the building.
- 39 Reduction in Force
 - 39-1 Definitions
 - 39-1-1 "Teacher" for the purpose of this Article shall mean any person who is regularly licensed by the teacher licensing authority for the State of Colorado, and who is employed full-time by the District, except those persons holding letters of authorization and the Chief Administrative Officer of the District.
 - 39-1-2 "Cancellation of employment" shall mean the termination of employment of a teacher when there is a justifiable reduction in the number of teaching positions in the District.
 - 39-1-3 "Layoff" shall mean a removal from active service to the District because of a reduction of teacher(s).
 - 39-1-4 "Full-time Continuous Service" for the purpose of this Article shall mean the length of service as a contracted teacher of the District and shall be computed from the employee's first year of employment. Time spent on sabbatical leaves shall be credited toward continuous service. Continuous service shall not be interrupted by approved leaves of absence, resignation, or termination followed by rehiring within thirty-nine (39) months. However, such period of time during such leaves of absence or after termination or resignation, and prior to rehire, shall not be credited as continuous service.

- 39-1-5 "Recall status" shall mean that period of time that the teacher is on unpaid leave prior to being returned to work.
- 39-1-6 "Recall" shall mean notification of, and return to, active service in the District of a teacher(s) on layoff status.
- 39-2 Any reduction in the number of teaching positions in the District shall be in accordance with Colorado Statutes then in effect.
- 39-3 If the Board determines that teachers should be laid off (cancellation of employment) by reason of financial necessity, declining enrollment, or for other reasons justifying a decrease in the number of teaching positions, the District will institute the procedure described hereafter. This procedure shall apply equally to all teachers defined in Section 39-1-1.
- 39-4 Reduction in Force Conditions
 - 39-4-1 Before District representatives recommend a reduction in force to the Board, the Association will be notified of the conditions necessitating the reduction. If possible, said notification will be given by November 1 prior to a semester layoff, or by March 1 of the school year preceding an anticipated end-of-the-year layoff. With such notification, the Superintendent or his/her designee will furnish the Association with relevant data necessitating the cancellation of employment contracts. Layoffs will only occur at the end of a semester or academic year.
 - 39-4-2 Within five (5) school days of said notification, representatives of the District and the Association will meet to discuss the reduction in force. Discussions will include, but not be limited to, the following:
 - 39-4-2-1 Alternatives to a reduction in force
 - 39-4-2-2 The needs of the District
 - 39-4-2-3 Budget information
 - 39-4-2-4 Effective date of the reduction in force
 - 39-4-2-5 Number of teachers affected within each program, i.e., level (elementary or secondary), subject area, SERS, and/or teachers of the handicapped
 - 39-4-2-6 Other relevant matters
 - 39-4-3 Before implementation of a layoff of teachers, the District will utilize attrition (i.e., voluntary retirement, resignations, termination of temporary contracted teachers, termination of part-time teachers, and the number of teachers who will be on leave) as the first means of reducing staff.

39-5 Implementation of Layoff

If a layoff is still necessary following the fulfillment of the aforementioned provisions (Section 39-4); the District will consider the instructional needs of the District, area(s) of licensure endorsement, qualifications as defined in Section 39-6-1-2, and previous District experience in the teaching field. The cancellation of employment will occur in the following order:

- 39-5-1 First year of employment
- 39-5-2 Second year of employment
- 39-5-3 Third year of employment
- 39-5-4 Non-probationary

39-6 In the implementation of a layoff as identified in Section 39-5, the following will occur:

39-6-1 The District will provide those teachers affected and the Association with a Full-time Continuous Service List. Any objection to the placement on the list shall be reported to the Association and the Executive Director of Human Resources or his/her designee within ten (10) school days after receipt of said list. After consideration of factors identified in Section 39-5, selection of teacher(s) to be reduced shall be made as follows:

39-6-1-1 Teacher(s) with the least length of continuous service in the program affected in the District will be laid off first.

- A. In the event two (2) or more teachers have the same length of service in the District, the teachers affected will be ranked on the Full-time Continuous Service List as to when they signed their employment contract with the District.
- B. In the event ties still exist, teacher(s) so affected shall participate in a drawing by lot to determine position on the Full-time Continuous Service List. The Association and all teachers so affected shall be notified in writing of the date, time and place of the drawing and shall have an opportunity to attend.

39-6-1-2 Upon written request of the teacher(s) identified for reduction, the District shall investigate assignments in other programs for which the teacher(s) is licensed and qualified to teach. Under this Article, a teacher shall be deemed to be licensed and qualified to render a teaching service if he/she meets any one (1) of the following:

- A. Has the appropriate licensure and endorsement; or

- B. Has the proper courses to meet accreditation standards; or for those teachers hired after 2003, meet the State definition of highly qualified by 2006.
- C. Can successfully complete the training requirement in order to fulfill the job responsibilities prior to the beginning of the assignment.

Exceptions to the above may be made only when the District can substantiate that by reassigning the teacher(s) identified for reduction it will be unable to meet the identified instructional needs of the school or department affected.

39-6-1-3 If the length of continuous service in the District, licensure and qualifications entitle teachers to be reassigned to other positions, the following shall apply:

- A. They shall be assigned to open positions.
- B. If open positions are not available, teachers with less continuous service in the District shall be reduced to achieve sufficient open positions.

39-7 Should transfer of retained teachers be necessary as a result of a layoff, the provisions of Article 34 shall apply.

39-8 The District will make every effort to provide written notification to the teacher(s) affected at least forty-five (45) days prior to the date the Board takes official action. The Association and each teacher involved shall be provided a copy of the notice. The teacher's address, as it appears on the School District's records, shall be deemed to be the correct address. After the Board takes official action, all teachers laid off shall receive a written layoff notice from the District.

39-9 Review of Individual Cancellation

39-9-1 Within fourteen (14) days of receiving the layoff notice, a teacher may request a review of the action by the Board of Education. If the teacher so requests, the Board and the Association, through their representatives, shall select an impartial hearing officer from available sources to conduct a hearing. In the event that the parties are unable to agree upon a hearing officer, said hearing officer shall be selected as per Sections 5-5-1-1, 5-5-1-2, and 5-5-1-3 of this Agreement. When appropriate, more than one (1) case may be heard at the same time.

39-9-2 The request for review must specify the grounds on which it is contended that the decision was improper under this Article. This provision shall not prohibit the hearing officer from allowing additional grounds to be argued, should new facts and/or information warrant consideration.

- 39-9-3 The Board shall consider the request and shall schedule a hearing to be held within fourteen (14) days after the request is received. The teacher(s) shall be given seven (7) days notice of the hearing.
- 39-9-4 The hearing shall be conducted informally. The hearing officer shall have the authority to make appropriate procedural rules. If either party requests, the hearing shall be in a closed session. The teacher may represent himself/herself or be represented by the Association.
- 39-9-5 The hearing shall be limited to those grounds specified in the request for a hearing and supported by such proof as is offered, provided a hearing officer may consider additional arguments and facts as specified in Section 39-9-2. A decision shall be made within fifteen (15) days following completion of the hearing.
- 39-9-6 The hearing officer will make written findings and recommendations to the Board and the teacher. The cost of the hearing officer shall be borne by the District.
- 39-9-7 The Board will take final action on the findings and recommendations at its next regular meeting.
- 39-9-8 This procedure is the only procedure that may be used in a reduction in force under this Agreement.

39-10 Recall Procedure

- 39-10-1 Laid-off personnel who wish to be considered for reemployment will provide written notification to the Executive Director of Human Resources or his/her designee within sixty (60) calendar days of written notification. Recall will occur in reverse order, as set forth in Section 39-5.
- 39-10-2 All teachers who are laid off and have notified the Executive Director of Human Resources of their interest for reemployment shall be placed in an employment pool for recall.
- 39-10-3 When a vacancy occurs for which a teacher on the list has the required licensure and qualifications, a letter of intent to reemploy shall be offered thirty (30) days prior to the date of reemployment.
- 39-10-4 A teacher who is offered reemployment under these circumstances will have fourteen (14) days from the date of receipt of notification to accept or reject the offer. If the offer of reemployment is rejected, the teacher will forfeit his/her right to recall.
- 39-10-5 Teachers shall remain on the recall list for three (3) years from the date of layoff, unless the teachers waive such right in writing.

