

AGREEMENT

Between

THE BOARD OF EDUCATION

and the

EMPLOYEES REPRESENTED BY

THE BOULDER VALLEY EDUCATION ASSOCIATION

of the

BOULDER VALLEY SCHOOL DISTRICT RE2J

EFFECTIVE DATES:

July 1, 2010 - June 30, 2012

TABLE OF CONTENTS

	<u>Page</u>
<u>SECTION A: GENERAL PROVISIONS</u>	
1	Adherence to Agreement 7
2	School Board Responsibilities 7
3	Effect of Agreement 7
4	Savings Clause 8
5	Definitions 8
5.4	Seniority 8
6	Recognition 9
7	Election Procedures 9
<u>SECTION B: NEGOTIATIONS PROCEDURE</u>	
1	Scope 9
2	Representation and Logistics of Negotiations 9
3	Initiation 9
4	Procedures 9
5	Meetings 10
6	Procedure for Impasse 10
7	Adoption and Ratification of Agreement 12
8	Interim Negotiations 12
<u>SECTION C: DUTIES OF THE EMPLOYEE</u>	
1	Professional Duties 12
2	Board Policies 13
3	Contract Year 13
4	School Calendar 13
5	Teaching Hours and Teaching Load 14
6	Elementary Class Size 15
7	Secondary Student Load 16
8	Grade Reporting Deadlines 16
9	Paraeducators 16
10	Department Chairpersons and Team Leaders 17
11	Staff Meetings 17
12	Additional Requirements 17
13	Classroom Vacancies 17
14	Student Discipline 18
15	Use of Physical Force 18

		<u>Page</u>
16	Legal Counsel	18
17	Transportation of Students	19
18	Assignment of Specialists	19
19	Staffing	20
20	Assessment	20
21	Special Education	20
22	Opening, Closing, and Reorganizing Schools	20
23	Assessment (electronic)	20
24	Literacy	20
25	Technology	21
26	Special Education (504)	21
27	Property Protection/Employee Responsibility for Funds	21
28	Nonprofessional Duties	22
29	Staff Feedback of Building Administration	22

SECTION D: EMPLOYMENT

1	Non-Discrimination	23
2	Health Examination	23
3	Probation	23
4	Employment Status	23
5	Evaluation	23
6	Evaluation Sequence	24
7	Probationary Employees	24
8	Non-Probationary Employees: Level I	26
9	Non-Probationary Employees: Level II	27
9.6	General Provisions	30
10	Public Complaints	31
11	Just Cause	31
12	Employee Assignments	32
13	Personal and Professional Growth	32
14	Transfer	32
15	Notification of Vacancies	33
16	Filling Vacancies	33
17	Voluntary Transfers	33
18	Administrative Transfers	34
19	Involuntary Transfers	34
20	Reduction in Force	35
21	Qualifications	37
22	Resignation and Reemployment	37
23	Substitutes	37
24	Student Teachers	37

		<u>Page</u>
25	Administrative Positions	37
26	Learning Materials	38
27	Curriculum Development	38
28	Performance Contracting	38
29	Salary Notification and Changes	38
30	Employee Exchange	38
31	Limited Term/Temporary Contract	39

SECTION E: COMPENSATION

1	Compensation Rate	40
2	Pay Periods	41
3	Mileage	41
4	Classroom Vacancies	41
5	Credit Hours	41
6	Curriculum Development	41
7	Inservice Education Rate	41
8	Special Education Stipends	41
9	National Board Certification	41
10	Librarians	41
11	Counselors	41
12	Special Education Stipend	41
13	Employee Salary Schedule	42
14	Counselor Salary Schedule	43
15	Salary Index for Psychologists & Social Workers	44
16	Extra Pay for Extra Duty	45
17	Department Chairperson	48
17	Outdoor Education	48
18	Vocational-Technical Salary Schedule	49
19	Qualifications and Requirements of Vocational- Technical Salary Schedule	50
20	Health, Hospitalization and Life Insurance	51
21	Long Term Disability Insurance	51
22	Plan Contents	51
23	Liability Insurance	51
24	Insurance Committee	51
25	PERA & Workers Compensation	51
26	Annual Leave	52
26.11	Religious Holiday Leave	53
27	Sick Leave Bank	54
28	Injury Leave	55
29	Bereavement Leave	56

		<u>Page</u>
30	Time Off to Vote	56
31	Jury Duty	56
32	Court Appearances	56
33	Military Leave	56
34	Return Right - Replacement	57
35	Notification	57
36	Leave of Absence for Improvement of Health	57
37	Leave for Governmental Service	57
38	Family Medical Leave Act	58
39	Extended Absences for Personal Reasons	58
40	Leave for Professional Study	59
41	Career and Technical Education Proficiency Leave	60
42	Military Leave for Active Service	60
43	Leave Rights	61
44	Tuition Reimbursement	61
45	Program Development	62
46	Change of Pay Status	63
47	Voluntary Reduction	63
48	Job Shares	63

SECTION F: PRIVILEGES & FACILITIES

1	Association President/Vice President Salary	64
2	Use of Facilities	65
3	Board Meeting Information	65
4	Professional Leave for Association Business	65
5	Payroll Deduction	66
6	Visiting Schools	66
7	Building Meetings	66
8	District Information	67
9	Employee Files	67
10	Employees' Facilities	67
11	Salary Letter	68
12	Leave Accounting	68
13	Children of Employee	68

SECTION G: GRIEVANCE PROCEDURE

1	Definitions	68
2	Purpose	69
3	Procedure	69
4	Informal Conference	70
5	Level One	71
6	Level Two	71
7	Level Three	71

8	Level Four	<u>Page</u> 71
<u>SECTION H: ADVISORY COUNCIL</u>		
1	Teachers' Advisory Council	72
<u>SECTION I: PROFESSIONAL RELATIONSHIPS</u>		
1	Faculty Affairs Committee	74
2	Building and Remodeling Plan	74
3	School Visitation	74
4	Other Matters	74
5	Professional Development	74
6	Professional Relationships	74
<u>SECTION J: FUTURE CONFERENCE AND TERM</u>		
1	Term of Agreement	76
2	Termination of Agreement	76
BVSD 110/110 Plan		77
MEMORANDUMS OF AGREEMENT		80-85
Appendix A Licensed Evaluation Rubrics		

ARTICLES OF AGREEMENT BETWEEN THE
BOARD OF EDUCATION AND THE EMPLOYEES
Represented by the
BOULDER VALLEY EDUCATION ASSOCIATION
Of the
BOULDER VALLEY SCHOOL DISTRICT

PREAMBLE

The Boulder Valley Board of Education, the Boulder Valley Education Association, and the employees of the Boulder Valley School District recognize and declare that it is their mutual aim to provide a quality education to all pupils of the District. Accordingly, the parties recognize and agree that the employees, the Board, and the Administration have the responsibility to:

Respect each pupil's dignity and worth,
Respect each pupil's right to learn,
Uphold the standards of the profession,
Promote quality teaching.

SECTION A: GENERAL PROVISION

- A-1 **ADHERENCE TO AGREEMENT:** Both parties agree that during the term of this Agreement, adherence to the provisions contained herein will be an obligation and duty of each. There will be no strikes or other individual or concerted action designated to deprive the youth in the schools of services of Unit B employees. Any employee who engages in such actions during the term of this Agreement shall be subject to severe disciplinary action. Such disciplinary action shall be subject to the Grievance Procedure contained in this Agreement, except where applicable the state statute will apply. The Board of Education further agrees that it will not, during the term of the Agreement, officially adopt or implement any condition of employment contrary to the provisions of this Agreement.
- A-2 **SCHOOL BOARD RESPONSIBILITIES:** Except as expressly provided in this Agreement, the determination and administration of school policy, the determination of school curriculum, the operation and management of the schools, the direction of employees are vested exclusively in the Board of Education.
- *A-3 **EFFECT OF AGREEMENT:** The parties mutually agree that the terms and conditions set forth in this Agreement represent the full and complete understanding and commitment as of July 1, 2010, between the parties hereto which may be altered, changed, added to, deleted from, or modified only through voluntary, mutual consent of the parties in an amendment hereto.
- A-3.1 Should any part of this Agreement be declared illegal by a court of competent jurisdiction it shall be automatically deleted from this Agreement to the extent that it violates the law, but the remaining portion shall remain in full force and effect for the duration of the Agreement to the extent it is not affected by the deleted portion.

A-4 SAVINGS CLAUSE: In the adoption of the Agreement, the parties agree that nothing contained herein is intended to be construed to delegate or limit the powers, duties, discretions, and responsibilities of the Board of Education as prescribed by the Constitution and Laws of the State of Colorado. If any provision of this Agreement, or any application of the Agreement shall be found contrary to law, such provision or application shall have effect only to the extent permitted by law.

Nothing contained herein shall be construed to deny or restrict any rights an employee may have under the laws and Constitution of the State of Colorado and the United States.

A-5 DEFINITIONS: "Employee" shall mean for the purpose of this Agreement a person who is a member of Unit B. Unit B shall consist of licensed and/or credentialed teachers, media specialists, audiologists, occupational therapists, physical therapists, counselors, psychologists, speech and language specialists, and social workers who are employed in such capacity on at least a half-time contract.

A-5.1 "Probationary employee" means an employee who has not completed three full years of continuous employment and who has not been reemployed for the fourth year as provided under the provisions of the Teacher Employment, Compensation and Dismissal Act.

A-5.2 "Teacher" means any person who holds a teacher's license and is employed under the provisions of the Teacher Employment, Compensation and Dismissal Act.

A-5.3 "Part-time Teacher" means a teacher who is employed on less than a half-time contract.

A-5.4 SENIORITY: Seniority shall be established subject to the following conditions:

- a. An employee's seniority date shall be defined as the first day an employee worked under his/her most recent contract.
- b. An employee maintains his/her seniority rights while on an approved leave of absence.
- c. Once a probationary employee receives a regular contract, that employee's seniority shall originate from the date the employee first reported to work, including the time on a limited term or temporary contract, provided service has not been interrupted for more than thirty (30) work days and the employee has been employed for at least a .50 FTE contract.

In the event two or more employees have the same seniority date, the date their most recent contract was signed shall govern. Contracts not dated by the employee shall originate from the date the employee first reported for work. If two or more employees still have the same seniority date, seniority will be established by lot.

A seniority list shall be completed by December 31 of the school year. A copy of such list shall be provided each building in the District and the Association. Annual updating of such list shall be the responsibility of the Human Resources Division.

- A-5.5 For the purposes of this Agreement, those employees assigned to the middle schools are considered to be assigned to secondary schools.
- A-6 RECOGNITION: Members of Unit B have the right to elect an organization to represent them in negotiations with the Board of Education on matters pertaining to salaries, hours, terms and conditions of employment, processing of alleged grievances, and on matters which both parties agree are proper subjects for negotiations.
- A-6.1 The Board of Education hereby reaffirms recognition of the Boulder Valley Education Association as the exclusive representative of the members of Unit B for the effective dates of this Agreement and for such additional periods of time as its recognition may be extended under the policies and procedures of the Board of Education. All rights and privileges granted the Association under the terms and provisions of this Agreement are for the exclusive use of the Association.
- A-7 ELECTION PROCEDURES: The election procedures of the Board of Education for the purpose of determining the appropriate representative of Unit B and other units is stated in Board policy HG.

SECTION B: NEGOTIATIONS PROCEDURE

- B-1 SCOPE: The Board of Education representatives will meet with Unit B representatives to negotiate and reach agreements on matters pertaining to salaries, hours, terms and conditions of employment, procedures for the processing of alleged grievances, and on other matters which both parties agree are proper subjects for negotiations.
- B-2 REPRESENTATION AND LOGISITICS OF NEGOTIATIONS: At the time of request for negotiations the initiating party shall identify not more than eight (8) persons who shall negotiate pursuant to the provisions of the Agreement. When responding to such request the recipient shall also identify not more than eight (8) representatives. Either party may, if it so desires, use the services of outside consultants and may call up on proper representatives to participate in negotiations. When such meetings are held during school time, a maximum of five (5) Association negotiators shall receive pay from the District for such time lost. Other Association negotiators' time will be charged against BVEA days.
- B-2.1 Both parties shall negotiate in good faith and in timely fashion.
- B-3 INITIATION: A written request for negotiations shall be submitted by the party(ies) desiring negotiations no later than the 1st day of January.
- B-3.1 Within ten (10) working days following the receipt of request for negotiations, the recipients shall make written acknowledgement of the request.

- *B-4 PROCEDURES: The parties will meet to present proposals for negotiations no later than February 1st.
- *B-5 MEETINGS: Formal negotiations meetings between the parties shall be conducted in closed sessions. During any session, either party may caucus in a closed meeting. Mediation and fact finding shall be conducted in closed sessions. For the 2011-12 contract year, a mediator will be preselected by April 8th if the parties anticipate impasse by April 15th.
 - B-5.1 During negotiations the issue for change of either party may be modified or added to. Those sections of the Agreement which had no proposal for change by either party may also be deleted or modified.
 - B-5.2 During negotiations unilateral communications from the Board or administrators to Unit B members or from Unit B members to the Board or administration shall be limited to matters concerning normal conduct of District affairs. This does not preclude bilateral communication between Board members, District administrators and Association leadership on matters under negotiations.
 - B-5.3 The above stated procedures do not prohibit additional negotiations when the two parties mutually agree.
 - B-5.4 Tentative agreements reached during negotiations, including mediation or fact-finding, shall be reduced to writing, dated and initialed by both parties. Agreement on any matter in negotiations is reached only when the parties have tentative agreement on all matters in negotiations, subject to ratification by both parties.
 - B-5.5 Association requests for records, lists, or other data should be addressed to the Assistant Superintendent of Human Resources with a copy to the Superintendent. Association requests will be limited to the President of BVEA, the UniServ Director, and the Chairperson of the BVEA Negotiating Committee. The Assistant Superintendent of Human Resources shall respond to the request within five (5) school days in writing, either supplying the requested information or indicating how the information may be obtained and suggesting a time and procedure.
- *B-6.1 PROCEDURE FOR IMPASSE: For the 2011-12 contract year, In the event that tentative agreement cannot be reached on all items under negotiation, by the negotiation teams, or negotiations have not been concluded by April 15th, unless extended by written mutual consent, an impasse shall exist, and the following procedure shall be followed:
 - B-6.1.1 Mediation: The issues in dispute shall be submitted to a mediator for the purpose of inducing the Board and the Association to make a voluntary agreement.

B-6.1.2 Unless both sides agree otherwise, the Board and the Association shall, within five (5) days of the declaration of impasse, submit a written request for a mediator to the American Arbitration Association.

B-6.1.3 The request to the American Arbitration Association shall ask that a list of five (5) qualified mediators be submitted to the Board and the Association.

B-6.1.4 The mediator shall be selected by the Board and the Association five (5) business days after receipt of the names of mediators. The procedure shall be (unless mutually agreed otherwise) for each party to alternately strike names from the list until only one (1) name remains. This person shall then be asked to mediate the dispute. The party striking first shall be determined by lot. If the mediator declines to accept, the last two names stricken from the list shall be sent to the American Arbitration Association with the request to select the mediator from between the two.

B-6.1.5 The form, dates and times of meetings shall be arranged by the mediator.

B-6.1.6 The mediator shall meet with representative of the Board and the Association either separately or together.