39-10-6 When recalled within thirty-nine (39) months, all accrued benefits, including non-probationary status, shall be restored.

39-11 Rights and Benefits While Laid Off

39-11-1 All laid-off teachers for whom no positions are available shall be placed on an unpaid leave of absence for a period of not more than three (3) years.

39-11-2 Laid-off teachers may apply to teach as substitute teachers and will be placed on a priority list.

39-11-3 While teachers are on recall status due to layoff, they shall have the option to remain an active participant in fringe benefit program(s) by contributing thereto the full cost of the program(s).

39-11-4 Teachers on recall status may participate in all applicable training opportunities offered by the District.

39-11-5 A teacher on recall status may utilize the grievance procedure only to the extent that it affects him/her individually.

40 Temporary Contracts

40-1 The District shall employ teachers on a temporary contract under the following conditions:

40-1-1 The position should have been advertised, but was not.

40-1-2 The position is protected for a teacher on leave of absence.

40-1-3 The position is temporary in nature.

40-1-4 Temporary positions of a semester or more include, but are not limited to:

40-1-4-1 Grant-related positions (except Title I)

40-1-4-2 Class Size Relief positions (if position continues for second semester)

40-1-4-3 Special Education Teachers on TTE

40-1-4-4 Pilot positions

40-1-4-5 Subject areas or programs scheduled for reduction or elimination

40-1-4-6 Protected job sharing positions

40-1-4-7 Other legitimate reasons

40-2 Temporary teachers are hired for one (1) year only. They are guaranteed neither employment nor given priority in the hiring process for subsequent years.

- 40-3 Temporary teachers who are interested in re-employment shall be responsible for using the appropriate on-line application procedure within the appropriate dates.
- 40-4 Pay shall be as per the step and level of the salary schedule, and temporary teachers shall be eligible for all other fringe benefits. Temporary teachers shall receive a one (1) year experience credit for each year they teach under a temporary contract. If they teach under temporary contracts for three (3) successive years and are rehired for the fourth year, they shall be given non-probationary teacher status as per State law.
- 40-5 Temporary teachers shall be considered a part of the teacher bargaining unit and protected by the contract.

41 Job Sharing

- 41-1 For the purpose of this Agreement, job sharing shall mean the occupation of a single staff position by two (2) non-probationary teachers, with each assignment being half-time each day for the entire contractual work year. Both teachers must be highly qualified to fill every aspect of the position to be shared. Job sharing is not a contractual right, but rather, an opportunity for non-probationary teachers. The principal or immediate supervisor and the job sharing teachers (team) may agree to a work schedule allowing the teachers to work every other day or a variation thereof in order to better meet educational needs. However, a job sharing teacher may not work a prolonged period of time with a like amount of time off, such as, one quarter on, and one quarter off; or one (1) semester on, one (1) semester off. In all arrangements, each teacher must work each week. In the case of secondary school assignments, where sharing a teaching position in the same manner each day would lead to an unbalanced workload, teaching schedules shall be arranged in a manner as to provide for an equal workload between the participants during the course of the school year. Temporary teachers and first and second year probationary teachers are not eligible to apply for job sharing. Third year probationary teachers may apply for job sharing if the teacher meets or exceeds standards in all four (4) performance areas.
- 41-2 Non-probationary teachers who so choose may agree to share one job position for a period of time not less than one (1) year. A team may renew its job sharing position for additional year(s) or the teacher may select a new teammate and reapply.

A teacher returning from any job sharing position after one (1) or two (2) year(s) will be returned to his/her former or comparable position at the same school or in the same SERS Area. Job protection provisions are in Article 46.

- 41-3 Teachers who have exhausted their two (2) years of school- or Area-specific job protection, in the case of SERS, will share any approved job share position. If either of the job sharing teachers determine not to apply for a job share in successive years, or the job share application is not approved, the job sharing partners would attempt to arrive at a mutually agreeable solution as to which teacher stays in the current job sharing position, and which teacher would be an unassigned leave returnee, as per Section 34-7. If the job sharing teachers cannot agree, the teacher with the greatest length of continuous service shall be given his/her choice of staying in the current position or being an unassigned

leave returnee, as per Section 34-7.

A teacher job sharing beyond two (2) years will have his/her job protected only if he/she is job sharing his/her own position with a teacher who has not exhausted two (2) years of job-specific protection per Article 46.

- 41-4 If one (1) teacher in a job sharing situation has an illness or takes a short leave of absence, the other teacher may agree to teach full-time during said leave at the substitute rate or other mutually agreed upon arrangement as approved by the Director of Employment Services or his/her designee.
- 41-5 Any such job sharing arrangements shall be voluntary and mutually agreed upon, in writing, by the teachers and principals or immediate supervisors involved, as well as the District and JCEA. A teacher desiring to job share should approach his/her principal or supervisor for preliminary approval prior to seeking a job-sharing partner.
- 41-6 Teachers interested in job sharing shall be responsible for identifying teachers who would be willing to job share with them. Teachers agreeing to job share shall submit a completed application form to the Human Resources Department with a copy to JCEA. The Human Resources Department shall be responsible for determining job sharing eligibility.
- 41-7 All agreements for job sharing must be submitted to Human Resources with principal approval prior to February 15th.
- 41-8 Both teachers of a job sharing team must be highly qualified for the shared position.
- 41-9 Service credit for P.E.R.A. will be counted in accordance with P.E.R.A. policy.
- 41-10 Participants in job sharing agree to half the standard benefits allocation, half leave accruals, and half their annual salary, as determined by their positions on the adopted salary schedule as a full-time teacher at the time they begin the job sharing assignment.
- 41-11 Continuous service will accrue for a teacher in a job share position on a half-time basis.
- 41-12 After consultation with the participants, the teaching schedule will be determined by the administrator(s) who will have supervisory responsibility for the team under this Article.
 - 41-12-1 If requested, both teachers will attend required faculty meetings.
 - 41-12-2 As needed, teachers will participate in scheduled parent conferences, as required of all other full-time teachers.
 - 41-12-3 Teachers must share equally the responsibility in meeting identified building or position needs, provided the workload for a job sharing team shall not be greater than the equivalent of one (1) full-time teaching position.
- 41-13 The job sharing team shall continue for a minimum of one (1) year. If, for any reason, one of the participants in a job share is unable to fulfill their half of the agreement, first the other partner will be given the option to fill the position full-time. If this is not agreeable,

a temporary teacher will be hired on a half-time basis to fill the vacant half of the position with no negative bearing on the remaining teacher. Non-probationary or probationary teachers will not be considered for this opening.

- 41-14 Teachers approved for job sharing will be considered as a part of the faculty of the school/SERS assignment from which they came for such matters as determining involuntary transferees, etc.
- 41-15 Vacancies created by teachers forming a job sharing team shall be filled with a temporary contracted teacher if the teachers in the job share are eligible to protect their position per Article 46. This will be determined and communicated by Human Resources based on the individual circumstances of each job share partner.
- 41-16 Job sharing shall not be used as a means of reducing the work force.
- 41-17 Job sharing teachers shall have the right to return to full-time status with no loss of benefits upon termination of their job sharing team, except as provided in Section 41-3.
- 41-18 Non-probationary teachers who are job sharing under the provisions of this Article will be entitled to the protections set forth in the Teacher Employment, Compensation and Dismissal Act.

42 Supplemental Retirement Pension Plan

- 42-1 The Supplemental Retirement Pension Plan for teachers will be in accordance with current Board Policy and Regulation GCQEA/GCQEA-R. The Association will be notified in advance of any contemplated modifications of the present Supplemental Retirement Pension Plan. The parties will utilize the District Retirement Committee representing all employee groups to attempt to reach mutual agreement on changes to the plan. The Association will appoint two (2) teacher members to the Supplemental Retirement Committee. If agreement is not reached by utilizing the process outlined above, the matter shall be subject to negotiation.