B-6.1.7 If mediation fails in whole or in part, the mediation shall report the issues that remain in dispute to the Board and the Association.

B-6.1.8 The cost for services of the mediator or the A.A.A., including per diem expenses, if any, and necessary and actual travel expenses, shall be shared equally by the Board and the Association.

*B-6.2 Fact-Finding: If the mediation procedure described above has failed to bring about agreement on all issues, either party acting through their representative may request in writing that the issues which remain in dispute be submitted to an advisory fact-finder. Unless the parties agree otherwise, the method of selection of the fact-finder shall be the same as that for the selection of a mediator as described in Section B-6.1.1 through B-6.1.4. Prior to either party agreeing to fact-finding, the parties will hold a pre-hearing conference with the fact-finder to determine the process and the issues.

B-6.2.1 The fact-finder will have authority to hold meetings and confer with any parties deemed advisable in seeking to uncover pertinent facts, but he/she will not have authority to incur any costs other than his/her own fee without prior agreement of the Board and the Association.

B-6.2.2 The fact-finder shall provide a written report to the two parties within thirty (30) calendar days after the hearings have commenced.

B-6.2.3 Representatives of the Association and the Board shall meet within five (5) days after receiving the recommendations of the fact-finder to review and clarify the recommendations. The parties may agree to amend the recommendations at this meeting

B-6.2.4 The recommendations of the fact-finder and any tentative agreements reached prior to fact-finding shall be submitted to the Association and the Board for action, unless the parties have previously agreed to amend the recommendations in the meeting described in B-6.2.3 above. In such cases the amended report will be submitted along with the tentative agreements for the ratification vote.

B-6.2.5 All costs incurred in the above process are to be shared equally by the Board and the Association.

B-6.2.6 Nothing herein shall preclude the parties from agreeing to combine the mediation and fact-finding processes under one neutral.

B-7 ADOPTION AND RATIFICATION OF AGREEMENT: tentative agreements reached as a result of negotiations (including mediation and fact-finding) shall be reduced to writing and presented to the Association membership for ratification. The Association shall have fifteen (15) working days, exclusive of June 5th through September 5th, from the date that the tentative agreement has been presented in which to file a written statement accepting or rejecting the Agreement. Absence of written statement within this allowed time shall constitute ratification. Following such ratification, this Agreement shall be presented to the Board for its ratification.

B-7.1 The Board of Education shall, after public hearing, as required by law, submit to the appropriate tax levying body a request for such funds as shall be sufficient to fund the proposed operating budget. Final approval of this Agreement is contingent upon the adoption of a budget by the Boulder Valley Public Schools in compliance with the School District Budget Law and the appropriations therein of sufficient funds to meet the financial obligations contained in this Agreement. However, approval of this Agreement by the Board indicates that they intend to appropriate adequate funds to implement all provisions of the Agreement. It is expressly understood, however, that submission of the budget to referendum is the sole prerogative of the Board. Following the adoption of such budget and after the negotiated agreements are adopted by the Board, said agreements shall be entered as an addendum to the policies of the District.

B-8 INTERIM NEGOTIATIONS: It is recognized by the Board of Education and the Association that all situations and developments could not be anticipated at the time this Agreement was negotiated. Change(s) in the Agreement during its effective dates may be negotiated when the parties mutually agree that proposed change(s) are necessary. If as a result of such negotiations, agreement is reached on proposed change(s), such change(s) will be presented to the Association's Board of Directors and the Board of Education for ratification. If both parties ratify the proposed change(s), such change(s) will be signed by the Board and Association presidents and will become amendment(s) to the existing Agreement. If the issue(s) under consideration in interim negotiations cannot be resolved, the issue(s) may become topics for the next negotiations.

SECTION C: DUTIES OF THE EMPLOYEE

- C-1 PROFESSIONAL DUTIES: State Statutes, found in Colorado Education Law, define certain requirements and responsibilities for both employees and Boards of Education.
- C-1.1 The employee's individual contract concerns matters needing understanding between the Board and an individual before entering into the mutual commitment of employment.
- C-1.2 The District Handbook of Bylaws, Policies and Procedures define most operational matters for Unit B employees. Duties of the employee include pupil registration, attendance-keeping and record keeping, pupil discipline, reporting to parents, supervision of pupils, and the request for, care of, and accounting for instructional materials and equipment.
- C-1.3 If there is an inconsistency between an individual contract and this Agreement on a matter concerning hours, terms and conditions of employment, this Agreement shall govern.
- C-1.4 This Agreement defines terms and conditions of employment that apply to all members of Unit B.
- C-1.5 No conflict between the individual contract, administrative procedures, Board policies and the Agreement is intended. In cases where conflict may arise, such will be rectified.
- C-2 BOARD POLICIES: The policies of the Board of Education are recognized as being of vital concern to employees affected by them. Consequently, for actions concerning policies not covered in this Agreement, which affect employees in Unit B, the administration shall inform the Association at a reasonable time prior to the initiation of such change, in order to provide for consultation with organizations members.
- *C-3 CONTRACT YEAR: The contract year for members of Unit B covered by the Employee Salary Schedule shall consist of 186 scheduled days of which 176 days are scheduled teaching days.

Five and one-half (5 ½) teacher preparation/teacher work days: one and one-half (1 ½) days before students start school, one (1) day at mid-year at the end of the first semester or second trimester, and one (1) day at the end of the school year. The other four (4) half days are to be scheduled by the building on already established Professional Development days in the Board of Education adopted calendar.

Four and one-half (4 ½) Professional Development Days: one and one half (1 ½) days will be designated by the District for activities such as in-service training and orientation. The other three (4) days will be designated by the school principal in collaboration with building teachers. Through shared decision making, buildings may be flexible beyond half and whole day increments in the distribution of the total time available during these four and one-half (4 ½) days

- C-3.1 As determined by the District, new employees may be required to work up to three (3) additional days prior to the start of the contract year. Such employees will be paid their per diem rate.
- C-4 SCHOOL CALENDAR: A tentative school calendar shall be developed by administrators and Association members for the academic year and shall be presented to the Board no later than January 10. At the meeting in February, the Board shall formally adopt this calendar or set a specific date of adoption of this or any revised calendar. The Board shall provide BVEA with a copy of any revised calendar at least one month prior to adoption and the Association will have the opportunity at the next meeting to offer opinions, preferences and objections.
- *C-5 TEACHING HOURS AND TEACHING LOAD: Employees shall be on duty in their respective buildings 37 ½ hours per week as arranged by the principal in cooperation with the faculty. The 37 ½ hours per week shall be inclusive of (a) duty-free planning time, (b) necessary travel time attributed directly to teaching schedule and (c) at least a 30 minute guaranteed daily, duty-free, lunch period.
- C-5.1 A minimum of 4 ½ hours of duty-free planning time will be provided per week. Every reasonable effort will be made to provide planning periods of meaningful length of 30 minutes.
- C-5.2 For those school activities which occur outside the regular school day, and which require the presence of an employee(s), an equitable master schedule shall be established by the principal in cooperation with the faculty and posted as early in the school year as possible.
- C-5.3 Extra duty and other special assignments for which the employee receives extra remuneration shall be in addition to the 37 ½ hour week.
- C-5.4 Employees may leave the building during their lunch period but must advise the office of their intention to be absent.
- C-5.5 SENIOR HIGH: . Grades 9-12 In high schools, an employee will be assigned no more than the equivalent of five instructional periods. An employee will be considered full-time if assigned to five teaching periods between a middle level school (inclusive of K-8 schools grades 6-8) and a senior high school. In all secondary schools, additional duty time needed during the school day to carry out Board approved programs and to maintain safety, order and welfare of the students, or for special programs developed by the faculty, will be equitably shared by the faculty members of the respective building as these needs arise.
- Employees who volunteer and are approved to teach more than the five (5) instructional periods will be compensated at the rate of 0.2 FTE for each instructional period over five (5).
- MIDDLE LEVEL: Grades 6-8 In the middle schools an employee will be assigned no more than six periods of instruction per day inclusive of study halls. Compensation will be granted, either through stipend or teacher annual leave for employees involved in implementing an optional advisory or similar student

support program for students. An employee will be considered full-time if assigned to five teaching periods between a middle level school (inclusive of K-8 schools grades 6-8) and a senior high school. In all secondary schools, additional duty time needed during the school day to carry out Board approved programs and to maintain safety, order and welfare of the students, or for special programs developed by the faculty, will be equitably shared by the faculty members of the respective building as these needs arise.

Employees who volunteer and are approved to teach more than the six (6) instructional periods will be compensated at the rate of 0.17 FTE for each instructional period over six (6).

- C-5.6 Except in unique circumstances, regular classroom employees will not be required to remain with their classes when the classes are under the supervision of music, art or physical education specialist.
- C-5.7 An employee will not be required to serve on more than one uncompensated committee. For this purpose, a committee is defined as a group that meets regularly outside the school day once per month or more during any one school year.
- C-5.8 Counselors will have a caseload not greater than 350 students at the middle school level and 450 students at the high school level.
- C-5.9 CLASSLOAD: Regardless of class size at any level, nothing precludes a teacher from requesting a review of the impact of high needs students in a given class. The principal or designee shall meet with the affected employee, and may use the building level student support process. Every reasonable effort shall be made to grant assistance to such teacher. Examples include, but are not limited to: paraeducator time, additional materials, clerical assistance, release duty time, consultation and professional development, additional support to high needs students, reallocation of class size or class load. Should recommended resources for assistance not be available at the building level, the appropriate District administrator shall meet with the affected employee and the building principal to determine what assistance, if any, will be provided.
- C-6 ELEMENTARY CLASS SIZE: K-5 Grade Class Size It is the goal of the School District to limit the size of kindergarten and first grade classes to a maximum of 26, of grades 2 and 3 to 29, and of grades 4 and 5 to 31 pupils. When it is necessary to combine the aforementioned grades, the class size goal will be reduced by two with the lowest grade level used as the guideline. The District will make every reasonable effort to meet these goals by adjusting classes within the building, the principal shall meet with the affected employee, and every reasonable effort shall be made to grant assistance to such teacher through reallocations of building resources (e.g. paraeducator time, additional materials, clerical assistance, and/or release duty time). Should such resources for assistance not be available at the building level, the appropriate District administrator shall meet with the affected employee and the building principal to determine what assistance, if any, will be provided.

- C-6.1 Students who receive special education services will have an IEP. The IEP is collaboratively developed by the IEP Team, who will determine the appropriate programming. The IEP Team will include general educators, parents, and special education personnel. The regular classroom employee will have access to IEP information and will determine, in collaboration with special education staff what additional assistance, if any, is required in terms of the child's successful inclusion. Assistance for special education students in the general classroom may include consultative services, instruction support, and possibly team teaching from special education personnel. The special education case managers will be responsible for overseeing the implementation of the IEP and monitoring student progress on the IEP. Concerns regarding the student's IEP will be addressed through the IEP review process.
- C-6.2 When children from the regular classroom are taught by a special education teacher outside the general classroom, the classroom teacher and special education teacher will collaborate and parents will be appraised of and give prior approval to this service.
- C-6.3 When non-English speaking children are placed in regular classrooms, the employee may request, through the principal, assistance from available District resources.
- C-6.4 Upon request, the appropriate District administrator will meet with the employees involved and the principal to assist in resolving any difficulties or problems that arise.

C-7 SECONDARY STUDENT LOAD

C-7.1 SENIOR HIGH: Grades 9-12 In all senior level teaching assignments, except physical education and music, every reasonable effort shall be made so that the total load shall not exceed a maximum of 775 students per week exclusive of study hall. The 775 students per week will apply on a pro-rated basis to health classes. This does not preclude an employee from requesting an additional load beyond the maximum stated above.

C-7.1.1 Integration of students with disabilities in the secondary classes shall be accomplished as per the provisions contained in C-6.2, 3, 4, and 5.

C-7.2 MIDDLE LEVEL: Grades 6-8 In all middle level teaching assignments, except physical education and music, every reasonable effort shall be made so that the total load shall not exceed a maximum of 775 students per week exclusive of study hall. The 775 students per week will apply on a pro-rated basis to health classes. This does not preclude an employee from requesting an additional load beyond the maximum stated above.

C-7.2.1 Integration of students with disabilities in the secondary classes shall be Accomplished as per the provisions contained in C-6.2, 3, 4, and 5.

C-8 GRADE REPORTING DEADLINES:

C-8.1 GRADING PERIODS DURING SCHOOL YEAR: There shall be a minimum of three teaching days between the end of the grading period (quarter or trimester) and the deadline for submitting grade reports at the building level.

C-8.2 END OF YEAR GRADING PERIOD: In the event that one full day or its equivalent of released time is not made available to employees during the final three days of the school year, grade reports will be submitted no later than three business days (Monday through Friday, not including official holidays) after the end of the quarter or trimester.

C-9 PARAEDUCATORS: The Board reaffirms the important role paraeducators play in assisting the faculty in the educational program of the District. It further agrees to provide paraeducators in both the elementary and secondary schools as determined by sound educational and staffing requirements. Priority for paraeducators time will be given: (1) to relieve class overloads, (2) to staffing of resource centers, and (3) to meet unique and/or unusual needs of a particular school as those needs arise. Allocation of paraeducator hours at the building level shall be made through the shared decision making process.

C-10 DEPARTMENT CHAIRPERSONS AND TEAM LEADERS: Funds will be allocated to secondary buildings to provide released time and/or compensation for staff members who are asked to assume substantive non-classroom duties as determined through the shared decision making process.

If department chairpersons and/or team leaders are appointed with the traditional role definitions and expectations, the rates in Section E-16 shall apply. For other leadership responsibilities, compensation shall be determined through shared decision making.

C-11 STAFF MEETINGS: Regular building staff meetings shall be scheduled as needed on Thursdays. At the elementary level, regular building staff meetings, including staff development, team meetings, committees and administration meetings are not to exceed 60 minutes in duration per week, unless there is a collaborative agreement to meet beyond the 60 minute per week. Either party may request facilitation if a collaborative agreement cannot be reached. Staff and administration will collaboratively meet to plan the time for committees and meetings at the beginning of the school year or at the end of the school year. An annual review of the effectiveness and efficiency of the committees and meetings will be done jointly with staff and administration. Announcements, including major topics, shall be made at least 24 hours in advance of the meeting. Special meetings may be called by the principal to deal with emergencies but such meetings shall be kept to a minimum and shall deal with only those emergency items for which the meeting was called. Every effort shall be made to keep all meetings as short as possible. Employees shall attend staff meetings unless excused by the principal.

C-12 ADDITIONAL REQUIREMENTS: Pre-School Sessions: Each employee is to attend the pre-school session for all employees. Each employee is to attend the appropriate grade or departmental meetings and building faculty meetings.