43 Site-Based Variances

- 43-1 A Variance Review Committee will be established composed of five (5) Association appointees and five (5) District appointees. The District may appoint one (1) non-employee to the committee. The Superintendent (or designee) will meet to review possible candidates and make a recommendation to the parties. The selected individual must be acceptable to both parties.

Responsibilities:

Requests for contract variances will be submitted to a standing Variance Review Committee charged with the following responsibilities:

- 43-1-1 Establishing appropriate criteria, which must include but need not be limited to the following minimum preliminary criteria:

- 43-1-1-1 The requested variance must be supported by a consensus at the site. Consensus as used here means that those impacted by the proposed variance are in agreement with it or at least agree to support it. If the variance is initiated at the district level it must have the support of those staffs involved.
- 43-1-1-2 The requested variance may not cause a RIF or reduction in the bargaining unit numbers.
- 43-1-1-3 The requested variance may not cause employees to be displaced.
- 43-1-1-4 The proposed variance must be educationally sound.
- 43-1-2 Reviewing all requests and determining whether the requested variance meets predetermined criteria (See "43-1-1" above).
- 43-1-3 Identifying those contract provisions that would be impacted.
- 43-1-4 Recommending specific variance language to the parties.
- 43-1-5 Establishing its own calendar of meetings and other operational procedures.
- 43-1-6 Guidelines:
 - 43-1-6-1 Variances are granted for not more than two (2) years, but may be renewed following these procedures.
 - 43-1-6-2 All members of the Variance Review Committee shall be provided with released time adequate to perform their duties.
 - 43-1-6-3 Each site's requested variance is considered individually and on its own merits.
 - 43-1-6-4 Variances are not precedent setting.
 - 43-1-6-5 The Committee and the parties will make every reasonable effort to respond to requests in a timely manner.
 - 43-1-6-6 The Committee will consider the impact of requested variances on other parts of the District or its operation.
 - 43-1-6-7 When the Committee has reached a decision regarding a requested variance, that decision will be promptly communicated to the District through the Employee Relations Department and to the Association through the Office of the Executive Director. The parties (District and JCEA) reserve the right to submit the request to the appropriate governing bodies for approval.
 - 43-1-6-8 Variances are granted by mutual agreement of the parties.

44 Provisions of Teacher Salary Schedule

44-1 Teachers

The term "teachers" includes all full-time, non-administrative personnel licensed by the Colorado State Department of Education, as defined in Section 1-1.

44-2 Salary Schedule

The current schedule of salaries will be continued for four (4) years from September 1, 2011 through August 31, 2015, except as changed through annual compensation negotiations.

44-2-1 C.O.L.A., steps and levels will be discussed as part of annual reopeners.

44-2-2 Annual negotiations shall be reopened in accordance with Section 5-2-3.

44-2-3 Applications for educational levels submitted through September 30, 2012 will become effective after the teacher submits a request for approval. The teacher's request will be reviewed the next month after submission and the teacher starts receiving pay the third month.

44-3 Full-time teachers will be paid on a monthly basis. The monthly salary will be equal to the teacher's annual salary, as determined by his/her placement on the salary schedule, divided by twelve (12).

44-3-1 Teachers who work less than a full contract year one hundred eighty-three (183) days will be paid according to the daily per diem of one one-hundred-eighty-third (1/183rd) of their annual salary.

44-3-2 Teachers new to the District will have their first year of pay distributed over thirteen (13) months from August to August.

44-4 General Provisions

44-4-1 In the event the Board deems the District unable to pay such salary increases as required herein, the matter of such inability to pay shall be submitted to fact-finding in accordance with Section 5-5 of the current Agreement. Any such determination of inability on the part of the Board shall be made after the Board has considered such alternatives as it deems available and appropriate, under the circumstances, to fund such increases, consistent with State law, public hearings and Board policies. The parties understand that the question of submitting a request to the State School District Budget Review Board or calling a special election to increase the authorized revenue base are legislative matters exclusively reserved to the sole discretion of the Board.

44-5 Experience Step

The term "experience step" includes one (1) increment credit for each year of validated

equivalent teaching experience in public or private schools worldwide and/or in educational programs for public school students in non-school settings as authorized by appropriate accreditation agencies, provided that the teacher would have qualified for a license to teach in the public schools of Colorado during the time of employment.

- 44-5-1 In making the original placement on the adopted salary schedule for a teacher who is to become a staff member, the teacher shall be placed at the appropriate educational level and experience step of the effective salary schedule according to date of employment.

- 44-5-2 Teachers new to the District will be given one (1) experience step (as defined in Section 44-5) for each year of teaching experience outside the District, to a maximum of seven (7) years; the District may grant up to an additional three (3) years of experience, as determined by Section 44-5, at its discretion. This language is effective starting the 2001-02 school year and is not retroactive to previous years.
 - 44-5-2-1 Prior to February 15, the District will meet with JCEA to inform the Association of hard-to-fill areas that will qualify for ten (10) years experience on the salary schedule for the following school year.

 - 44-5-2-2 Retired teachers who fill assignments will be placed at the educational level they were when they retired and on step 8 of the salary schedule if they return to a teaching position that is equivalent to a contracted position (a full semester or longer than ninety (90) days in one assignment). Retired teachers who return to fill Additional Performance Pay assignments will be placed no higher than step 8 on the Additional Performance Pay salary schedule. Long-term substitute positions are not subject to this provision.

- 44-5-3 September 1, 2009, one (1) experience step will be given to full-time teachers who were under contract and/or continuous, uninterrupted assignment in the District for ninety (90) days or a semester.

- 44-5-4 Teachers shall be placed on the twenty-second (22nd) step of the salary schedule after twenty-one (21) years of service in the teaching profession, as per Section 44-5, thirteen (13) of which must have been in the Jefferson County Public Schools. Teachers who were not granted all years of previous experience upon original hire will notify the Human Resources Department when they are eligible for placement on the twenty-second (22nd) step.

Chart explaining sections 44-5-4 through 44-5-7		
JEFFCO YEARS	MAXIMUM PRIOR EXPERIENCE GRANTED	STEP PLACEMENT
0	7	8
1	7	9
2-12	7	10-20
13	8	22
14	9	24
15	10	26
16	11	28

44-5-5 Teachers will be placed on the twenty-fourth (24th) step of the salary schedule after twenty-three (23) years of service in the teaching profession, as per Section 44-5, fourteen (14) of which must have been in the Jefferson County Public Schools. Teachers who were not granted all years of previous experience upon original hire will notify the Human Resources Department when they are eligible for placement on the twenty-second (22nd) step.

44-5-6 Teachers shall be placed on the twenty-sixth (26th) step of the salary schedule after twenty-five (25) years in the teaching profession, fifteen (15) of which must have been in the Jefferson County Public Schools. Teachers who were not granted all years of previous experience upon original hire will notify the Human Resources Department when they are eligible for placement on the twenty-sixth (26th) step.

44-5-7 Teachers will be placed on the twenty-eighth (28th) step of the salary schedule after twenty-seven (27) years in the teaching profession, sixteen (16) of which must have been in Jefferson County Public Schools. Teachers who were not granted all years of previous experience upon original hire will notify the Human Resources Department when they are eligible for placement on the twenty-eighth (28th) step.

44-5-8 Teachers who are re-employed within thirty-nine (39) months, who at the time of termination were non-probationary, will be placed at the next higher step on the current salary schedule from where they were serving at the time of resignation, and all previously accrued benefits and privileges will be restored. However, teachers who are re-employed on a non-continuing contract will not have non-probationary status restored until they receive a continuing contract.

- 44-5-9 Teachers who are re-employed after an absence not exceeding five (5) years, who at the time of termination were non-probationary, will be placed at the next higher step on the current salary schedule from where they were serving at the time of resignation.
- 44-6 Educational Levels [The granting of educational levels pursuant to this article will be suspended as of September 30, 2012]
- 44-6-1 Level 1 is a bachelor's degree with a regular license valid for teaching assignments or in a state recognized program for teacher in residence or an alternative licensure program.
- 44-6-2 Level 2 is a bachelor's degree with a regular license valid for teaching assignments and twenty (20) semester hours of credit earned after the date the bachelor's degree was awarded. These hours may be any combination of graduate or undergraduate hours.
- 44-6-3 Level 3 is a bachelor's degree with a regular license valid for teaching assignments and forty (40) semester hours of credit earned after the date the bachelor's degree was awarded, or master's degree. (At least one-half (1/2) of the forty (40) hours must be graduate credit.)
- 44-6-4 Level 4 is a regular license valid for teaching assignments and sixty (60) semester hours of credit earned after the date the bachelor's degree was awarded, including a master's degree. (At least one-half (1/2) of the sixty (60) hours must be graduate credit.)
- 44-6-5 Level 5 is a regular license valid for teaching assignments and seventy-five (75) semester hours of credit earned after the bachelor's degree was awarded, including a master's degree. (At least one-half (1/2) of the seven-five (75) semester hours must be graduate credit.)
- 44-6-6 Salary level advancement due to educational preparation will become effective on the first (1st) day of each month.
- 44-6-7 Applications and documents verifying eligibility for advancement shall be received in the Human Resources Department at least one (1) month before the desired salary adjustment is to become effective.
- 44-6-8 It is the teacher's responsibility to notify the Human Resources Department when requirements for an advanced level of the salary schedule have been met. He/She shall submit one (1) copy of the form entitled "Certificate of Completion for Inservice," to the Human Resources Department. In those situations where unusual and extenuating circumstances exist regarding the issuance of an official transcript, teachers may submit an official letter from the registrar.
- 44-6-9 Three and one-half (3.5) percent of the salary of step 1, level 1 will be added to the teacher's regular salary for an earned doctorate or

current National Board Certified Professional Teacher Standards. One and three-quarters (1.75) percent of the salary of step 1, level 1 will be added to the teacher's regular salary for a "Specialist in Education" degree.

44-6-10 Note that undergraduate college credit and R-I professional growth credit shall not be granted for more than one-half (1/2) of the total credit in any level of the salary schedule after level 2.

44-6-11 Professional growth courses are assigned credit value by Instructional Services, and Instructional Services will issue individual transcripts verifying satisfactory completion of the courses.

44-6-12 In cases of original placement only, undergraduate credit earned after the date the bachelor's degree was awarded shall be evaluated by the Human Resources Department to determine whether or not it may be used in moving from one (1) salary level to another. However, this credit may not be counted for more than one-half (1/2) of the required amount.

44-7 Counselors

The salary for counselors will be the same as that of the classroom teacher for the same work year as teachers. When the counselor works additional days, he/she is paid at his/her regular daily rate for the additional days.

44-8 SERS Personnel

School nurses, social workers, psychologists and speech/language pathologists will be given credit on the salary schedule for relevant experience up to seven (7) years after evaluation by the Human Resources Department.

44-9 Vocational Education Teachers

Vocational education teachers will be given credit the same as any other teacher in determining placement on the salary schedule. Relevant experience up to seven (7) years will be evaluated for placement on the salary schedule.

44-10 Additional Compensation

During the term of this Agreement, the salary for school psychologists, social workers, nurses, entitled educational consultants and speech/language pathologists shall be given one and twenty-five-hundredths (1.025ths) of their placement on the teachers' salary schedule to compensate for additional responsibility.

44-11 Extra Workdays and Additional Compensation

Special Education Work Study teachers and coordinators of Marketing, Business, Alternative Cooperative Education, Technical Education, and Family and Consumer

Sciences will be compensated at the rate of one one-hundred-eighty-third($1/183$ rd) of their annual salary per day for extra workdays and, in addition, will be paid \$300 for the first year and each succeeding year of employment in the above-mentioned assignments.

44-12 Summer School

Effective September 1, 2005, the salary for summer school teachers shall be at the rate of \$20 per hour.

44-12-1 The rate of pay for all District-sponsored curriculum development done outside the regularly-scheduled workweek shall be consistent with the current summer school hourly rate or its approximate equivalent in the event that the curriculum development responsibility is contracted. Contracted curriculum development responsibility shall be defined in this Article as an agreement between a teacher or teachers and the District to complete a curriculum development responsibility for a specified amount of money.

44-13 Outdoor Education

44-13-1 Every regularly-assigned teacher who accompanies his/her student to the Outdoor Lab School and remains overnight shall receive \$100 per night. This shall be in addition to the teacher's regular pay and shall apply only to those teachers not regularly assigned to the Outdoor Lab School. One-half ($1/2$) day of release time without loss of pay will be provided for teachers responsible for coordinating said program.

44-14 Mileage Reimbursement

44-14-1 Teachers who are required to use their own automobiles, and who are assigned to more than one (1) school per day, will be reimbursed for all required travel beyond the normal home-school to-from distances at the rate established by the Internal Revenue Service (IRS). The rate will be effective the same day the IRS rate change becomes effective.

44-15 Secondary Teacher Additional Pay

Secondary teachers who are asked and agree to teach an additional academic class of standard length beyond the normal teaching load, shall be paid additional salary equal to one-sixth ($1/6$ th) of their per diem pay.

44-16 Payday

Teachers will be paid on the last workday of the month, except for December, in which case, the payday will be the last administrative work day of the month. In case of a fiscal emergency, the District and the Association shall mutually agree upon any pay date change. Teachers will be able to view earnings and leave balances on-line on payday.

45 Instructional Coaches

- 45-1 The District and JCEA will form an Instructional Coaches Committee that consists of three (3) teachers and three (3) instructional coaches appointed by JCEA as well as three (3) principals and three (3) central administrators appointed by the District.
- 45-2 The Instructional Coaches Committee will make recommendations regarding the Instructional Coaches Program and will meet at least quarterly or as needed.

46 Job Protection

- 46-1 A teacher will have his/her position (or a comparable position) at a particular school or, for SERS positions, within an Area, held for no more than two (2) consecutive years for any of the following reasons: approved leave of absence, approved job share, accepting a position as a TOSA or instructional coach, or hired as a teacher librarian working towards highly qualified status.
- 46-2 Following two (2) years of school position protection, or Area-based in the case of SERS, a teacher will maintain job protection within the District, if still on an approved leave or an approved job share. Position protection for a TOSA, instructional coach, or teacher librarian position ends after two (2) years. A teacher may voluntarily waive position protection if they so choose.
- 46-3 A teacher must return to a full-time position for at least two (2) years to reinitiate the school- or Area-specific job protection provision.
- 46-4 Status While on Leave or Job-Share Teachers who currently have a position protected and are entitled to be returned to their former or comparable positions will be considered as members of the staff of the schools/SERS Areas from which they were assigned for such matters as determining involuntary transfers.