- C-12.1 First Aid: First aid policies shall be as stipulated by the Board of Education policy adopted August 23, 1976.
- C-13 CLASSROOM VACANCIES: When vacancies in the classroom occur, and where it is not practical to secure a substitute, the principal will make every effort to ask appropriate volunteers to cover the vacancy. If no volunteer surfaces in a timely fashion, the principal may assign an employee to cover the vacancy. If such an assignment is made by the principal, the employee will be entitled to compensation at the rate agreed upon. (See Section E-4)
- C-13.1 The above does not preclude voluntary arrangements between employees as approved by the building principal. There shall be no extra pay for these voluntary arrangements.
- C-13.2 Absences at the Request of Administration: Employee absences, which are created by the school administration, will be covered by substitutes. When it is not possible to provide a substitute, the absence will be covered as indicated in "classroom vacancies" above.
- C-14 STUDENT DISCIPLINE: When administering pupil discipline, employees are required to exercise appropriate judgment and control. The employee may restrain the pupil until other action may be taken of the employee may refer a pupil to the school office. The pupil will not be returned to class during the same class period at the secondary level and within approximately thirty (30) minutes of the referral at the elementary level. This requirement may be deemed inapplicable for subsequent referrals of the same student, or another student for the same offense, only after a conference has been held between the appropriate superior and the employee regarding future expectations for disciplinary action in these situations. The employee will be notified of any disciplinary action, or lack thereof, taken with regard to the pupil referred and the reason(s) for such.
- C-14.1 In the event the employee has concern over the decision of the principal or designee, he/she may request a meeting with a representative of the Association and the principal or designee. If the issue remains unresolved, the employee may request a meeting with a representative of the Association and the appropriate District administrator or designee.
- C-15 USE OF PHYSICAL FORCE: An employee may use reasonable and appropriate physical force upon a minor when and to the extent it is necessary and appropriate to maintain discipline or promote the welfare of the minor.
- C-15.1 When it is necessary for the employee to be absent from normal duties to participate in parent conferences or meetings with other appropriate agencies, or to consult with an attorney regarding defense of assault charges when it cannot be done outside the teaching day, as a result of or arising out of the application of physical force as set forth in C-15, and provided that such absence is necessitated as a result of performing his/her duties, and not caused by his/her own negligence, the employee shall not suffer a loss of pay for the period of such absence, on account of such absence.

C-15.2 The Board may reimburse an employee for the cost in excess of insurance benefits received for medical, surgical, or hospital services incurred as a direct result of injury sustained in the course of his/her employment if recommended by the Superintendent, but may not reimburse for consequential damages or aggravation of pre-existing injuries and shall not exceed the amount of his/her current salary.

C-15.3 Employees shall make every attempt to report as soon as possible, but no later than the following morning, cases concerning C-15 to their principal, or in his/her absence, some other District administrator.

C-16 LEGAL COUNSEL: The Board shall provide legal counsel of its selection, if recommended by the Superintendent, to employees in actions arising out of disciplinary action involving a pupil of the School District while in the proper discharge of duties within the scope of his/her employment.

C-16.1 Employees shall make every attempt to report as soon as possible, but no later than the following morning, cases concerning C-15 to their principal, or in his/her absence, some other District administrator.

C-17 TRANSPORTATION OF STUDENTS: Employees shall not be required to transport pupils to activities which take place away from the school building.

C-18 ASSIGNMENT OF SPECIALISTS

C-18.1 Special Education

If a special education employee believes that the size and/or composition of his/her caseload is not consistent with sound and safe educational practices, he/she will meet with the building principal to review the situation. The District will make every reasonable effort to meet the IEP special education caseload guidelines. Guidelines for IEP caseloads will be reviewed yearly by an advisory representative group comprised of special education teachers, administrators, Human Resources, and BVEA representation. Guidelines to request an IEP caseload review are based upon the following numbers:

OT/PT	1:50
PSY	1:50
SW	1:50
SLP	1:32 Elementary/1:51 Middle/1:55 High School
Resource	1:21 Elementary/1:25 Middle/High School
Multi-intensive	1:10 All levels
ICL – Multi/Autism	1:10 All levels for caseload review numbers
ICAN	1:10 Elementary/Middle School/1:15 High School
Day Treatment	1:8

Nothing would preclude a teacher requesting a caseload review based on his/her responsibilities such as work in RTI. If no agreement is reached to relieve the situation within five (5) days, the issue will be taken to the Designated Director of Special Education who will review the caseload using the appropriate formula as

well as other factors and will inform the employee of his/her decision in writing within ten (10) working days. If the special education employee continues to have concerns, a request for assistance can be made to BVEA and HRD.

C-18.2 Media Specialists

If a Media Specialist believes that the staffing in his/her building media center is not adequate to provide sufficient educational services, he/she will meet with the building principal to review the situation. Every reasonable effort will be made to come to a mutual agreement to satisfy the situation. If no agreement is reached to relieve the situation within five (5) days, the issue will be taken to the Deputy Superintendent who will inform the employee of his/her decision in writing within ten (10) work days.

BVEA and BVSD will continue to promote the adoption of the proposed Media Center Key Indicators to ensure a reasonable workload for media center specialists who are less than 1.0 FTE. The school principal and media center specialist will meet no later than September 1 and agree to a reasonable workload as per the media guidelines, when less than 1.0 FTE.

C-18.3 Elementary Specialist Assignments

Elementary Art, Music and Physical Education specialists will be staffed in accordance with the attached Memorandum of Understanding.

C-19 The District agrees to provide the Association a copy of the Elementary and Secondary staffing appeals document in the fall and as it is updated throughout the school year 2003-2004. Any spring updates will be provided upon request. These documents will include a separate column indentifying denials and the reason for such denial.

C-20 ASSESSMENT

In the spring of each year at each elementary school, the building principal will collaborate with all teachers to design an assessment plan that condenses the assessment timeframe working within a 2 to 5 day per grade level window. The plan, as determined by each school staff, will utilize building resource staff to support the classroom teacher in assessing all K-3 students and those identified students in grades 4 and 5.

C-21 SPECIAL EDUCATION

Only employees in a leadership role (ie. ESL Coordinators, TOSAs, Deans, Department Chairs, and Counselors) will be required to ask parents to waive out of ESL.

C-22 OPENING, CLOSING AND REORGANIZATING SCHOOLS

In the event that the Board of Education decides to open, close or reorganize any school within the District, Human Resources will collaborate with Unit B leadership to address the interests of affected teachers. This collaboration will take place in as timely a manner as possible.

C-23 ASSESSMENT

The district will hold assessment information electronically to be printed out at the building level as available. Rosters for schools, classes and individual students will be available at each school as availability permits.

C-24 LITERACY

1. Employees will only be required to complete district provided data recording sheets with literacy assessment results.
2. By August 15, 2004 the district will create and maintain a K-12 literacy profile reference folder, which will replace the current folders. The literacy profile will be a reference for teachers as they work on ILPs, QRIs, ESL second language profiles, most recent writing sample and continua as applicable. The literacy profiles will be streamlined and purged of outdated materials each year to reflect current data. Teachers will not be expected to record any data on the literacy profiles.
3. Under no circumstances can the IEP's placed in the cumulative file when students are both an IEP and ILP, the IEP will serve as the ILP when the literacy goals are compatible. The IEP and the IEP At-A-Glance must be housed in the Special Education student work file. Additionally, either the IEP, IEP goals or IEP At-A-Glance may also be kept in the classroom literacy profile. When a student is on both an IEP and an ILP, the IEP Team including the classroom teacher/literacy support and the SPED teacher will write the goals in collaboration. Subsequently, these teachers will work with parents to create the ILP parent component at the annual review and/or triennial.

C-25 TECHNOLOGY

The district will coordinate a mixed ability and mixed level voluntary users group of teachers and district administrator to continue the discussion about the effective use of technology. This group will foster communication and provide two-way dialogue as the school district works to increase efficiency in technology use and examine streamlining paperwork into the future.

C-26 SPECIAL EDUCATION

Special Education staff will not be required to head up 504 teams or manage 504 accommodations for non-special education students.

C-27 PROPERTY PROTECTION/EMPLOYEE RESPONSIBILITY FOR FUNDS

1. The district will make a reasonable effort to provide a safe and convenient place for employees to deposit personal property in each school.
2. A total of \$5,000 per semester will be proportionally available for these provisions. Distribution of claims will take place within 30 calendar days from the end of each semester.

- a. In the event a teacher, while acting in the scope of his/her employment, as 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 reasonable replacement up to \$500 or the insurance deductible, whichever is less, of such property.
 - b. Given prudent and responsible handling the District will reimburse/replace for wallets/purses, outer-wear and briefcases which are stolen while on school grounds up to \$500 or the insurance deductible, whichever is less.
 - c. Given prudent and responsible handling the District will reimburse/replace 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.
 - d. The district will pay up to \$500 or the insurance deductible, whichever is less, for automobile damages because of theft or vandalism provided the automobile was on school grounds and the employee was acting within the scope of his/her employment.
 - e. In order for the District to reimburse the teacher for losses as outlined in the above sections, the teacher must a) submit a written request within ten (10) days of the incident; b) the District deems the request of the teacher to be meritorious.
 - f. To be reimbursed for property loss, the teacher must complete the REIMBURSEMENT REQUEST FORM and attach copies of the teacher's insurance declaration sheet, police report in cases of theft and/or serious vandalism and/or principal's report when appropriate. The completed form and attachments shall be submitted to the district office within ten (10) days of the incident.
3. Whenever an employee is assigned by the District the responsibility of handling funds and follows the established District/school procedures the Board shall provide theft of money coverage for that individual.

C-28 NONPROFESSIONAL DUTIES: The District agrees that the primary responsibility of teachers is to provide instruction. Whenever a building administrator anticipates the need for assigning teachers to other duties, the administrator will collaborate with the building's faculty to establish a plan for covering such duties. The administration and faculty will problem-solve in order to minimize the impact on instruction and will explore the use of other building resources and volunteers (as appropriate) to meet the need. Such duties will be equitably assigned within the building. In no circumstance will teachers be assigned to perform duties normally performed by custodians or food service employees. In the event that the faculty and the building administration cannot agree to a resolution, either party may contact HRD or BVEA to provide additional facilitation.

C-29 STAFF FEEDBACK TO BUILDING ADMINISTRATION: To maintain highly effective schools and to increase communication between Unit B employees and administration, the BVEA and the BVSD have agreed to implement an annual building survey. This online survey will be administered by the BVSD Department of Planning and Assessment and will meet the following criteria:

1. The survey will include three open-ended questions:

- a. What is working well in your school?
 - b. What are areas of concern?
 - c. What thing, if changed, would most improve the success of your school?
2. The survey will be made available to all Unit B employees for a three week window of time from 1st Monday of December.
 3. The results of the survey will be shared only with the specific building administrator for personal and professional growth and to be used as he or she feels appropriate.

SECTION D: EMPLOYMENT

- D-1 **NON-DISCRIMINATION:** The School Board and the Association reaffirm that there shall be no discrimination against any employee because of race, age, marital status, creed, color, sex, national origin, sexual orientation and disability, or participation in any professional educational organization.
- D-2 **HEALTH EXAMINATION:** A special health examination may be required whenever a physical or mental condition interferes, or appears likely to interfere, with the health and safety of other employees or pupils or the education of pupils. An employee may also be required to have a written report from a qualified physician showing that he/she is physically capable of doing the work required of his/her position. The costs of these special health exams shall be paid by the District.

EMPLOYMENT STATUS

- D-3 Each year of the first three years of employment is considered a probationary year in the Boulder Valley Schools. During such three years, the probationary employee shall be given constructive leadership and guidance by the administrative and supervisory staff.
- D-3.1 No later than May 15th, the principal shall advise the probationary employee on a regular contract of his/her intent to recommend to the Board of Education renewal or nonrenewal of the probationary employee's contract.
- D-3.2 A probationary employee employed by the School District on a regular contract shall be deemed to be re-employed for the succeeding academic year at the salary which he/she would be entitled to receive under the appropriate salary schedule unless the Board shall cause written notice to the contrary to be given to said employee on or before June 1, of the academic year during which said probationary employee is employed.
- D-4 The Board of Education appropriate policy concerning employment, dismissal, termination, and non-renewals of employees shall be in accordance with state law.

EVALUATION

- D-5 **PURPOSES:** Consistent with the state law the purposes of the evaluation shall be to serve as a basis for the improvement of instruction, enhance the implementation of programs of curriculum, serve as the measurement of satisfactory performance for

individual licensed personnel and serve as documentation for an unsatisfactory performance dismissal, serve as a measurement of professional growth and development of licensed personnel, and measure the level of performance of all licensed personnel.

D-5.1 OFF CYCLE OBSERVATIONS: During the years when an employee is not scheduled for formal evaluation, non-probationary teachers shall be observed at least once each year for no less than 15 minutes in length. A record of the date and time of such observation will be kept by the evaluator. The employee shall receive a copy for their records.

D-6 EVALUATION SEQUENCE

D-6.1 Probationary Employees

Probationary employees will be evaluated each of the first three years of employment. After the first three years, they will be evaluated on a three year cycle.

D-6.2 Employees

All non-probationary employees will be evaluated on a three year cycle. Changes in assignment do not require out of cycle evaluations.

D-6.3 Split Assignments

Employees who have split assignments will be evaluated on the same sequence as outlined for the employee status (probationary, employees, part-time). The principal of the building where the employee is assigned the largest percentage of time will be responsible for the evaluation. In situations where percentages are equal or other arrangements need to be made, the principals involved will work with HRD to determine the designated evaluator. The designated evaluator will collaborate with the other principals with whom the employee works when facilitating the evaluation.

D-7 PROBATIONARY EMPLOYEES

D-7.1 Evaluator

Employee evaluations shall be the responsibility of the principal, program director or an assistant principal.

D-7.2 General Meeting

By September 15th, the evaluator will meet with the employee, individually or in a general meeting, to authorize the evaluation process, timelines, and review the "Evaluation Standards and Criteria".

D-7.3 Observations

The employee shall be observed on not less than four (4) separate occasions in the classroom following the date of employment. Two (2) observations must be completed no later than November 1. One (1) of the two required observations must be at least thirty (30) minutes in duration with prior knowledge of the employee. Two (2) additional observations must be completed by January 31. One (1) of the two (2) required observations during each grading period must be at least thirty (30) minutes in duration with the prior knowledge of the employee.

Timely communication should take place between the evaluator and the teacher as a part of the observation process.

D-7.4 Reports

D-7.4.1 The evaluator shall discuss progress with each employee and provide a written progress report after the first full grading period following the day of employment.

D-7.4.2 The evaluator shall provide each employee a written evaluation report no later than March 1st.

D-7.5 Conferences

The evaluator will confer with each employee after the first full grading period following the day of employment and after the second week nine-week grading period.

D-7.6 Remediation

D-7.6.1 If performance concerns exist, the written evaluation report shall so state and specify that the employee is placed on remediation.

D-7.6.2 As soon as possible after completion of the written evaluation report in D-7.4.2, the evaluator and the employee will meet to develop a remediation plan. The remediation plan will include performance expectations, performance indicators, strategies for improvement, reasonable timelines, and resources as provided in section D-9.6.4. In addition, the evaluator will clarify the process for monitoring the remediation plan.

D-7.6.3 Observations

1. The employee shall be observed not less than once every two (2) weeks. Such observations must be at least thirty (30) minutes in duration.
2. Within two (2) working days after each observation the evaluator will provide the employee written feedback as a part of the observation process.

3. The evaluator will conduct observations and collect data in accordance with sections D-9.6.1, D-9.6.2, D-9.6.3.

D-7.7 Appeal

A probationary employee whose performance has been determined to be such as to justify dismissal or non-renewal by the principal may request a review of the decision by the Superintendent or his/her designee. The decision of the Superintendent or his/her designee shall be final.

D-7.8 Subsequent Evaluations

By June 1st, the evaluator shall have the option to place the employee on the non-probationary Level I evaluation process for the following year. During years two and three of probationary status, the evaluator shall have the option of placing the employee on the probationary employee evaluation process or the non-probationary Level I evaluation process.