APPENDIX 1

**1-1-A Jefferson County Public Schools Teacher Salary Schedule (183 days)
Effective September 1, 2011.**

Salary Plan PRF	Level 1 B.A.	Level 2 *B.A. +20	Level 3 **B.A. +40	Level 4 **B.A. +60	Level 5 **B.A. +75
		(See Below)	**Or Masters (See Below)	**Incl. Masters (See below)	**Incl. Masters (See Below)
Grade	(O)	(O)	(O)	(O)	(O)
Steps					
1	\$ 32,608	\$ 34,608	\$ 35,684	\$ 38,606	\$ 41,528
2	\$ 33,838	\$ 36,146	\$ 37,837	\$ 40,759	\$ 43,682
3	\$ 35,072	\$ 37,685	\$ 39,990	\$ 42,917	\$ 45,835
4	\$ 36,300	\$ 39,224	\$ 42,147	\$ 45,066	\$ 47,993
5	\$ 37,532	\$ 40,762	\$ 44,261	\$ 47,223	\$ 50,146
6	\$ 38,763	\$ 42,298	\$ 46,451	\$ 49,373	\$ 52,299
7	\$ 39,990	\$ 43,835	\$ 48,604	\$ 51,527	\$ 54,451
8		\$ 45,374	\$ 50,760	\$ 53,683	\$ 56,605
9		\$ 46,915	\$ 52,912	\$ 55,835	\$ 58,759
10		\$ 48,453	\$ 55,067	\$ 57,987	\$ 60,912
11			\$ 57,219	\$ 60,143	\$ 63,066
12				\$ 62,296	\$ 65,219
13					\$ 67,369
14					\$ 67,987
15					\$ 68,601
16			\$ 61,527	\$ 64,447	\$ 9,523
17			\$ 62,138	\$ 65,065	\$ 70,140
18			\$ 62,758	\$ 65,681	\$ 70,756
19	\$ 41,839	\$ 49,988	\$ 63,678	\$ 66,603	\$ 71,678
20		\$ 50,760	\$ 64,447	\$ 67,369	\$ 72,443
21		\$ 51,527	\$ 65,219	\$ 68,139	\$ 73,217
22	\$ 44,148	\$ 52,299	\$ 65,985	\$ 68,907	\$ 73,985
23		\$ 53,068	\$ 66,756	\$ 69,679	\$ 74,755
24		\$ 53,837	\$ 67,528	\$ 70,444	\$ 75,524
25	\$ 46,451	\$ 54,604	\$ 68,295	\$ 71,216	\$ 76,292
26					
27					
28		\$ 56,968	\$ 70,602	\$ 73,524	\$ 78,600

Salary Schedule includes reductions of 4 days in 2011-12, and a 1% reduction based on two student-contact furlough days.

ARTICLE 44 - Teachers new to the district will be given one (1) experience step (as defined in Section 44-5) for each year of teaching experience outside the District to a maximum of seven (7) years; the District may grant up to an additional three (3) years of experience, as determined by 44-5, at its discretion. This language is effective starting the 2011-12 school year and is not retroactive to previous years.

Add 3.5% of Step 1, Level 1 of Base Teacher Salary for Doctorate Degree and National Board for Professional Teaching Standards Certification.

Add 1.75% of Step 1 Level 1 of Base Teacher Salary for Specialist in Education Degree.

* Level 2 - BA +20 Post Bachelor Semester Hours may all be undergraduate. (Starting with the 2001-02 school year and is not retroactive to previous years.)

**Level 3, 4, and 5 - At least 1/2 (one-half) of total semester hours must be graduate level course work.
Hours @ Semester Hours; 1 quarter hour =2/3 semester hour.

**1-1-B Jefferson County Public Schools Additional Performance Pay
Effective September 1, 2010.**

Level	Schedule 1	Schedule 2	Schedule 3	Schedule 4	Schedule 5	Positions
1	\$3,698.00	\$3,362.00	\$2,857.00	\$2,017.00	\$1,177.00	Schedule 1: Hd. Football; Hd. Basketball; Hd. Volleyball; Yearbook Sponsor (w/o Class); Cheerleading Sponsor (1); Poms Sponsor (1); Forensics I Sponsor (w/10+debates); Drama I Sponsor (w/2+major productions); Hd. Instrumental Band Director; Hd. Choral Director; Newspaper (w/o Class)
2	\$3,788.00	\$3,452.00	\$2,947.00	\$2,107.00	\$1,267.00	
3	\$3,878.00	\$3,542.00	\$3,037.00	\$2,197.00	\$1,357.00	
4	\$3,968.00	\$3,632.00	\$3,127.00	\$2,287.00	\$1,447.00	Schedule 2: Hd. Gymnastics; Hd. Track; Hd. Wrestling; Hd. Baseball; Hd. Soccer; Hd. Softball; Hd. Swimming; Hd. Lacrosse; Forensics II Sponsor (w/7-9 debates); Hd. Girl's Field Hockey (Golden Only); Hd. Skiing (Evergreen Only); Hd. Ice Hockey; Diving (17+).
5	\$4,058.00	\$3,722.00	\$3,217.00	\$2,377.00	\$1,537.00	
6	\$4,148.00	\$3,812.00	\$3,307.00	\$2,467.00	\$1,627.00	Schedule 3: Asst. Baseball; Asst. Basketball; Asst. Football; Asst. Soccer; Asst. Volleyball; Asst. Gymnastics; Asst. Track; Asst. Wrestling; Asst. Softball; Asst. Lacrosse; Asst. Co-Ed Track (75+); Hd. Tennis; Hd. Cross-Country; Hd. Golf; Hd. Musical Director; Asst. Instrumental Music Director; Drama II Sponsor (w/1 major production); Choral Asst; Yearbook Sponsor (w/Class); Newspaper Sponsor (w/Class); Asst. Girl's Field Hockey (Golden Only); Diving (13-16); Asst. Swimming (30+); Asst. Cheerleading Sponsor (16+).
7	\$4,238.00	\$3,902.00	\$3,397.00	\$2,557.00	\$1,717.00	
8	\$4,328.00	\$3,992.00	\$3,487.00	\$2,647.00	\$1,807.00	
9	\$4,418.00	\$4,082.00	\$3,577.00	\$2,737.00	\$1,897.00	
10	\$4,508.00	\$4,172.00	\$3,667.00	\$2,827.00	\$1,987.00	Schedule 4: Asst. Forensics Sponsor (only w/Forensic I Sponsor); Asst. Drama Tech (only w/Drama I Sponsor); Instrumental Music Instructors I & II; Diving (8-12); Asst. Tennis (25+); Asst. Co-Ed Cross-Country (50+).
11	\$4,598.00	\$4,262.00	\$3,757.00	\$2,917.00	\$2,077.00	
12	\$4,688.00	\$4,352.00	\$3,814.700	\$2,007.00	\$2,167.00	Schedule 5: Musical Instructor; Choral Music Instructor; Student Senate Sponsor; Diving (3-7).

Steps 1 through Step 12 are \$90 increments.

Every two (2) years after Step 12, \$200 will be added to the salary up to 26 years of experience.

14,15 = +\$200	18,19 = +\$600	22,23 = +\$1000	26 or over = +\$1400
16,17 = +\$400	20,21 = +\$800	24,25 = +\$1200	

Continuing retired teachers on the Additional Performance Pay schedule receive a maximum of Step 8 effective 2007-2008 school year.

Step placement for new hire coaches will not exceed Step 6 (5 years prior experience) on the salary schedule – this must be verified in Human Resources.

APPENDIX 2

Warren Occupational Technical Center

1 Warren Occupational Technical Center Salary Schedule: The District agrees to fill in level 0 (pre-BA), steps 12 through 15, 17, 18, 20, 21, 23, 24, 26 and 27 on the WOTC Salary Schedule.

1-1 The Warren Occupational Technical Center Salary Schedule for degreed teachers shall be the same format as the classroom teachers' salary schedule, with levels and steps multiplied by a factor of one one-hundred-sixty-seventh (1.167) to accommodate an extended teaching day (except as outlined in Appendix Section 1-2-3 below).

1-2 The Warren Occupational Technical Center Salary Schedule for Pre-BA teachers should be .95 of steps M through six (6) of level one (1) of the teachers' salary schedule, with four (4) additional consecutive experience steps (7 to 10), and career steps at 15, 18, 21, 24 and 27 years of experience. Each additional step, as outlined above, shall have an index of five percent (5%) greater than the preceding experience step.

1-3 Teachers employed at the Warren Occupational Technical Center without a degree and who subsequently receive a degree may have the option to remain on the Pre-BA salary schedule until such time as it is financially advantageous for them to move to the degree salary schedule. The teacher must notify the Executive Director of Human Resources or his/her designee no later than the 15th of the month in which it is to become effective.

1-4 Effective January 1, 1977, Warren Occupational Technical Center teachers who do not have a degree shall have \$120 added to their annual salary for each twenty (20) semester hours, up to eighty (80) semester hours. Hours must be related to their teaching assignment or normal requirements for a BA degree.

2 Licensed Additional Performance Pay

2-1 Pay Schedule

Additional Performance Pay Schedule changes will occur on September 1 of each year. Step 1 of the Additional Performance Pay Schedule will be determined by a percent of the minimum step of Level One of the licensed salary schedule effective the preceding January. The percentages will be as follows:

Schedule I	-	11.0%
Schedule II	-	10.0%
Schedule III	-	8.5%
Schedule IV	-	6.0%
Schedule V	-	3.5%

Steps 1 through 12 increments on the Additional Performance Pay Schedule will be \$90. Every two (2) years after step 12, \$200 will be added to the salary up to 26 years of experience.

2-2 Placement Guidelines

- 2-2-1 Additional performance pay steps for all positions, except those which are shared by more than one (1) teacher, shall be determined as follows:
 - 2-2-1-1 Teachers within the District shall be granted an experience step on the Licensed Additional Performance Pay Schedule for years of service in the assignment.
 - 2-2-1-2 Effective September 1, 1979, employees who accept additional performance duties similar to those performed outside the District shall be granted one (1) experience step on the Licensed Additional Performance Pay Schedule for each year of service outside the District, not to exceed five (5) years.
- 2-2-2 Persons who change assignments on the Licensed Additional Performance Pay Schedule shall not lose an index step.
- 2-2-3 Persons who leave an assignment on the Licensed Additional Performance Pay Schedule for up to five (5) years, but who remain in the District, will not lose an index step.
- 2-2-4 Payment for additional performance activities will be made in eleven (11) monthly installments.
- 2-2-5 When there is mutual agreement by two (2) or more teachers and the principal or immediate supervisor to share an additional performance position, with the exception of intramurals, the pay shall be based on the highest experience step on the appropriate salary schedule and shall be paid to the teachers who share the responsibility in proportion to their shared responsibility.
- 2-2-6 Intramural instructors will be paid at the rate of \$9.00 per hour.

APPENDIX 3

Benefit Programs

1 Full-time and Part-time Employees (scheduled 0.6 FTE or more) the District will provide:

1-1 Benefit Allocation: to offset the cost of the insurance programs, the District will provide employees with a monthly benefit allocation for the applicable months of insurance coverage as follows:

Benefit Allocation	
Benefit Allocation, when enrolling in medical.	\$515.00
Benefit Allocation, when waiving medical coverage, with enrollment and proof of other group medical plan coverage.	\$80.00

1-2 Available programs: the District shall make available the following programs. Employees must enroll in the programs during the timeframes established by the District, unless enrollment is automatic, as noted below.

Insurance Program	Funding/Additional Information
Medical	Paid by employee. For the 2009-10 policy year, the District will make a premium contribution of \$6.84 toward the cost of the UHC POS plan. Employees may only waive coverage with proof of other group medical coverage; to be provided annually, and must still make an election in accordance with District processes.
Dental	Paid by employee. Employee must timely enroll in accordance with District processes.
Vision	
Basic Life Insurance	Paid by District. Participation is mandatory. Employee will automatically be enrolled once coverage becomes effective.
Basic AD&D Insurance	
Long-Term Disability Insurance	
Short-Term Disability Insurance	Provided by the District. Employee will automatically be enrolled once coverage becomes effective.
Flexible Spending Accounts	Employee must timely enroll in accordance with District processes.

2 Half-time Employees (scheduled 0.5 FTE) the District will provide:

2-1 Benefit Allocation: to offset the cost of the insurance programs, the District will provide employees with a monthly benefit allocation, for the applicable months of coverage as follows:

Benefit Allocation	
Benefit Allocation, when enrolling in medical.	\$257.50
Benefit Allocation, when waiving medical coverage, with enrollment and proof of other group medical plan coverage.	\$40.00

2-2 Available Programs: the District shall make available the following programs. Employees must enroll in the programs during the timeframes established by the District.

Insurance Program	Funding/Additional Information
Medical	Paid by employee. Employees may only waive coverage with proof of other group medical coverage; to be provided annually, and must still make an election in accordance with District processes.
Dental	Paid by District. Employee must timely enroll in accordance with District processes.
Vision	
Basic Life Insurance	Paid by employee. Participation is mandatory. Employee will automatically be enrolled once coverage becomes effective.
Basic AD&D Insurance	
Long-Term Disability Insurance	
Short-Term Disability Insurance	Provided by the District. Employee will automatically be enrolled once coverage becomes effective.
Flexible Spending Accounts	Employee must timely enroll in accordance with District processes.

3 Regular Employees Less Than Half-time (scheduled less than 0.5 FTE) the District will provide:

Insurance Program	Funding/Additional Information
Short-Term Disability Insurance	Provided by the District. Employee will automatically be enrolled once coverage becomes effective.

4 Eligibility Requirements
See Article 35-12.

5 Sick and Personal Leave Payout Eligibility

5-1 At the time of termination, employees who have completed twenty (20) years of qualifying service will be eligible for a Sick and Personal Leave payout. Qualifying service will be measured to the last day of active employment unless the employee has an annual contract that has been fulfilled. In such case the last day of the contract year shall be used to determine service.

5-2 Qualifying service shall include the following in determining if the employee has reached the threshold of twenty (20) completed years of service.

5-2-1 All full and part-time service spent as an employee of the District in a position recognized under an association agreement or in a regular administrative/professional-technical position, except as provided in Sections 2-5-2-2 and 2-5-2-3 below.

5-2-2 No service credit will be included for time that an employee does not spend in the employment of the District or in a position which is not covered by this Agreement (i.e. time spent as a substitute).

5-2-3 Service credit will not be granted for prior periods of employment unless the employee has returned to employment within the time period stated in the association agreements.

5-2-4 An employee who has previously received a sick and personal leave payout will begin re-employment, if applicable, with no balance on their sick and personal leave.

6 Sick and Personal Leave Payouts are calculated as follows:

6-1 The employee's total hours in their Sick Hours Bank and Personal Hours Bank at the time of termination shall be totaled and the number of days determined.

6-2 Any remaining Grandfathered sick hours (sick leave hours over 660) will be removed from the total and calculated in accordance with Formula 2 below.

6-3 Up to 660 hours of the remaining time is eligible for the payout calculation for Formula 1 below (the "maximum cap"). Hours in excess of 660 are not included in the calculation for Formula 1.

6-4 Calculation

Formula 1: Sick and Personal Leave Payout - Hours (up to the maximum cap of 660 hours) / scheduled standard daily hours = days times the employee's annual base salary on the date of termination times the sick and personal leave payout rate of .0015 (a minimum of \$25.00 per day will be used) plus,

Formula 2: Grandfathered Sick Leave Payout – Employees who have a balance

remaining in the Grandfathered sick leave hours bank shall be eligible to receive a payout for those hours as follows. Hours / scheduled standard daily hours = days times Grandfathered Sick Hours annual salary (the 2007 annual base salary at time of implementation which shall be aged each September 1 by the lesser of the annual C.O.L.A. or the State Finance Act C.P.I.) times the Sick and Personal leave payout rate of .0015.

6-5 Form of Payout

- 6-5-1 Employees who are less than age 55 as of December 31 of the year of retirement shall receive payment less taxes via payroll direct deposit.
- 6-5-2 Employees who are age 55 or order as of December 31 of the year of retirement shall receive payment as an Employer Elective Contribution to the District 403(b) Plan or the P.E.R.A. 401(k) Plan as determined by the employee. If the employee has not provided the employer with timely direction as to which account they wish to have their contribution made, the employer shall default their contribution to the District 403(b) Plan or the default investment option in effect at the time of payment.
- 6-5-3 Should the employee's contributions to the Plans exceed the calendar year limits established by the I.R.S., any balance shall be paid in cash through Payroll and subject to applicable payroll taxes.