D-8 NON-PROBATIONARY EMPLOYEES: LEVEL I

Level one is designated to encourage risk taking, reduce the stress often attached to the evaluation process and build a sense of collaboration between the employee and the evaluator. The process should be meaningful and relevant while allowing for a great deal of flexibility and streamlining. The employee in collaboration with the designated evaluator is responsible for orchestrating his/her own evaluation.

D-8.1 STEP 1: General Meeting

By October 1st, the evaluator will hold a general meeting with all employees who will be on the Level I cycle to outline the nature of the evaluation process, clarify roles and discuss how the parties involved will work with one another throughout the process.

D-8.2 STEP 2: Employee Pre-Planning

The employee being evaluated will draft an evaluation plan, which will include goals, outcomes, to validate reaching those goals, plans for the process to collect data and measure progress.

D-8.3 STEP 3: Individual Meeting

The evaluator and employee will meet to collaboratively review and finalize the proposed goals, overall plan and what the end product will look like.

D-8.3.1 Strategies for conducting the evaluation process and collecting data to document progress are flexible. The following options and/or a combination of several might be considered:

- a. structured approach using the seven performance standards
- b. classroom observations with pre and post conferences
- c. portfolio approach – possibly utilizing peer, parent and/or student input
- d. involvement of peers, parents and/or students in a team approach
- e. self-evaluation couples with one or more of the above
- f. peer appraisal with information and updates shared with the evaluator of record
- g. self designated process, which is mutually agreed up on by the employee and evaluator

D-8.3.2 Length of the evaluation process is determined by mutual agreement, but must be concluded by May 1st.

D-8.4 STEP 4: Evaluation Draft

Upon completion of the agreed up on process, a written draft of the final evaluation is discussed and edited by the employee and evaluator. Such draft will include a growth and improvement plan as required by state statute.

D-8.5 STEP 5: Final Evaluation

The final copy of the evaluation is signed by both parties and copies distributed to the employee, the evaluator and the Human Resources Division.

D-8.6 The growth and improvement plan developed as part of the final written evaluation should serve as a foundation for continuing dialogue between the employee and the evaluator. During the three years before another written evaluation is required, both parties are encouraged to discuss the growth plan and progress toward goals.

D-8.7 At any point in the Level I process, the evaluator may place an employee on the Level II process consistent with section D-9.2.1.

D-9 NON-PROBATIONARY EMPLOYEES: LEVEL II

PURPOSES: The purpose of a level II evaluation shall be to address concerns, gather information through a series of classroom observations, and to have the evaluator and employee work together to develop a plan for improvement of instruction. Level II is designed to measure satisfactory performance for individual licensed personnel and can also serve as documentation for unsatisfactory performance dismissal.

D-9.1 Evaluator

Employee evaluations shall be the responsibility of the principal, program director or an assistant principal.

D-9.2 STEP 1: Initiation of Written Notification and Conference

This step is designated to be a series of observations by the evaluator to gather and share information with the employee.

D-9.2.1 The principal or assistant principal may place an employee on the Level II evaluation process by providing written notification to the employee stating the reasons. Such reasons will be acceptable provided they are not arbitrary and capricious.

D-9.2.2 The initiation of the Level II evaluation process may occur at any time during the school year.

D-9.2.3 At least one week prior to starting Step 2, evaluator shall meet with the employee to discuss and clarify the following:

- a. overall process and timeline
- b. copy of "Evaluation Standards and Criteria"
- c. expectations regarding areas of performance concerns
- d. primary evaluator
- e. data sources
- f. frequency of observations and observation conferences
- g. copy of Level II evaluation process

The evaluator will provide the employee a written summary of the understandings reached in the meeting.

D-9.2.4 The employee may request a meeting with the evaluator, an Association representative, and the Assistant Superintendent of Human Resources or his/her designee for the purpose of reviewing the initiation of the Level II process.

D-9.3 STEP 2: Weeks One – Twelve (1-12)

D-9.3.1 Information Gathering and Observations

This step in the process is intended to open communication between the employee and evaluator to share concerns and ensure an understanding of the process.

- a. The employee shall be observed not less than once every two (2) weeks. Such observations must be at least thirty (30) minutes in duration.
- b. Within two (2) working days after each observation the evaluator will provide the employee written feedback as a part of the observation process.
- c. The evaluator will conduct observations and collect data in accordance with sections D-9.6.1, D-9.6.2, D-9.6.3.

D-9.3.2 At the end of the twelve (12) week period the evaluator shall discuss progress with the employee and provide an interim written progress report to the employee.

- a. Once the employee's performance has improved satisfactorily, the report shall so state and the employee returns to Level I process.
- b. If performance concerns continue to exist, the interim written progress report shall so state and will include written improvement plan that addresses the performance concerns. The improvement plan will include performance expectations, performance indicators, strategies for improvement, reasonable timelines and resources as provided in section D-9.6.4.

D-9.3.3 The employee may request a meeting with the evaluator, an Association representative, and the Assistant Superintendent of Human Resources or his/her designee for the purpose of reviewing the interim written progress report.

D-9.4 STEP 3: Weeks Thirteen – Twenty Four (13-24)

Improvement Plan Implementation

This step begins with the development of an Improvement Plan followed by the observations to assess progress.

D-9.4.1 During this period the improvement plan will be implemented and monitored.

D-9.4.2 Observations

- a. The employee shall be observed not less than once every two (2) weeks. Such observations must be at least thirty (30) minutes in duration.
- b. Within two (2) working days after each observation the evaluator will provide the employee written feedback as a part of the observation process.
- c. The evaluator will conduct observations and collect data in accordance with sections D-9.6.1, D-9.6.2, D-9.6.3.

D-9.4.3 At the end of the twelve (12) week period the evaluator shall discuss progress with the employee and provide a written evaluation report.

- a. Once the employee's performance had improved satisfactorily, the report shall so state and the employee returns to the Level I process.
- b. If performance concerns continue to exist, the written evaluation report shall so state and specify that the employee is placed on remediation.

D-9.5 STEP 4: Weeks Twenty Five – Thirty Three (25-33)

D-9.5.1 As soon as possible after completion of the written evaluation report in D-9.4.3, the evaluator and the employee will meet to develop a remediation plan. The remediation plan will include performance expectations, performance indicators, strategies for improvement, reasonable timelines, and resources as provided in section D-9.6.4. In addition, the evaluator will clarify the process for monitoring the remediation plan.

D-9.5.2 Observations

- a. The employee shall be observed not less than once every two (2) weeks. Such observations must be at least thirty (30) minutes in duration.
- b. Within two (2) working days after each observation the evaluator will provide the employee written feedback as a part of the observation process.
- c. The evaluator will conduct observations and collect data in accordance with sections D-9.6.1, D-9.6.2, D-9.6.3.

D-9.5.3 At the end of the nine (9) week period the evaluator shall discuss the employee's employment status and provide a written summary to the employee.

- a. Once the employee's performance has improved satisfactorily, the summary shall so state and the employee returns to the Level I process.
- b. If performance concerns continue to exist and are not such as to justify dismissal, the employee will continue on the improvement plan as provided in section D-9.4, Step 3.
- c. If the evaluator considers the employee's deficiencies to be such as to justify dismissal, the summary shall so state.

D-9.6 General Provisions

D-9.6.1 Observations and Data Collection

All observations will be conducted openly and with the knowledge of the employee being evaluated. These observations will be a combination of scheduled and unscheduled visits. An effort will be made to conduct the observations at different times during the work day.

D-9.6.2 Complaints

- a. Complaints about the employee's performance that may be a part of the employee's evaluation will be shared with the employee in writing within five (5) working days.
- b. Anonymous complaints will not become a part of an employee's evaluation.

D-9.6.3 Extra Duty Assignments

Any evaluation of extra duty assignments shall be separate and apart from the Level II evaluation process.

D-9.6.4 Resources

If either the evaluator or employee requests, assistance may also be provided by other employees and/or professional personnel. The evaluator may select two or more persons, one of whom is mutually agreed upon by the employee involved, to assist the employee. Upon the selection, the parties involved will meet to discuss the nature of the assistance to be provided and the appropriate timelines. Unless mutually agreed upon by the parties involved, individuals who provide this assistance will not be expected to provide evaluation data. The District will provide reasonable release time necessary for such assistance subject to the approval of the Assistant Superintendent of Human Resources.

D-9.6.5 Signatures

- a. The written evaluation report shall be signed by the evaluator and the employee with each receiving copy of the report. The signature on the report of any person shall not be construed to indicate agreement with the information contained in the report.
- b. The written evaluation report shall be reviewed and signed by a supervisor of the evaluator. A copy of the report shall be filed in the employee's district personnel file.

D-9.6.6 Response to Written Evaluation Report

- a. The employee may grieve the written evaluation report as provided in section D-7.4.2 or D-9.4.3. With regard to the Level II process, the parties have agreed to use a problem solving approach through Step 3. A grievance covering D-9 may be filed and considered timely if filed within fifteen (15) days of the receipt of the written evaluation report by the employee in section D-9.4.3.
Upon the mutual agreement of the Association and the District, an alternative process to the grievance procedure (Section G) may be used in resolving issues.
- b. If the employee disagrees with the written evaluation report provided in section D-7.4.2 or D-9.4.3, he/she may put his/her objections in writing within five (5) working days after receiving the final written evaluation report and have them attached to the evaluation report. If the evaluation report is being grieved,

the five (5) working day time period shall not apply until the grievance has been resolved or withdrawn.

D-9.6.7 Written Replies

An employee will be informed that he/she may attach written replies to documents he/she receives from the evaluator.

PUBLIC COMPLAINTS

D-10 In the event there are complaints against an employee's performance and/or teaching materials, the employee will be informed of such complaints, or charges, and will have the opportunity to respond before any action is taken.

D-10.1 When possible, conferences with employees will be prearranged. During the conference, if the employee feels he/she needs representation, the employee may request that the conference be adjourned until representation can be secured.

D-11 No employee shall be disciplined, reprimanded, reduced in compensation, suspended, or adversely evaluated without just cause. In cases of transfer or termination state law will apply.

D-11.1 Should any employees be determined to not fall within the meaning of "teacher", as that term is defined in the Teacher Employment, Compensation and Dismissal Act, such employees shall, to the extent the District has such authority, be afforded the equivalent protections and benefits afforded to teachers under that Act in any transfer or dismissal.

D-12 **EMPLOYEE ASSIGNMENTS:** Employees shall be notified in writing of any change in their tentative assignments for the ensuing school year, including schools to which they will be assigned, and the grade and/or subject they will teach, and any special or unusual course that they will have as soon as practicable, and under normal circumstances no later than June 1. If circumstances prohibit identifying the assignment, the employee shall be notified verbally or in writing explaining the reasons by June 1.

D-12.1 In arranging scheduled for employees who are assigned to more than one school, the amount of inter-school travel will be held to a minimum. Such employees shall be notified of any changes in their schedules as soon as practicable. Itinerant employees who must be required to use their own automobiles in the performance of their duties and who are assigned to more than one school per day shall be reimbursed for inter-school travel at the current mileage allowance (See Section E). For employees assigned to more than one building, time needed for such things as travel, lunch, planning, start up and clean up, and other job requirements shall be allowed for in arranging schedules. Such traveling employees will attend staff meetings in the building utilizing the greater percentage of the employee's time. If such meetings require travel from

another building, reimbursement for such travel will be paid at the current mileage allowance.

D-12.2 In the case of employees employed prior to July 31, the original building assignment shall be made by the Assistant Superintendent of Human Resources as soon after initial appointment as practicable.

D-12.3 Traveling employees will be given consideration for a full-time assignment in one school. Program needs may be considered in determining such assignment.

D-13 PERSONAL AND PROFESSIONAL GROWTH: Both the Association and the District agree that changes in assignments within or between schools can promote personal growth and organizational health.

To promote greater voluntary movement of Unit B members, the District and Association encourage school staffs to give consideration to in-district transfer requests when openings exist. Likewise, the Association, along with the District, encourages members to periodically review individual career aspirations with principals in context of personal growth and organizational health.

D-14 TRANSFER: A "transfer" shall mean the movement of an employee from one building to another for 50% or more of his/her assignment.

D-14.1 The voluntary transfer of employees during their probationary period will be discouraged.

D-14.2 Final determination of assignments shall be made by the Superintendent of Schools through his/her designated representative.

D-15 NOTIFICATION OF VACANCIES: A list of all vacancies by position and school, including those filled by temporary employees, shall be compiled by the Assistant Superintendent of Human Resources and posted at least bi-monthly in all schools from April 15th to June 1st. From June 1st until August 1st, a list of current vacancies shall be posted weekly in the Human Resources Division. Under normal circumstances, employee initiated transfers will not be permitted after August 1st of each year.

D-15.1 When practicable, the posting(s) will reflect specific requirements, qualifications, duties and responsibilities.

D-15.2 During the summer months, vacancy notices will be available through a telephone recording system.

D-16 FILLING VACANCIES: In considering employees for transfer to a vacant position, the appropriate administrator will consider the following:

- a. Credentials held by applicants including academic preparation, experience, training and work record.
- b. Input from department or grade level employees who will work with the employee.
- c. Skills desired for the position.

When there is more than one applicant for the position in question and all of the above criteria are essentially equal, priority shall be given to the applicant with the most seniority in the District.

D-16.1 All qualified in-district applicants will be interviewed unless more than three (3) apply in which case at least three (3) will be interviewed.

*D-17 VOLUNTARY TRANSFER: Members of Unit B may apply online for transfer to another position when a vacancy is posted through the online application process. When unique needs or unusual circumstances would seem to require it, a member of Unit B may apply directly to the Assistant Superintendent of Human Resources for special transfer considerations, even when specific openings are not available or posted.

D-17.1 Vacancies will be posted for a minimum of five (5) business days. The District's online system will acknowledge receipt of the application to each applicant once the employee initiates the application. If the employee desires to know the status of his/her application, or the disposition of the request, the information shall be provided upon request by the employee. Employees interviewed will receive notice of the outcome of such interviews as soon as possible after the interviews are completed. The employee may also request an interview with the principal and/or Assistant Superintendent of Human Resources for an explanation of the reason(s) for not being transferred as requested.

D-18 ADMINISTRATIVE TRANSFER: A member of Unit B may be transferred for reasons other than stated in section D-19 upon the recommendation of the Superintendent of the School District from one school position or grade level to another within the School District if such transfer does not result in the assignment of the employee to a position of employment for which he/she is not qualified by virtue of academic preparation and licensure.

D-18.1 An employee recommended for administrative transfer effective with the beginning of an academic year will be notified of such recommendation and the reasons therefore by April 15. Where unforeseen circumstances warrant transfer to another time, the employee will be so advised promptly after the administrator makes the recommendation for transfer.

D-18.2 When an employee is recommended for administrative transfer, the employee will be so notified and be informed of the reason(s) for such proposed action and the factual support for the reason(s).

The employee may meet with the administrator recommending the transfer to review the proposed action. The employee may have representation present at the meeting, if he/she desires. The reasons for the action, the factual support and the administrator's recommendation will be stated in writing.

D-18.3 The employee may request that the Superintendent review the recommendation by giving written notice to the Superintendent within seven (7) days after receipt of the administrator's recommendation.

Upon receipt of the request for review, the Superintendent and a representative of the Association will meet with the employee and the administrator involved to review the situation. The Superintendent will consider the concerns of all parties and make a final decision regarding the transfer.

D-19 INVOLUNTARY TRANSFERS: When it becomes necessary to transfer employees between schools because of a reduction of staff in a subject area(s) or a grade level(s), the building principal shall decide in which subject area(s) or grade level(s) such transfer shall occur. The building principal will seek volunteers in writing from all Unit B employees in the school for transfer consideration. If the reduction is not accomplished by the transfer of a volunteer, the building principal will consider the following factors in determining the employee(s) to be transferred or retained:

- a. Credentials held by employees including academic preparation, experience, training, and work record and,
- b. Building curricular and co-curricular program needs and,
- c. Seniority and,
- d. Certification of employees by the Colorado Department of Education and/or endorsement by the North Central Association or equivalent.

D-19.1 If meeting building curricular and co-curricular program needs is the determining factor, the employee(s) retained must have clearly demonstrated interests or skills directly related to maintaining the integrity of the programs affected.

D-19.2 Each employee transferred under this provision will be placed in a position for which he/she is qualified provided there is a vacancy. If no vacancy exists, the provisions of D-20 shall govern.

D-19.3 Employees will be notified no later than May 15 of the selection for involuntary transfer. Where unforeseen circumstances warrant involuntary transfer during the academic year, employees will be so advised promptly.

D-19.4 Upon written request from the involuntarily placed teacher within the same building, the principal will work with the teacher to provide support that could include substitute time for transition and/or funds for needed supplies.

An involuntarily placed teacher, relocated to another building, will receive a stipend of \$500, prorated as per FTE, for supplies and/or transition. Transfers within the school year will be provided substitute time and additional resources as determined on a case-by-case basis.

D-20 REDUCTION IN FORCE: When it becomes necessary for the Board of Education to reduce the members of Unit B, the Board of Education shall notify the Association of the intended reductions and the reasons therefore. As soon as practical after such notification, representatives of the Board and the Association shall meet to discuss the proposed reduction in force.

Should any employees be determined to not fall within the meaning of "teacher", as that term is defined in the Teacher Employment, Compensation and Dismissal Act, such employees shall, to the extent the District has such authority, be afforded the equivalent

protections and benefits afforded to teachers under that Act in any reduction in force action.

D-20.1 Announcement of the probable number of elementary and secondary employees to be affected by the contemplated reduction in force will be made no later than March 15 of the school year. Announcement of the classifications and probably numbers to be affected will be made no later than May 15 of the school year. Notification of specific employees affected by the reduction in force will contain the reason(s) for such reduction and will be made as soon as possible.

D-20.2 If the Board votes to reduce the number of employees, after consideration of Affirmative Action guidelines, the provisions of state law, and qualifications, reduction in force will occur in the following order:

- a. Normal attrition (retirements and resignations)
- b. Volunteers to take a leave of absence
- c. Termination of probationary employees with strong consideration given to the inverse order of seniority and program needs
- d. Termination of employees as outlined in D-20.3

D-20.3 The following procedure will apply for the reduction of employees:

- a. Employees with the least seniority in the classification affected will be the first to be removed
- b. An employee removed under (a) will displace the employee with the least seniority in a similar job classification within the District
- c. An employee who cannot displace another employee in a similar job classification because he/she does not have sufficient seniority will displace the employee with the least seniority within the District whose assignment he/she is qualified to perform, and
- d. An employee displaced by another employee under this procedure shall follow the same procedure in displacing another employee

D-20.4 The following procedures will apply for employees who have been reduced:

D-20.4.1 At the request of the building, a nonrenewed probationary employee may be rehired by his/her former school without going through the interview process. In the event a nonrenewed probationary employee is not rehired by his/her former school, he/she will be interviewed for vacancies for which he/she has the qualifications. All qualified nonrenewed probationary employees will be interviewed unless more than three (3) are qualified in which case at least three (3) will be interviewed. Nonrenewed probationary employees not selected for rehire may request a meeting with the appropriate District administrator to review the employee's concerns.

D-20.4.2 Non-probationary employees will be recalled for position vacancies for which these employees have the required

qualification. Employees will be recalled according to seniority unless program needs dictate otherwise.

D-20.4.3 Reduced employees who wish to be considered for reemployment will provide written notification to the Assistant Superintendent of Human Resources, which will include area(s) of qualification, position desired, address and telephone number. Such information must be kept current by the employees so affected.

D-20.4.4 A non-probationary employee reduced in section D-20.3 who can become qualified for a vacancy which is identified prior to June 1 shall be given priority over a new hire in filling such vacancy provided he/she becomes qualified for the position on or before August 15, prior to the ensuing school year. The employee will submit a letter of interest stating his/her plan, including timelines for becoming qualified in the identified area(s). It is understood that upon completion of the qualification requirements a contract will be offered to the employee for the ensuing school year. Tuition reimbursement provisions (E-44) will apply.

D-20.5 Non-probationary employees who are offered reemployment in section D-20.4.2 will have fourteen (14) calendar days from the date of notification to accept or reject the offer. Non-probationary employees will forfeit their recall rights for reemployment if the offer of reemployment is rejected or if they fail to respond within fourteen (14) calendar days.

D-20.6 Reduction in force employees will retain accumulated leave status (providing reimbursement for accumulated leave has not been made), position on the salary schedule, employee status, and shall also have the option to maintain medical and life insurance at their own expense for a period not to exceed two years.

D-20.7 No new employees will be hired for a period of two years unless all non-probationary employees who were reduced as provided in section D-20.3 have been given the opportunity to fill openings for which they have the necessary qualifications.

D-20.8 For two years after being laid off employees who have been laid off will be given priority in substitute assignments for positions for which they are qualified, except where a specific substitute is requested by the classroom employee or administration. The sole remedy for a failure to call an employee for a substitute assignment shall be the granting of an alternate assignment when it becomes available.

D-21 **QUALIFICATIONS:** In the exercise of seniority in a reduction in force, the employee must have the qualifications necessary to perform the assignment involved. Qualifications shall include licensure by the Colorado Department of Education and/or endorsement by the North Central Association or equivalent, and specific job qualifications and training where they are established prerequisites of the District. In cases when seniority considerations or an employee's qualifications, personal or professional, are questioned, representatives of the Association and the employee concerned shall meet with the appropriate District administrator and the Assistant

Superintendent of Human Resources to discuss the question. The employee will be subsequently notified of the decision by the Assistant Superintendent of Human Resources.

- D-22 RESIGNATION AND REEMPLOYMENT: An employee who resigns from Boulder Valley Schools after June 1, 2004 and later applies for a new appointment will be granted a maximum of five (5) years outside experience in addition to local credit.
- D-23 SUBSTITUTES: A list of qualified substitutes shall be available at all times during the school year and shall be provided to the building principal for his/her and faculty use. Teachers may recommend to the Human Resources Division, from the approved list, the name of a specific substitute as a replacement during their absence. If that substitute is available, the Human Resources Division will honor that request.
- D-24 STUDENT TEACHERS: After consultation with the principal, an employee may refuse the assignment of a student teacher if, in the employee's judgment, his/her classes will suffer from having a student teacher.
- D-25 ADMINISTRATIVE POSITIONS: Employees shall be included in the selection of building administrators as described in Board policy.
D-25.1 Lateral transfer of building administrators is exempt from this provision, however, committee recommendations are advisable.
- D-26 LEARNING MATERIALS: Learning materials that require Board approval shall be evaluated by a committee prior to adoption. The number of persons on the committee shall be determined by the Deputy Superintendent. At least two-thirds of the members shall be employees in the appropriate subject areas. The remaining members may be appointed by the Deputy Superintendent.
D-26.1 Reference and supplementary materials may also be evaluated by a committee if the Deputy Superintendent determines it is advisable.
D-26.2 The Board may accept or reject the learning materials selected by the evaluation committees or ask for further recommendations.
- D-27 CURRICULUM DEVELOPMENT: The Board of Education and the Association agree to a continuation and an expansion of the present policy of involving employees in curriculum development.
D-27.1 Released time and/or payment for such work shall be provide at the Curriculum Development rate.
D-27.2 New programs and curricular changes will be preceded by appropriate in-service education of employees. Materials and equipment to support such programs will be provided before the new program is scheduled to begin.
- D-28 PERFORMANCE CONTRACTING: The Board of Education agrees that no organization or individual(s) will be employed to provide any student instruction which would result in the dismissal of any employee now employed.

D-29 SALARY NOTIFICATION CHANGES: The Human Resources Division will provide all Unit B employees with a checklist of any items needed for their personnel file. This list will be initiated by a personnel clerk as each item is received. An incomplete checklist will constitute a reason for withholding a paycheck.

D-29.1 If any employee has not been notified as provided in D-29, the employee shall receive a paycheck as soon as possible.

D-29.2 Each Unit B employee shall receive a letter or other written notification prior to a salary change explaining how the salary under each new contract or column change is to be computed; such letter or other written notification to be in the hands of the teacher at least one week prior to the effective pay date.

D-30 EMPLOYEE EXCHANGE

D-30.1 Employees interested in exchanges with other employees in Boulder Valley School District shall first discuss their interest with their principal or supervisor. No later than February 15, employees shall notify the Human Resources Division of their interest for an exchange for the ensuing school year.

D-30.2 Employees considering an exchange must hold the appropriate licensure and/or credentials for the positions desired.

D-30.3 The Human Resources Division will complete all requests and provide the information to each school for posting no later than March 1.

D-30.4 After discussing the potential exchange with the principal or supervisor, employees are responsible for contacting other employees interested in an exchange.

D-30.5 An exchange proposal, using the appropriate form, must be filed with the Human Resources Division no later than April 15. The proposal shall include the requests of the employees and the support of the building principals involved in the exchange.

D-30.6 Exchanges will be normally limited to one year. Extensions may be requested for an additional year or for a permanent exchange of assignment. Such requests shall include the written support of the employees and the building principals involved in the exchange.

D-31 LIMITED TERM/TEMPORARY CONTRACT

Limited term/temporary contracts may be used for employment of probationary employees at the careful discretion of the administration. Under normal circumstances their primary uses include:

1. Contractual arrangements for all individuals employed in less than .50 FTE.
2. Contractual arrangements for individuals employed to replace a member of Unit B who is on a leave of absence.

3. Contractual arrangements for members of Unit B employed on or after the first day of the school year.
4. Contractual arrangements for members of Unit B employed to serve in a specially funded project and/or pilot program.

When limited term/temporary contracts are used the following condition shall govern:

1. An employee employed on a limited term/temporary contract will have his/her employment expire at the end of the term set forth in his/her contract. An employee so employed will waive the right to automatic renewal unless he/she is completing his/her third year of qualified employment. An employee on limited term/temporary contract will receive non-renewal notice at the end of the third year of employment.
2. Time accumulated by an employee employed pursuant to a limited term/temporary contract will count for the acquisition of teacher status, provided that such accumulated time would otherwise qualify the employee for teacher status under state law.
3. Once an employee receives a regular contract, his/her seniority shall originate from the date the employee first reported to work, including the time on a limited term/temporary contract, provided the employee was employed for at least .50 FTE contract and the service is not interrupted.
4. Positions held by limited term/temporary employees will be posted according to the provisions in D-15.

Employees who are hired under limited term contracts and who distinguish themselves by outstanding performance as reflected in their formal written evaluation reports, shall receive priority consideration for regular teaching positions in the District when compared to other limited term contract employees and new hires.

SECTION E: COMPENSATION

*E-1 COMPENSATION RATE: All Unit B employees for whom a special schedule is not included herein shall have their salary determined from the employees' salary schedule. The salary provided in the index appropriate for education and experience shall be for the 186 day contract (C-3). Each day of work in excess of 186 days shall be compensated at a 1/186 of the annual salary (provided for the 186 days) per day. Hourly rate shall be compensated at the daily rate divided by 7 except as otherwise established in the Agreement.

E-1.1 Effective August 1, 2010, the base salary shall be \$33,853. For the 2010-2011 contract year, Unit B employees will receive an experience step on the salary schedule. For the 2011-2012 contract year, experience step movement will be frozen and Unit B employees will remain on the same experience step as placed during the 2010-2011 contract year. Unit B employees will continue to receive horizontal movement on the salary schedule for educational attainment for both the 2010-2011 and the 2011-2012

contract years. In addition, if the Board of Education approves a mill levy override question for the November 2010 election and the voters approve the mill levy override, then Unit B employees will receive an experience step on the salary schedule for the 2011-2012 contract year and the 2011-2012 base salary will be \$34,191.

Employees who worked or were on paid leave for at least 90 days in the previous school year will advance one vertical step effective on the first work day of the school year and will advance horizontally as provided therein.

The District will maintain a Section 125 Medical Flexible Spending Account between January 1 and December 31 of each contract year. Open enrollment will be held November 1-30. Employees who are active on November 30 and complete an enrollment form by November 30, will receive a dollar for dollar matching contribution up to a maximum of \$120 from the District on the January payroll.

Employees who have participated in the BVSD Flexible Spending plan in 2007 or later, may request in writing, to receive the \$120 district Flexible Spending Account contribution on the January payroll without making a contribution themselves.

- E-2 Employees will be paid their salary in twelve (12) monthly installments on the last business day of each month, except for December when employees will be paid on the last workday. All Unit B employees will receive their first paycheck on the last business day in August and their last paycheck on the last business day in July beginning with the 2010-2011 contract year.

STIPENDS

- E-3 MILEAGE: Employees required to use their own automobile, as discussed in Section D-12.1, shall be reimbursed at the IRS Standard Mileage Rate.
- E-4 CLASSROOM VACANCIES: Assignment to classroom vacancies as discussed in Section C-13 shall be compensated at the rate of .000719 of base salary (BA+0 Step 1) per hour or major fraction of an hour.
- E-5 CREDIT HOURS: Credit for training as shown on the salary schedules in the Agreement is based on semester hours.
- E-6 CURRICULUM DEVELOPMENT: Salary is determined on the basis of an hourly rate of .000719 of base salary (BA+0 Step 1).
- E-7 INSERVICE EDUCATION RATE: Salary is determined on the basis of an hourly rate of .000719 of base salary (BA+0 Step 1).
- E-8 SPECIAL EDUCATION STIPENDS: All special education teachers shall be paid \$300 per contract year in addition to their salary as determined by the regular salary schedule. (See E-12)
- E-9 NATIONAL BOARD CERTIFICATION and ASHA CERTIFICATE OF CLINICAL COMPETENCE STIPEND: Employees who complete the necessary requirements and

are certified through the National Board Certification program will receive a five percent (5%) stipend. Such stipend will be effective the semester following submission of certification to the Human Resources Division and will be paid in equal monthly installments.

- E-10 LIBRARIANS: School librarians shall work a contract year of 187 days. In addition, each librarian may be granted up to four additional days to be arranged by the principal in cooperation with the librarian and with the approval of the appropriate District administrator.
- E-11 COUNSELORS: Counselors who are full-time employees and who are assigned to counseling fifty percent or more of their time shall work the counselors' work year and work day and be paid on the counselor salary schedule. Full-time employees whose counseling assignment is less than fifty percent shall have their work year, work day and salary prorated for actual counseling and teaching time.
- E-12 Special Education teachers will receive an additional \$400 stipend. Occupational/Physical Therapists will receive a \$700 stipend.