APPENDIX 4

MEMORANDUM OF UNDERSTANDING

Goals for Elementary Visual Arts, Music and Physical Education Teachers

- 1 The Jefferson County Public Schools and Association are committed to retain and support the visual arts, music and physical education teacher concept at the elementary level. Teachers in the instructional areas of visual art, music, and physical education are provided because they:
 - 1-1 have proven educational expertise in their fields;
 - 1-2 provide quality experiences in the subject areas meeting student, District, and community expectations;
 - 1-3 take best advantage of the instructional time available in these subject areas to provide quality experiential learning;
 - 1-4 encourage students' creative and aesthetic growth;
 - 1-5 provide students with safe and proper activities for physical and skill development;
 - 1-6 and provide expertise in the safe handling and utilization of various types of equipment, instruments, tools, mediums, and materials available in the programs.
- 2 The regular classroom teacher, normally, does not have the educational background or interest in these areas sufficient to carry out the sophisticated programs in place in Jefferson County Public Schools.
- 3 The purpose of these goals is to establish standards for the assignment of elementary visual arts, music and physical education teachers. These goals strive for equity throughout the District regarding teaching loads, frequency of class contact, and length of contact sessions to meet the standards of Board policy relative to the instructional day.
- 4 These goals are to be utilized by area administrators and principals as goals for elementary visual arts, music and physical education program implementation effective August, 1995. In the event that an unexpected increase in pupil enrollment or a lack of facilities dictates that these goals cannot be honored, area administrators and principals will take note and initiate adjustments as soon as educationally feasible.
 - 4-1 Insofar as possible, the goals will be to assign eighteen (18) sections per teacher. *Note: Class size relief may be applied for if the number of sections exceeds nineteen (19).
 - 4-2 To the extent possible, class size of the visual arts, music and physical education teacher should be consistent with the teaching load of a classroom teacher within the building.
 - 4-3 Special education students who are mainstreamed into visual art, music, and physical education should be integrated in a manner consistent with the regular classroom.

When it is most appropriate educationally to maintain a group of special education students as a separate class in visual arts, music, and physical education, this group shall be counted as a section for the visual arts, music and physical education teachers.

- 4-4 There should be time allowed for travel between schools as determined by the principal and area administrator.
- 4-5 Expectations for special programs are identified in Key Features documents and other program materials.
- 5 When visual arts, music and physical education teachers are assigned to two (2) schools, adjustments are needed regarding expectations for performances, exhibits, and other identified program, as well as time to travel, set up, put away and plan, in order to meet instructional needs at each site. The yearly school calendars should be coordinated in a meeting of the principals and the visual arts, music and physical education teachers involved.

MEMORANDUM OF UNDERSTANDING

Co-Operative Decision Making (CDM)

In order to assure successful implementation of the Co-operative Decision Making (CDM) process, the District and the JCEA agree to incorporate the CDM Task Force report into this Memorandum of Understanding. Further, the parties agree to the following:

- Building CDM committees will develop norms which provide a safe environment for all stakeholders and encourage their full participation in the CDM process.
- The building CDM Committee will operate separately from the building Liaison Committee, as provided for in Article 20.
- Funding for training will be made available in an amount to be determined on an annual basis in conjunction with the budget development process. Full report follows.

Co-Operative Decision Making

1 Introduction

- 1-1 The concept of shared decision-making was first explored in January, 1990, as an avenue to involve stakeholders and make better decisions in the District. A task force of representatives of the employee associations, PTA and the District sponsored three District-wide conversations for school employees and community members to create an action plan for shared decision-making in Jeffco. In August, 1991, the Board of Education adopted the Co-Operative Decision-Making Statement of Beliefs which states in part, "There is an expectation that schools and departments in the District will use a co-operative decision-making process whenever appropriate."

- 1-2 A broad-based task force worked for two years to identify common ingredients of successful models; determine unresolved issues; learn about needs and resources; and make recommendations based on seventy-eight (78) site interviews throughout the District.
- 1-3 In May, 1993, a Memorandum of Understanding between the Board of Education and JCEA created a charge to the Co-Operative Decision-Making Task Force. The charge was: define co-operative decision-making; clarify the scope and authority of decision making at work sites; determine training needed; and develop a transition process and models, and a proposed time line for implementation.
- 1-4 This document represents the work of the Task Force in fulfilling that charge. It is expected that all schools and work sites will have a functioning structure for co-operative decision-making by September, 1996.
- 1-5 Students and their proficiencies are the primary focus of all co-operative decisions made at each work site and serve as the foundation for a student-centered vision.
- 1-6 Co-operative decision-making works best in a context which ensures broad-based representation of primary clients including: students, parents, employees and the community. Other participants can be included in the process, as the need requires.
- 1-7 Each school's Accountability Plan and each work site's goals and objectives will reflect a student-centered vision. These will provide the necessary framework for effective implementation of a District-wide, student-centered quality program. It is expected that all decisions made are in compliance with Federal and State regulations, employee agreements, and District policies and procedures.
- 1-8 The co-operative decision-making process is flexible enough to ensure effective responses to varying situations and needs. Collaboration which seeks consensus enhances the potential for successful implementation of decisions. The co-operative decision-making process will look different at the various work sites. A collaborative process will be used to determine: 1) which decisions will be collaborative, consultative or command at a given work site; 2) which decision-making methods will be used; 3) in which areas of scope and authority co-operative decision-making will occur; and 4) what are the roles and responsibilities for implementation.

2 Definition

- 2-1 Co-Operative Decision-Making is a collaborative process that includes all of these elements:
 - 2-1-1 A commonly held, student-centered vision.
 - 2-1-2 A climate of trust.
 - 2-1-3 A respect for diverse ideas and interests.

2-1-4 An open dialogue and debate.

2-1-5 A shared leadership, accountability, authority and responsibility.

2-1-6 An actively involved, broad-based representation of employees, parents, students and the community.

2-2 The goal of Co-Operative Decision-Making is to continuously improve education for the students in Jefferson County Public Schools.

3 Types of Decisions

3-1 CDM recognizes that there are different types of decisions:

3-1-1 Collaborative: Decisions made by stakeholders and/or representatives of stakeholder groups. Collaboration based on consensus ensures that all stakeholders will have a voice and will support the decisions.

3-1-2 Consultative: Decisions made by the designated individuals after consultation with stakeholders and/or representatives of stakeholder groups.

3-1-3 Command: Decisions made by the designated individuals without consultation with stakeholders and/or representatives of stakeholder groups.

4 Scope and Authority

4-1 Scope and authority determine what types of decisions are made and how they are made. The impact of a school/department decisions on other parts of the organization must be considered. Therefore, co-operative decision-making teams need to select decisions within the context of approved employee contracts, adopted Board policies and existing federal, state and local laws. Decisions to be made may include, but are not limited to, the following examples.

4-2 Instruction: Suggestions for potential decisions include: Instructional models and strategies; student assessment and placement; learning resources, staff development and employee training; student awards and recognition; enrichment activities and exceptional students needs.

4-3 Allocation of Resources: Suggestions for potential decisions include: Interviewing, selecting and recognizing employees and volunteers; recruiting volunteers; budget development, expenditures and evaluation; grant writing and the use of community and volunteer resources.

4-4 Governance and Management: Suggestions for potential decisions include: Room assignments, facility management, support services, transportation, field trips, discipline plan, extra-curricular activities, student progress reporting procedures, scheduling, community relations and communications.

4-5 Requests from the site for variances and memoranda of understanding will be reviewed at both the work site and within the articulation areas, as well as by representatives of appropriate State agencies, Board of Education, District administration, employee organizations and community groups. A procedure has been established for seeking variances from the JCEA R-1 Master Agreement.

5 Standards for the Co-Operative Decision-Making Process

The following standards and questions are designed to assist in the establishment and ongoing assessment of your co-operative decision-making process: Schools/work sites are in various stages of development in their practice of CDM and may use these accordingly.

5-1 The participants are broadly representative of the school community.

5-1-1 What procedures are you following that assure your membership is representative of your school/work site community?