*E-13

EMPLOYEE SALARY SCHEDULE

August 2010

Step	BA	BA+12	BA+24	BA+36	BA+48	MA	MA+12	MA+24	MA+36	MA+48	PHD
1	33853	34530	35207	35884	36561	36561	37238	37915	38592	39269	39269
2	34699	35410	36087	36798	37475	37475	38186	38863	39574	40251	40251
3	36798	37475	38186	38863	39574	39574	40251	40962	41639	42350	42350
4	38863	39574	40251	40962	41639	41639	42350	43027	43738	44415	44415
5	40894	41504	42553	43873	45939	45939	46886	47902	48918	49933	52269
6	44212	44889	45939	47259	49256	49256	50272	51220	52269	53318	55620
7	46886	47597	48613	49899	51931	51931	52946	53928	54943	55993	58295
8	48951	49595	50644	51998	53996	53996	55045	56061	57076	58092	60461
9	49087	50949	51998	53352	55384	55384	56399	57415	58464	59480	61816
10	49087	51118	53352	54706	56738	56738	57753	58769	59818	60834	63204
11	49087	51118	54706	56061	58092	58092	59107	60157	61172	62188	64558
12	49087	51118	54876	57415	59480	59480	60461	61511	62459	63508	65912
13	49087	51118	54876	57550	60800	60800	61816	62865	63847	64896	67266
14	49087	51118	54876	57550	62459	62459	63204	64219	65201	66250	68620
15	49087	51118	54876	57550	62459	62459	64896	65573	66555	67604	69974
16	49087	51118	54876	57550	62459	62459	64896	67334	67943	68992	71328
17	49087	51118	54876	57550	62459	62459	64896	67334	69771	70787	73224
18	49087	51118	54876	57550	64727	64727	67164	69602	69771	72175	74612
19	49087	51118	54876	57550	64727	64727	67164	69602	72005	72175	76000
20	49087	51118	54876	57550	64727	64727	67164	69602	72005	74443	76000
21	49087	51118	54876	57550	66995	66995	69433	71870	72005	74443	78268
22	49087	51118	54876	57550	66995	66995	69433	71870	74273	74443	78268
23	49087	51118	54876	57550	66995	66995	69433	71870	74273	76711	78268
24	49087	51118	54876	57550	69839	69839	72276	74714	77117	79555	83380

E-13.1 Guidelines for Outside Experience: Teaching experience in regular accredited public schools, state approved or recognized or accredited private K-12 schools, public or private junior colleges, colleges, universities and vocational technical school will count as credit on the employee salary schedule on the basis of a one (1) year advancement on the schedule for each year of outside experience to a maximum of five (5) years.

E-13.1.1 Audiologists, occupational therapists, physical therapists, and speech and language specialists will be granted outside

experience for state, agency, or private clinic or hospital employment with responsibilities involving K-12 age students.

E-13.2 Partial years of ninety (90) or more teaching days of such experience shall be counted as full years of experience in giving outside experience credit. Substitute teaching does not qualify.

*E-14

COUNSELOR SALARY SCHEDULE
August 2010

Counselor salary shall be determined from the Employee Salary Schedule base salary.

Step	MA	MA+12	MA+24	MA+36	MA+48	PHD
1	41639	42350	43061	43772	44483	44483
2	42587	43332	44077	44821	45532	45532
3	44821	45532	46277	47022	47767	47767
4	47022	47767	48477	49222	49967	49967
5	51558	52574	53657	54740	55790	58261
6	55079	56162	57178	58261	59378	61816
7	57922	59006	60021	61105	62222	64659
8	60123	61206	62290	63373	64456	66961
9	61579	62662	63745	64828	65912	68383
10	63000	64084	65167	66284	67367	69873
11	64456	65539	66623	67706	68789	71294
12	65912	66961	68078	69094	70177	72750
13	67334	68383	69500	70550	71667	74172
14	69094	69873	70956	71971	73089	75594
15	69094	71667	72378	73427	74544	77049
16	69094	71667	74240	74883	76000	78471
17	69094	71667	74240	76812	77896	80502
18	71498	74070	76643	76812	79385	81958
19	71498	74070	76643	79182	79385	83448
20	71498	74070	76643	79182	81789	83448
21	73901	76474	79047	79182	81789	85851
22	73901	76474	79047	81586	81789	85851
23	73901	76474	79047	81586	84192	85851
24	76914	79487	82060	84599	87205	91268

Each day of work in excess of the 197 days shall be compensated at 1/197 of the annual salary (provided for the 197 days) per day. Hourly rate shall be the daily rate divided by 8 except as otherwise established in the Agreement.

Counselor's Index: 1.06 x (employee's index + 0.08) figured to the nearest 1/1000. Length of Assignment: 190 days plus 7 days in-service. Length of Day: 8 hours.

*E-15

PSYCHOLOGISTS
AND
SOCIAL WORKERS
August 2010

Psychologists and social workers salary shall be determined from the Employee Salary Schedule base salary.

Step	MA	MA+12	MA+24	MA+36	MA+48	PHD
1	43332	44347	45363	46379	48071	49764
2	44415	45465	46480	47530	49425	51118
3	46480	47530	48748	49764	51457	53149
4	48748	49764	50780	51795	53488	55180
5	54503	55519	56535	57584	59310	61071
6	57922	58972	60021	61071	62967	64659
7	60698	61748	62967	63982	65675	67367
8	62086	63305	64321	65336	67029	68722
9	63644	64659	65675	66690	68383	70076
10	64998	66013	67029	68045	69737	71498
11	66013	67029	68045	69060	70787	72513
12	67029	68045	69060	70076	71802	73563
13	68045	69060	70076	71125	72852	74578
14	69060	70076	71125	72175	73901	75628
15	69060	71125	72175	73190	74917	76846
16	69060	71125	73190	74240	75966	77862
17	69060	71125	73190	75289	77185	78877
18	71091	72784	74815	75289	77185	78877
19	71091	72784	74815	76846	77219	79893
20	71091	72784	74815	76846	79555	79927
21	73461	75154	77185	79216	79555	82263
22	73461	75154	77185	79216	79555	82263
23	73461	75154	77185	79216	81924	82263
24	76169	77862	79893	81924	84633	87341

Length of Assignment: 180 days plus 7 days in-service. Length of Day: 8 hours

E-15.1 Guidelines for Outside Experience: Outside experience for psychologists and social workers hired after July 1, 2001 will be granted under the following guidelines:

- a. Job related non-teaching experience must postdate an MSW degree or MA degree in Psychology.
- b. Experience must result from paid employment.
- c. Experience must include K-12 school employment, and/or state, agency, or private clinic or hospital employment with responsibilities involving K-12 age students.
- d. New candidates will be granted a maximum of 5 years outside experience.

E-15.2 Partial years of ninety (90) or more teaching days of such experience of six (6) months or more of job related non-teaching experience shall be counted as a full year of experience in giving outside experience credit. Substitute teaching does not qualify.

EXTRA PAY FOR EXTRA DUTY
September 1, 2002

E-16 Extra pay for extra duties and responsibilities shall be provided in accordance with the extra pay for extra duty schedule providing that such duties and responsibilities are in addition to a full teaching assignment. Employees with released time or class time to assume assigned responsibilities will not be entitled to extra duty pay. Certification of employees contracted for extra duty shall be by the building principal and the appropriate District administrator. Extra pay is determined by the extra duty assignment and the years of service in the assignment.

E-16.1 The minimum extra pay allowance (Step 1) for extra duty is computed by multiplying the stated percentage by the base salary. Steps two through eight are computed by multiplying the stated percentage by the dollar amounts in two through eight in the BA column of the employees salary schedule. The eight steps are experience steps.

E-16.2 Employees newly appointed to an extra duty assignment shall be placed on step one. Employees already employed in an extra duty assignment will be placed on the appropriate experience step. Experience in another extra pay assignment or in another school district does not apply.

E-16.3 Extra pay for extra duty may, under certain circumstances, be prorated between employees. Under no circumstance will a proration of less than .01 be permitted.

E-16.4

JOB TITLE	LENGTH OF ASSIGNMENT	INDEX
<u>Senior High Athletics</u>		
Head Football Coach	per season	.111
Assistant Football Coach	per season	.074
Head Basketball Coach	per season	.111

Assistant Basketball Coach	per season	.074
Head Track Coach	per season	.084
Assistant Track Coach	per season	.063
Head Wrestling Coach	per season	.084
Assistant Wrestling Coach	per season	.063
Head Baseball Coach	per season	.084
Assistant Baseball Coach	per season	.063
Head Softball Coach	per season	.084
Assistant Softball Coach	per season	.063
Head Ski Coach	per season	.084
Assistant Ski Coach	per season	.063
Head Soccer Coach	per season	.084
Assistant Soccer Coach	per season	.063
Head Gymnastics Coach	per season	.074
Assistant Gymnastics Coach	per season	.053
Head Swimming Coach	per season	.074
Assistant Swimming Coach	per season	.053
Head Volleyball Coach	per season	.084
Assistant Volleyball Coach	per season	.063
Head Cross Country Coach	per season	.074
Assistant Cross Country Coach	per season	.053
Head Tennis Coach	per season	.063
Assistant Tennis Coach	per season	.040
Head Golf Coach	per season	.063
Assistant Golf Coach	per season	.040

Coaches whose teams qualify for and participate in a recognized CHSAA State Play-Offs of Championships beyond the regular schedule of league play-offs shall receive a percentage of season extra duty pay for each week that a team is involved in post season competition. Only competitions that occur outside the regular extra duty contract period will qualify for extra pay.

Senior High Activities

Yearbook Sponsor		
-Schools with enrollment over 1000	50 hours after school	.100
-Schools with enrollment under 1000	50 hours after school	.069
Newspaper Sponsor	50 hours after school	.069
Assistant Choir Director	50 hours after school	.027
Director of Musical	50 hours after school	.080
Assistant Director of Musical	50 hours after school	.027
Stage Technician Assistant (musical)	50 hours after school	.035
Marching Band Director	50 hours after school	.069
Assistant Marching Band Director	50 Hours after school	.027
Color Guard	50 hours after school	.027
Percussion Instructor	50 hours after school	.027

Band Director	50 hours after school	.058
Assistant Band Director	50 hours after school	.027
Orchestra Director	50 hours after school	.042
Forensics Director		
11 or more meets	per year	.058
6-10 meets	per year	.042
Director of Full-Length Play	50 hours after school	.069
Assistant Director of Full-Length Play	50 hours after school	.027
Stage Technician Assistant (Play)	50 hours after school	.035
One-Act Play Director	Per Play	.021
Student Council Sponsor	50 hours after school	.048
Career & Tech Ed Student Organization Sponsor	50 hours after school	.048
Thespian Sponsor	50 hours after school	.048
Student Activity Director	50 hours after school	.032
National Technical Honor Society Sponsor	50 hours after school	.032
Senior Class Sponsor	per year	.021
Junior Class Sponsor	per year	.021
Sophomore Class Sponsor	per year	.011
Freshman Class Sponsor	per year	.011
Links Sponsor	per year	.032
Spirit Sponsor (Chrlldr/Pom Pon)	per season	.063
Intramurals	40 hour program	.029

Marching Band directors and Assistants who are expected to accompany athletic teams to recognized CHSAA State Play-Offs or Championships beyond the regular schedule of league play-off shall receive a percentage of their extra duty pay for each week that the marching band is involved in post season competition. Directors and Sponsors whose student groups qualify for recognized CHSAA Sate competitions shall receive a percentage of their extra duty pay for each week that the student group is involved in the post season competition. Only competitions that occur outside the regular extra duty contract period will qualify for extra pay.

Middle Level Athletics

Head Football Coach	per season	.059
Assistant Football Coach	per season	.040
Head Basketball Coach	per season	.048
Assistant Basketball Coach	per season	.032
Head Volleyball Coach	per season	.048
Assistant Volleyball Coach	per season	.032
Head Softball Coach	per season	.048
Assistant Softball Coach	per season	.032
Head Wrestling Coach	per season	.048
Assistant Wrestling Coach	per season	.032
Head Track Coach	per season	.048

Assistant Track Coach	per season	.032
<u>Middle Level Activities</u>		
Yearbook Sponsor	40 hours after school	.037
Newspaper Sponsor	40 hours after school	.032
Choir Director	40 hours after school	.048
Director of Musical	40 hours after school	.042
Assistant Director of Musical	40 hours after school	.011
Band Director	40 hours after school	.048
Orchestra Director	40 hours after school	.037
Director of Full-Length Play	40 hours after school	.042
Assistant Director of Full-Length Play	40 hours after school	.011
One-Act Play Director	per play	.011
Student Council Sponsor	40 hours after school	.032
Intramural Director	40 hours after school	.032
Intramurals	40 hour program	.029
Pep Club and Spirit Group Sponsor	per year	.021
SAPP Student Sponsor	per year	.021
Web Sponsor	per year	.032

Elementary Level Activities

Elementary schools will be allocated extra duty time on a prorated basis as determined by student enrollment. The extra duty time will be paid at the rate of .03 of the BA salary for a 40-hour program. The use of these hours will be determined through shared decision making. The activities which may be considered are:

- a. Choir Director
- b. School Newspaper sponsor
- c. Student Council sponsor
- d. Intramurals
- e. Director of Play
- f. Director of Musical
- g. Conflict Mediation Supervisor
- h. Club Sponsor
- i. Other duties, as deemed appropriate

DEPARTMENT CHAIRPERSON AND OUTDOOR EDUCATION

E-17 Chairpersons who do not receive released time as provided in C-10 may be compensated as follows: If, in addition to the department chairperson there is one, two or three persons - \$400; four persons - \$450; five persons - \$500; six persons - \$550; seven persons - \$600; eight persons - \$650; nine persons - \$700; ten persons - \$750; eleven persons - \$800; twelve or more persons - \$850. ("persons" means FTE or major fraction thereof.)

Team leaders will receive a compensation of \$750.

Employees responsible for the supervision of students in an outdoor education program who remain overnight shall receive fifty (50) dollars per night. This amount shall be in addition to the employee's regular pay and shall apply only to employees designated by the building administrator.

E-18

VOCATIONAL-TECHNICAL SALARY SCHEDULE
2006-07

Vocational-Technical salaries shall be determined from the Teacher's Salary base.

Grade	05 Step	04-05 187 Day Salary
VC+B24	14	\$62,253.00
VC+120	15	\$62,253.00
VC+40	15	\$53,903.00
VC+M	13	\$60,405.00
VC+120	15	\$62,253.00
VC+B	20	\$60,203.00
VC+40	15	\$53,903.00

Work year: 187 days

Related Work Experience: Effective January 1, 1980, add .04 index points for each year up to six (6) years. (maximum of .24)

One year = 2000 hours

QUALIFICATIONS AND REQUIREMENTS OF VOCATIONAL-TECHNICAL CENTER EMPLOYEES

E-19 MINIMUM QUALIFICATIONS: Instructors in Vocational and Technical Education must meet the requirements for Vocational Credential for the particular field of training as determined by the Colorado State Board for Community Colleges and Occupational Education.

E-19.1 Vocational-Technical Center Instructors without a Bachelor's Degree will be encouraged to work toward a Bachelor's Degree and complete all courses as required by the State Vocational Plan of the Colorado Board for Community Colleges and Occupational Education.

E-19.2 All Vocational-Technical instructors will be required to meet in-service training requirements and to complete the necessary studies to keep their credentials and/or teaching licenses in force.

E-19.3 SALARY REQUIREMENTS

1. A Vocational-Technical Center instructor will start at the index location on the Vocational-Technical Center salary schedule that corresponds with his/her level of academic achievement and years of teaching experience, plus additional index points for work experience. The Vocational-Technical Center instructor shall be given credit for outside teaching experience up through five years.
2. Additional work days beyond the 187 day contract year for Vocational-Technical Center instructors and 197 day contract year for Vocational-Technical Center counselors shall be compensated on the basis of their regular salary computed on a daily basis.
3. Instruction by a Vocational-Technical Center instructor in curriculum development shall be compensated at the rate as provided in Section E-5.
4. Released time needed for Vocational-Technical Center instructors to visit high schools, vocational-technical schools, and businesses shall be approved within normal District guidelines.
5. Department Chairpersons in the Vocational-Technical Center will receive a yearly amount of \$125.00 for each full-time employee or full-time equivalent in the Department including the Chairperson. The extra pay is to compensate for time required "outside" of regular school hours in carrying out responsibilities assigned by the Vocational-Technical Center principal. A full-time employee or equivalent is considered an employee with a total of six (6) periods of assigned classes daily.
6. The Vocational-Technical Center instructor will be compensated for his/her applicable work experience above the bachelor's degree or for a non-degree instructor above two years of work experience.

7. Partial years of ninety (90) or more teaching days of such experience shall be counted as full years of experience in giving outside experience.

GROUP INSURANCE

*E-20 HEALTH, HOSPITALIZATION AND LIFE INSURANCE: For 2010-11 and the 2011-12 contract years, the District will pay at least the full employee premium for eligible employees for three Health plans and one Dental plan approved by the Board of Education. For 2010-11 and 2011-12 the District will offer the Kaiser 220 Plan, the Great-West/Cigna Standard Plan, and the Great-West/Cigna Basic Plan and the Delta Dental plan recommended by the Benefits Committee and approved by the Board of Education. For 2010-11 and 2011-12, the minimum monthly District contribution is \$430 per employee per month to the health fund for health coverage. The district will contribute \$36 per month for dental coverage.

The District agrees to contribute the above amounts for June and July for covered employees who are working or are on paid leave or on leave covered under the Family and Medical Leave Act (FMLA) on their last scheduled work day of the school year.

\$20,000 Life Insurance will be provided to eligible employees at no cost to the employee.

E-20.1 Employees will be offered an Employee Assistance Program as a component of the overall cost of the health benefit package.

E-21 LONG TERM DISABILITY INSURANCE: The Board of Education shall pay the full premium for a Long-Term Disability Insurance plan and will continue such payment for the duration of the Agreement.

E-22 PLAN CONTENTS: The contents of the Health, Hospitalization and Life, Long-Term Disability, and Dental plans shall be mutually agreed upon by the Association and the Board of Education

E-23 LIABILITY INSURANCE: A liability insurance policy in the usual form shall be purchased by the Board of Education. Employees of the District acting within the scope of their employment shall be named as insured parties under the policy. A copy of this policy shall be provided to the Association.

E-24 INSURANCE COMMITTEE: During the term of this Agreement either party may request up to two meetings per year to meet and confer regarding general contractual insurance matters. Additional meetings may be held upon mutual agreement of the parties. Each party may appoint two representatives for these discussions. The District Insurance Consultant may be requested to attend such meetings. The insurance committee will make decisions by consensus.

E-25 PERA AND WORKER'S COMPENSATION: PERA and Worker's Compensation as established by the statutes of the State of Colorado shall be provided members of Unit B by the Boulder Valley School District.

E-26 ANNUAL LEAVE

E-26.1 Effective with the 1996-97 work year, annual leave days will not accrue from one year to the next except as provided in section E-26.2. Each full-time contracted employee shall be allocated twelve (12) days of annual leave at the beginning of the current contract year.

E-26.1.1 An employee who is hired to work less than 187 days in a school year or who has less than a full time assignment shall receive annual leave of a pro-rata basis.

E-26.1.2 In the event that an employee's contract is terminated prior to the termination date stated on the contract and the employee has used more days than he/she has accrued, an hourly pro-rata reduction will be made on the final paycheck to the employee, except in cases of death or other such circumstances beyond the control of the employee.

E-26.2 Annual leave days will accumulate up to a maximum of 25 days beyond the 12 days accrued each year. By June 1 of each year, each employee who wishes to be paid for up to 12 annual leave days shall designate in writing on the appropriate school district form the number of unused days to be paid that contract year. Otherwise, the annual leave days will accumulate up to a maximum of 25 days. Any annual days above 25 at the end of the school year will be automatically paid in July.

Upon separation from the district, an employee will be paid up to a maximum of 37 annual leave days.

E-26.3 Each July, each employee shall receive a payment at the starting substitute teacher daily rate for all annual leave days paid as defined in E-26.2. Annual leave days that are included in the July payment are not carried over to the next contract year.

E-26.4 An employee intending to use annual leave shall notify the school district's substitute calling system at least five (5) days prior, when possible, to the day(s) on which such leave is taken.

E-26.5 An employee who exhausts his/her annual leave may, at the discretion of the Assistant Superintendent of Human Resources or designee, be granted additional days of leave without pay. Extended leaves of absence may be requested under sections E-36 through E-41.

E-26.6 Except as provided in section E-26.7, the accrued sick leave balance for each employee will be frozen at the level in place as of June 7, 1996. An employee who resigns, retires or is reduced in force on or after June 7, 1996, will receive payment for the frozen unused sick leave days as follows:

Years of Full-time Service as of June 7, 1996	Rate Paid for Each Day Accrued as of June 7, 1996
0-15	\$48.86
16-20	61.08
21-25	73.30
26 and above	91.62

E-26.6.1 An employee will not be reimbursed for frozen sick leave days used pursuant to section E-26.7.

E-26.6.2 In the event of death of an employee, payment of accumulated sick leave shall be made to the employee's estate.

E-26.7 An employee may use frozen accumulated leave days from his/her accrued frozen sick leave balance as provided in section E-26.6 subject to the following conditions:

1. Frozen sick leave may be used only after all accumulated leave is exhausted pursuant to section E-26.1.
2. Frozen sick leave days may be used for the illness for oneself or for maternity/parental leave or for the illness or death of a member of one's immediate family as defined in section E-29.

Other Provisions:

E-26.8 An employee on an extended leave of absence without pay will retain his/her accumulated leave as provided in sections E-27.1 and E-27.6 but will not accrue further leave until he/she returns to work on paid status.

E-26.9 When an employee is required to contribute a day(s) to the Sick Leave Bank as provided for in section E-27, such day(s) will be subtracted from the annual leave days in section E-26.1 and will not be subtracted from the accrued sick leave days as provided for in section E-26.7.

E-26.10 An employee will have annual leave deducted based upon the number of hours absent from work. An employee must count a planning period the same as an instruction period when absent from work.

E-26.11 In addition to using annual leave, an employee may use up to three (3) days of leave to observe religious holidays which occur on regularly scheduled work days, provided such days are made up by arrangement with the respective principals and are used for regular job-related activities.

E-27 SICK LEAVE BANK

E-27.1 A sick leave bank will be established as of September 1, 1996. All employees shall be eligible to participate on a voluntary basis.

- E-27.2 An employee has the option of enrolling in the Bank during the open enrollment period from the first contract day of each year through September 15, or for employees hired after September 1, during the first ten days of that employee's contract. To be enrolled in the Bank for that contract year, each employee will donate one (1) day of his/her annual leave to the Bank.
- E-27.2.1 An employee who works less than 187 days in a school year or who has less than a full-time assignment shall donate and receive Bank days on a pro-rata basis.
- E-27.3 Days donated to the Bank in section E-27.2 will be considered in the Bank as of the first scheduled work day of each school year.
- E-27.4 An employee may withdraw from membership in the Bank between the first contract day each year through September 15, by designating such in writing on the appropriate school district form. An employee will not be able to withdraw any days which such employee has previously contributed.
- E-27.5 Any employee applying for Sick Leave Bank benefits must have used at least twenty-five (25) consecutive leave days prior to making application. Such leave may consist of annual leave days, frozen accumulated sick leave days as defined in section E-26. Provided the employee is ill or injured, and/or leave without pay.
- E-27.6 Any remainder of the employee's accumulated annual leave days and/or frozen accumulated sick leave days as defined in section E-26.6 will be the employee's new balance.
- E-27.7 A maximum of fifteen (15) days each contract year can be drawn by a full-time employee from the Bank in addition to the employee's own accumulated annual leave days if any. Less than full-time employee's days will be prorated accordingly.
- E-27.8 An employee who is authorized leave days from the Bank will not be required to replace such days except as a regular contributing member of the Bank.
- E-27.9 Leave days can only be authorized from the Bank for an employee's illness or injury. Days will not be granted for an employee to care for someone else who is ill or disabled or for non-contracted days or days in which workers' compensation is available to the employee.
- E-27.10 A request for authorization of Bank days must be accompanied by a statement from a qualified physician certifying that the employee is unable to fulfill the employee's contractual obligations and explaining the medical reasons therefore.
- E-27.11 Each full-time employee enrolling in the Bank will donate one day of such employee's own annual leave to the Bank each September 1, until the Bank has accumulated 1500 days. Thereafter, no more days will be added until the Bank is depleted to 500 days except for days to be donated by new members which may be added to the Bank at any time.

E-27.12 Any variances from this "SICK LEAVE BANK" section shall be by the Sick Leave Bank Committee. The Committee shall consist of three (3) Unit B employees appointed by the Association and three (3) persons from the administrative staff appointed by the Superintendent.

E-27.11.1 Decisions of the Sick Leave Bank Committee shall be final and binding and not grievable.

INJURY LEAVE

E-28 Injury leave may be granted to protect an employee against temporary loss of salary when he/she sustains an injury arising out of, or in the course of, the actual performance of his/her job. Such injuries may entitle an employee to benefits under the Workers' Compensation Act.

E-28.1 In order to receive these benefits, injured employees are required to report the injury without delay to their immediate supervisor; report to a duly qualified physician and have a verification of the injury made to the District; and file an application for Workers' Compensation benefits within two working days in the Benefits Department.

E-28.2 In the event of an on-the-job injury to the employee, which is deemed compensable under the Workers' Compensation Law, the employee will continue to receive compensation that the employee otherwise would have normally earned for up to three(3) days. Such absence will not be charged to annual leave. In those cases where the insurance carrier assumes liability, the injured employee may, beginning with the fourth day of absence due to such injury, receive his/her full salary from the School District less the amount of any workers' compensation pay received for a period of time not to exceed thirty (30) working days. In such case the absence would not be charged to the employee's annual leave.

E-28.3 After the end of the described thirty (30) working days, the employee has two options:

1. He/she may use accumulated annual leave and be paid at his/her full salary less the amount of Workers' Compensation pay. In such cases the absence is charged against the employee's accumulated annual leave on a prorated basis.
2. He/she may accept only Workers' Compensation pay in which case annual leave will not be charged.

E-28.4 In cases where the insurance carrier fails to assume any liability, all absences may be charged under the regular annual leave provisions.

BEREAVEMENT LEAVE

E-29 When death occurs in an employee's immediate family, he/she shall be granted three (3) working days off with pay for the time lost from work. The definition of "immediate

family” for as used here shall be interpreted to include husband, wife, son, son-in-law, daughter, daughter-in-law, father, father-in-law, mother, mother-in-law, sister, sister-in-law, brother, brother-in-law, grandparents, grandchildren of employee, domestic partner or any relative living in the immediate household of the employee. Any additional days will be charged to accumulated annual leave, frozen sick leave and/or leave without pay.

E-29.1 In unique circumstances, an employee may appeal to the Assistant Superintendent of Human Resources for a variance of the provision. Decisions of the Assistant Superintendent of Human Resources shall be final and binding and not grievable.

MISCELLANEOUS SHORT ABSENCES

E-30 TIME OFF TO VOTE: Employees who are qualified to vote will be given time off, without loss of pay, for the purpose of voting. Arrangements for such absences must be made in advance with the employee’s immediate supervisor.

E-31 JURY DUTY: Employees who are ordered to serve on jury duty will be granted time off with pay for court appearances.

E-32 COURT APPEARANCES:

E-32.1 Employees who are subpoenaed to appear in court on a matter that involves the employee’s capacity as a District employee shall be granted time off with pay for court appearances.

E-32.2 Employees who are subpoenaed to appear in court as witnesses shall be granted time off with pay upon presentation of court notice for such appearance(s).

E-32.3 Time off for court appearances on personal legal matters may be charged to annual leave. If more than an employee’s available annual leave is needed, the employee shall pay for the substitute time needed. Annual leave need not be used for absences less than one-half day if arrangements are made with fellow employees as provided in C-13.1.

E-33 MILITARY LEAVE

E-33.1 MILITARY SERVICE: Any employee who is unable to perform the terms of an employment contract because of entry into military service as defined by the Selective Service Act of 1967, should notify the Human Resources Division, in writing, immediately upon receiving orders to report for military duty. Copies of such orders shall be submitted to the Human Resources Division. An employee who applies for reinstatement within the time period provided by law will be reinstated.

E-33.2 MILITARY TRAINING LEAVE: Employees belonging to the Guard or Reserve Units will be allowed to take up to fifteen (15) calendar days per year of time off from their regular duties for such military training. A leave not to exceed fifteen (15) calendar days per year shall be without any loss of pay provided that the

employee on such military leave shall turn over to the District payment received for such services.

E-33.3 MILITARY LEAVE: Employees of the District who are members of the National Guard or the military reserves who are called to active military service will be entitled to continuation of District insurance coverage on the same basis as they had prior to the call to service with the District making the same contribution as for other employees in the service-member's classification for a period of ninety (90) calendar days, or the duration of their military service, whichever is shorter. Such employees will also receive the difference between their military pay and their District pay for a period of ninety (90) calendar days for the period of service in the military, whichever is shorter. In addition, the employee may continue District insurance coverages including dependent coverage, but at the employee's expense, on the same basis as available to current District employees, for a period of eighteen (18) months after being called to duty, for so long as the employee is in active military service.

EXTENDED LEAVES OF ABSENCE

- E-34 RETURN RIGHT-REPLACEMENT: Upon request made at the time of leave application, the employee shall be returned to his/her former assignment provided the total duration of the leave is one (1) year or less. Such assurance would not be available if circumstances prohibit it. When an employee requests to return to his/her former assignment, the individual employees to fill a vacancy created by the leave of absence shall be employed on a temporary basis.
- E-35 NOTIFICATION: An employee of the District whose leave of absence expires at the end of the fall semester shall notify the District of his/her intent to return by no later than December 1st. An employee of the District who is on leave during the spring semester whose leave expires prior to the beginning of the following school year shall notify the District by April 1st of intent to return. Failure to so notify the District will result in termination unless there are mitigating circumstances which would make such notification impossible.
- E-36 LEAVE OF ABSENCE FOR IMPROVEMENT OF HEALTH: Leaves of absence for improvement of health of the employee or the employee's immediate family shall be granted upon written application accompanied by documentation from a medical doctor not to exceed one (1) year in length.
- E-37 LEAVE FOR GOVERNMENTAL SERVICE: An employee of the District elected or appointed to serve in a position of community, county, state or national governmental service will be granted a leave of absence without pay if the governmental service requires the employee to be absent from his duties in the District.
- E-37.1 Daily salary deductions for this purpose shall be based on the actual salary of the employee divided by the number of scheduled work days for the employee for a specific year. If the governmental service requires daily part-time absence, salary deduction shall be prorated.