5-1-2 How will you assure that the membership selection process is fair and open?

5-1-3 What is the process by which you replace members?

5-1-4 How will you assure that each member has an equal voice?

5-1-5 How will you assure ethnic diversity?

5-2 The process operates with written rules that are widely understood.

5-2-1 How does your governing document establish roles and responsibilities?

5-2-2 What is the structure for your process?

5-2-3 What is your plan for distributing your governing documents to your school/work site community?

5-3 The roles of the various decision-making groups are understood within the CDM process.

5-3-1 What decision-making groups exist at your school or work site?

5-3-2 What is the relationship among decision-making groups at your school/work site?

5-4 The CDM process has a shared vision that focuses on improvement of student learning.

5-4-1 What is the shared vision around which your co-operative decision-making process is organized?

5-4-2 In what way does your vision include improving the learning environment and education/services to all students?

5-5 The CDM process determines what decisions are made and how they are made.

5-5-1 What decisions will be made at the school/work site?

5-5-2 What is your plan for collaboratively determining how decisions are made and the manner in which they will be communicated to members of your school/work site community?

5-6 Meetings are open and at convenient times.

5-6-1 What process will you use to assure that meetings are open and convenient to all?

5-7 The CDM process is communicated internally and externally.

5-7-1 How does your communication plan serve your internal and external communities?

5-7-2 What plan do you have for producing, maintaining and distributing a written record of your process to your school/work site community?

5-8 The process is evaluated to determine its effectiveness.

5-8-1 How will you evaluate the effectiveness of your process?

5-8-2 Training is provided for all participants.

5-8-3 What is your strategy for providing ongoing technical knowledge/training for each participant?

5-9 Assistance is utilized when needed.

5-9-1 What additional assistance does your school/work site require in order to help you establish or improve your co-operative decision-making process, e.g., consultation, concrete examples, technical assistance and training?

6 CDM Implementation

6-1 It is expected that all schools and work sites will have a functioning structure for co-operative decision-making by September, 1996. Some sites that already have co-operative decision-making structures in operation, and after self-evaluation, may move into step two of implementation. For those sites in the early stages of development, it is recommended that a facilitator be used to provide assistance in the development and ongoing evaluation of a successful co-operative decision-making process. Sites that do not have a co-operative decision-making process in place may use an existing group or groups to meet the co-operative decision-making standards. Ongoing training of all stakeholders is a critical and necessary component of successful co-operative decision-making.

6-2 The following steps detail a process for successful transition to co-operative decision-making at all schools and work sites:

6-2-1 Step One: Development of Site Co-Operative Decision-Making

6-2-1-1 Conduct a self-assessment of critical attributes to determine readiness or effectiveness of operation using the questions in Section V., Standards for the Co-Operative Decision-Making Process.

6-2-1-2 Prepare a school or site implementation program with defined time lines.

6-2-1-3 Define a co-operative decision-making governance structure. To implement a Co-Operative Decision-Making process, sites may use existing committees, restructure existing committees, create a new entity, or any combination to meet the defined co-operative decision-making standards for their site.

6-2-1-4 Adopt and implement a scope and authority model (who will decide what).

6-2-1-5 Develop method for selecting CDM participants.

6-2-1-6 Plan and provide training for key stakeholders.

Examples and detailed descriptions of how sites have used co-operative decision-making, appointed selected participants, and structured their process are described in the “Co-Operative Decision-Making Resource Book.” The Resource Book also includes samples of operating rules, process descriptions and membership structures of existing co-operative decision-making systems. Copies of the resource book will be available in conjunction with the self-assessment video that the Task Force will provide. (See page 7.)

6-2-2 Step Two: Implementation of Site CDM Plan

6-2-2-1 Formalize goals and objectives.

6-2-2-2 Continue training for stakeholders participating in the program.

6-2-2-3 Revisit scope and authority model.

6-2-2-4 Provide ongoing evaluation of program.

7 Support and Assistance

7-1 As the District moves toward the full implementation of a co-operative decision-making process, schools/work sites will require support to understand how this process can best meet the needs of the school/work site. To provide this support, a team of trained

facilitators will be made available to assist these schools/work sites. District employees, parents and volunteers who have demonstrated an ability to provide positive leadership for the co-operative decision-making process will be recruited as facilitators.

7-2 In addition to support and assistance from trained facilitators, there will be a process review to assess the effectiveness of CDM on a District-wide basis. A Coordinating Committee will be structured to provide this process review.

7-3 Site Evaluation

7-3-1 A critical first step in implementing co-operative decision-making in the District will be the identification of a CDM process at each school/work site. This report recommends providing support to participants of training and technical assistance. The Co-Operative Decision-Making (CDM) Task Force will produce an interactive video that will assist all schools/work sites in a self-assessment to determine where they are in the process and what needs to be done. After viewing the video and completing the self-assessment, schools/work sites will determine training needs and utilize their allocation from the CDM funds identified by the Board.

7-3-2 Schools and work sites will also receive a CDM Resource Book that will contain samples from other schools and districts, and a list of resources for assistance and support.

7-3-3 At the conclusion of each year, each school/site will be required to complete a form reporting on how assistance was used as well as the effectiveness of co-operative decision-making efforts. The form will ask for signatures of each participant serving at the school/site.

7-4 Support and Assistance by Local Facilitators

7-4-1 The District will create a Co-Operative Decision-Making Support Team by training volunteers who will be willing to assist sites on an “as-called” basis. Volunteers will include teachers, administrators, classified employees, parents, students and others who currently use co-operative decision-making at their site.

7-4-2 To create the pool of facilitators, the following organizations should be asked to solicit volunteers for this task. Following training, the names will be compiled for distribution to each school/site council:

7-4-2-1 Jefferson County Education Association

7-4-2-2 Jefferson County Administrators Association

7-4-2-3 Classified School Employees Association

7-4-2-4 Student Councils

7-4-2-5 Parent Teacher Association

7-4-2-6 District Accountability Committee

7-4-2-7 Volunteers/seniors active in the District

7-5 District CDM Coordinating Committee

7-5-1 A Coordinating Committee will be created with two assigned responsibilities:

7-5-1-1 Review of site appeals.

7-5-1-2 District co-operative decision-making assessment.

7-6 The Coordinating Committee will meet a minimum of twice a year, mid-year and at the end of the school year, to evaluate progress in co-operative decision-making efforts throughout the District. To conduct this review, the Committee will use the data from the feedback provided by sites at the end of the year.

7-7 The second function proposed for the Coordinating Committee is to provide an appeals process for schools/sites. The Coordinating Committee should be composed of Board of Education appointees and representatives of JCEA, JCAA, CSEA District Accountability, Parent/Teacher/Student Associations, volunteers and community organizations.

7-8 When presented with an appeal, the Coordinating Committee, using the standards set for all schools/sites, will determine if the appeal is a co-operative decision-making issue. It is not the purpose of the Coordinating Committee to review site decisions, but to assist in assuring a co-operative process has taken place.

7-9 The Coordinating Committee members may be expected to gather appropriate data prior to convening meetings. Coordinating Committee meetings will be convened to review appeals, to collect information from all parties and to respond with suggestions for process improvement.

7-10 Co-operative decision-making is a process designed to encourage involvement for mutual benefit. It is the expectation of the Board of Education that the process be developed within each school and department. The purpose of the District Co-Operative Decision-Making Coordinating Committee is to assure that such a process is in place and to assist in facilitating the process where possible. The issues and procedures used in co-operative decision-making will always be within the limitations of Board of Education policies and procedures, negotiated agreements, and State laws.

MEMORANDUM OF UNDERSTANDING

High School Teachers

The Jefferson County School District and Jefferson County Education Association agree to create a Memorandum of Understanding to implement an addition to the regular ratio in the Negotiated Agreement Section 18-3-3-1. It is agreed up to an additional thirty-six (36) teachers will be hired to meet the current State mandated Colorado Commission on Higher Education (CCHE) recommendations for increased math and science instruction.

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