E-37.2 For the purpose of this policy, full-time campaigning in one's behalf shall be construed as governmental service.

E-38 FAMILY MEDICAL LEAVE ACT: The conditions of this agreement will remain in compliance with current FMLA regulations.

1. Employees with required medical documentation will be granted up to 12 weeks of unpaid leave for any of the following reasons"
 - a. To care for the employee's child after birth, or placement for adoption or foster care.
 - b. To care for the employee's family member who has a serious health condition.
 - c. For a serious health condition that makes the employee unable to perform his/her job.
2. Employees will use accrued paid leave for the absence up to their available balances unless the employee provides written notification to Human Resources prior to the beginning of the leave to use unpaid leave.
3. For the duration of the 12 week leave, the District will maintain all group health, dental and life insurance benefits.
4. The employee's 12 week leave will not be considered a break in service and he/she will be reinstated to the same or equivalent job with the same pay, benefits and terms and conditions of employment on their return from leave in accordance with current FMLA regulations.

E-39 EXTENDED ABSENCES FOR PERSONAL REASONS: Extended absences without pay for personal reasons, not to exceed one year in length, will not be granted for an employee to work out of the district. Provided, however, that employees who will teach in another country will be granted such leave when the leave conforms to the BVSD school calendar. An extension of such leave may be granted at the discretion of the Board of Education. In extenuating circumstances, the district may grant a leave for another purpose. A personal leave request is subject to the following conditions:

1. APPLICATION: An employee requesting an extended leave of absence for the second semester or third trimester shall submit such request to the Human Resources Division, with a copy to the principal, prior to December 1, of the semester or trimester preceding the leave. An employee requesting an extended leave of absence for the first semester or first or second trimester of the ensuing school year shall submit such request to the Human Resources Division, with a copy to the principal, prior to April 1, of the year preceding the leave. When unforeseen circumstances result in an employee request for leave after December 1st or April 1st, the Assistant Superintendent of Human Resources may waive the deadline dates.
2. Approval must be recommended by the Superintendent and other administrative officials concerned.

3. The Board of Education must approve the application.

E-39.1 PARENTAL LEAVE: Extended absences for newborn child care or adoptive child care, not to exceed one year in length, shall be granted without pay to licensed employees (including probationary) according to the above conditions.

E-40 LEAVE FOR PROFESSIONAL STUDY: Upon the recommendation of the Superintendent, the Board of Education will consider application of any full-time employee for a leave of absence without payment of regular salary for one quarter, one trimester, one semester or one year for the purpose of professional study. Such employee must have a minimum of five years of satisfactory and uninterrupted service in the Boulder Valley Schools. In special or unique circumstances, subject to the prior approval of the Assistant Superintendent of Human Resources, an extension of such leave may be granted.

E-40.1 For the purpose of this provision, neither military leave nor sick leave shall be interpreted as having interrupted service. Previous leave for travel or professional study or for the improvement of health, leave for exchange teaching, or miscellaneous personal leaves of extended length constitute interruption of service.

E-40.2 LEAVE FOR PROFESSIONAL STUDY, APPLICATION: The application for a leave for professional study shall be filed in the office of the Assistant Superintendent of Human Resources no later than April 1, or November 1, preceding the term it is desired that the leave become effective. The application will be immediately referred to the appropriate District administrator for consideration and processing. The application should include a description of the program which the applicant plans to pursue during the absence, as well as a statement of the employee's commitment to return to active service with the Boulder Valley Schools for at least one year. Failure to return for at least one year from a leave shall obligate the employee to refund any monies received under section E-41.3 unless mitigating circumstances are accepted by the Board of Education as reason for waiving this obligation. In determining his/her recommendation to the Board of Education, the Superintendent of Schools will consider: a) the extent of the applicant's professional study, growth and contributions during his/her term of service with the Boulder Valley Schools, b) the extent to which study will contribute to the cultural and technical qualifications of the employee for his/her work in the Boulder Valley Schools and c) length of uninterrupted service in the Boulder Valley Schools.

E-40.3 Salary increments or reductions and employee rights will accrue to the employee while he/she is on leave for professional study.

E-40.4 LEAVE FOR PROFESSIONAL STUDY, SCHOLARSHIP: An eligible employee placed upon a leave of absence for professional study may apply to the Board of Education for a scholarship of \$750 for one academic quarter, \$1000 for one academic semester or \$2000 for a full academic year. Those employees who receive a scholarship shall execute a scholarship agreement with the Board of Education which shall include the following terms:

1. As a condition of receiving the scholarship the teacher must satisfactorily complete all academic work or research projects in his/her program of study.
2. The employee shall provide the Superintendent of Schools with a transcript of grades upon receipt of the same, and will provide any additional reports or information as may be reasonably required by the Superintendent.
3. The employee shall agree to return to the District following the leave of absence and to enter upon and perform the services of a employee or administrator for a period of at least one year. Should the employee fail to do this, all sums paid shall immediately become due and payable from the employee to the School District. If the employee is unable to complete the required year of service because of illness or disability not due to his/her own negligence, the employee will have an additional period of time following recovery from such illness or disability to complete the year of service required.
4. Scholarship recipients shall be reimbursed at the beginning of each term of study at the institution at which they are duly enrolled.

E-41 CAREER AND TECHNICAL EDUCATION PROFECIENCY LEAVE: Upon the recommendation of the Superintendent, the Board of Education will consider the application of any full-time vocationally credentialed employee for leave of absence without payment of regular salary for one semester or one year for the purpose of increasing vocational proficiency. For the purpose of this provision, eligible employees include those credentialed employees teaching in Board-approved programs at Boulder Technical Education Center or in Consumer and Family Science, Marketing and Technology and Industry or Business Education programs in the regular high school. Such employee must have a minimum of 5 years satisfactory and uninterrupted service in Boulder Valley Schools. For each 1,000 hours of work done under this provision, .02 index points will be granted on the salary schedule, up to a maximum of .04 index points per year.

E-42 MILITARY LEAVE FOR ACTIVE SERVICE: Any full-time employee of the District who enlists in or is inducted into the armed forces will be granted a leave of absence without pay. He/she will retain the status of probation or teacher he/she had achieved prior to his/her entry into the service. The District will require written notice from the employee of his/her intention to resume employment six months before the date he/she wishes to reenter the employment of the District.

E-42.1 The provisions of this leave and the accompanying benefits will automatically expire if the employee does not give the District written notice of his/her intention to resume employment within six months after his/her eligibility for separation from service, or after the termination of the emergency, whichever is earlier. The District reserves the right to revoke or deny extension of leave to an employee remaining in military service beyond the compulsory period.

E-43 LEAVE RIGHTS: A member of Unit B on a leave of absence will accrue seniority rights as if on active service to the District. Except as provided in E-39.2 for Professional

Leave, salary increments will not accrue for an employee on a leave of absence. Subject to the provisions of insurance policies, an employee on leave of absence without pay for more than thirty (30) days may purchase medical and dental insurance at the current group rates. When circumstances prohibit the employee from making such payment within thirty (30) days, the Director of Benefits may extend the period for receipt of insurance premium payments. In the event the period of payment is extended, the employee shall pay the premiums retroactive to the beginning of the leave of absence. The employee will continue to receive insurance coverage during such period.

TUITION REIMBURSEMENT

E-44 During the term of this Agreement, an amount equivalent to four (4) times the employee base salary (e.g. in 2002-03 - \$116,856) per school year will be allocated annually for the use of tuition reimbursement. Any Unit B employee with a regular contract who has completed one year of satisfactory service and who has been notified of reemployment for the succeeding year and who is not on leave of absence may apply for reimbursement of tuition incurred in study for credit at an approved institution (North Central or equivalent) of higher learning provided such course(s) is directly applicable to his/her teaching subject area or related subject area and/or is directly related to the school district goals. Coursework that does not meet the above criteria will not be reimbursed. Such reimbursement will be granted for a maximum of three semester hours (or equivalent) per college term and ten semester hours (or equivalent) during the summer term unless approval for more is obtained in advance from the appropriate level executive director. Tuition reimbursement shall be made for study at any Colorado state supported institution of higher education. For study at any other institute of higher education, including third party off campus, tuition reimbursement shall not exceed the tuition rate for the corresponding term at the University of Colorado at Boulder.

E-44.1 In order to receive reimbursement, employees must submit the following documentation:

1. Proper documentation of successful course completion from the college or university, or third party off campus provider.
2. Proper documentation of payment of course(s) from the college or university.
3. Completion of appropriate form requesting tuition reimbursement.
4. Invoice from the third party off campus instructor (if applicable). All documentation must be received in the Human Resources Division prior to either October 15 or April 15 of each year, and within six (6) months after completion of the course(s). Requests for tuition reimbursement submitted after six (6) months from the completion date of the course(s) will not be considered.

Requests will be processed as of October 15 and April 15 of each year.

E-44.2 The following reimbursement procedures will apply:

1. Requests submitted prior to October 15

- a. Sixty (60) percent of the approved request will be paid between October 15 and January 15. The remaining forty (40) percent of the approved request will be dealt with together with requests submitted by the April 15 deadline
2. Requests submitted after October 15 and before April 15
- a. All approved requests under this section will be aggregated after the April 15 deadline.
 - b. In the event the total of approved requests is within the dollar limitation, all approved requests will be paid in full.
 - c. In the event the total of approved requests exceeds the dollar limitation, payments will be prorated.
 - d. In the even proration results in amounts of less than \$5.00, the sum of such proration will be carried forward and added to the subsequent calendar year allocation.

E-44.3 Any individual employee who has already received \$2000 under this policy is ineligible to receive more until approved requests of all other eligible employees have been made and in no case will an employee be granted more than \$2000 in any year four-year period.

E-44.4 Unit B employees on leave of absence shall not be eligible for tuition reimbursement.

E-44.5 Request for special consideration may be submitted by employees for whom unusual circumstances have been created by the adoption of this policy.

PROGRAM DEVELOPMENT

E-45 Employees shall be provided opportunities to attend curriculum and instruction conferences as dictated by program development needs.

E-45.1 Responsibility for the administration of the program development conference request lies with the District administration.

E-45.2 The appropriate District curriculum committee(s), which shall include employees, will assist in the determination of program needs and in the selection of participants at such conferences. This committee(s) shall develop, with the assistance of the administration, the guidelines and procedures to be used in carrying out its responsibility.

CHANGE OF PAY STATUS

E-46 College or university credit earned after January 1, 1980, to be used for horizontal movement of the salary schedule shall be earned at an approved institution (North Central or equivalent) of higher learning and such course(s) must be applicable to the employee's teaching or related educational fields.

- E-46.1 It shall be the employee's responsibility to initiate a request of horizontal increases in salary due to additional hours of training credit. Requests shall be made in the Human Resources Division on a change of pay status request form which can be obtained from the school office or the Human Resources Division. Course grade slips shall be accepted as verification of the successful completion of course work and must accompany the request, provided official transcripts are submitted to the Human Resources Division no later than 60 days following the submission of the course grade slip.
- E-46.2 Requests for salary increase for additional credit submitted to the Human Resources Division between June 1 and October 15 each year will be paid in the November paycheck retroactive to the beginning of the current work year. Requests submitted to the Human Resources Division between October 16 and May 31 will be effective the first work day of the month following the submission and reflected in that month's paycheck.
- E-46.3 Academic credit on the employee salary schedule shall be granted for successful completion of District programs or courses that have been identified as qualifying for credit by the District's administration.
- E-46.4 Hours of credit earned after an employee has earned a BA degree, but before an MA degree is earned, cannot be applied to the MA columns. Only hours earned after the employee has earned the MA degree can be used for horizontal movement beyond the BA+48 or MA column.
- E-47 VOLUNTARY REDUCTION: Employees may voluntarily reduce to less than a 1.0 FTE contract by receiving written approval from the employee's principal/supervisor and giving written notice to the Human Resources Division by April 1. Such reduction may be approved for up to one (1) year. An extension of such reduction may be granted not to exceed two (2) years on length. If such reduction continues beyond two (2) years the employee forfeits his/her rights to a 1.0 FTE contract and remains at the reduced FTE.
- E-48 JOB SHARES
1. Job sharing involves two employees (one non-probationary employee and one limited term job share partner) who voluntarily agree to share one full-time assignment in the District. Employees wishing to job share must find a partner in consultation with the building principal or designee and complete the appropriate forms by May 1 of the previous school year. Upon approval by the building principal, the job share shall be granted for one semester or one school year.
 2. Non-Probationary employees are eligible to job share. The non-probationary employee requesting the job share will be returned to their former position at the end of the job share. Employees wishing to job share beyond one year need to request a new job share for the following year.
 3. Limited term, part-time, temporary and substitute employees, who hold a valid license are eligible to be a job share partner. Highly qualified requirements, if applicable, must also be complied with.

4. The minimum FTE for the non-probationary employee shall be .5 FTE. The minimum FTE for the job share partner shall be .4 FTE
5. 50/50 job share requests shall not be arbitrarily denied, up to a maximum of fifteen (15) 50/50 job shares in one year. Requests for 50/50 job shares beyond 15 in one year will be denied.
6. The two employees will proportionately share the annual leave days accrued to their position with their job share partner.
7. Job share partners who participate in a 50/50 job share are each entitled to the district health insurance coverage. The cost of this insurance coverage will be taken from the one-time money designated by the district. There will be a maximum of 15 50/50 job share partners in one year.

SECTION F: PRIVILEGES & FACILITIES

F-1 ASSOCIATION PRESIDENT AND VICE PRESIDENT: The Board of Education agrees, subject to the conditions below, that the president and the vice president of the Association, while they are officially representing the Unit B bargaining agent during the year, should be relieved of their duties without loss of salary, seniority, or fringe benefits as follows:

F-1.1 Association President: A replacement shall be hired and the Association shall compensate the District for the salary and PERA cost of the replacement, to be determined by computing the average salary of newly hired Unit B employees that year who were not contract for the prior academic year. The Association president shall work with the temporary replacement to the extent that the educational program in his/her classes is not seriously disrupted. The president shall also submit to the Deputy Superintendent , upon his/her request, a report covering his/her activities relative to the improvement of the District instructional program and/or his/her contributions toward the solution of employee personnel problems.

F-1.2 Association Vice President: The vice president shall be released half-time (.5 FTE) while officially representing the Unit. A replacement shall be hired and the Association shall compensate the District for the salary and benefit cost of the replacement, to be determined by computing the average salary of newly hired Unit B employees that year who were not on contract for the prior academic year.

The Association vice president shall work with the temporary replacement to the extent that the educational program in his/her classes is not seriously disrupted. The vice president shall also submit to the Deputy Superintendent, upon his/her request, a report covering his/her activities relative to the improvement of the District instructional program and/or his/her contributions toward the solution of employee personnel problems.

F-1.3 The employee(s) employed to replace the Association president and/or vice president shall be employed on a temporary basis. The employee(s) serving as

Association president and/or vice president shall have the privilege of returning to his/her former assignment(s) unless circumstances would prohibit it, or if accepting a different assignment.

- F-2 **USE OF FACILITIES:** The Association shall be granted use of school building facilities for holding local Association building meetings, Association representative council meetings, general membership meetings and committee meetings for conducting official Association business provided reasonable notice is given to the Superintendent or his designated representative, and further, provided such meeting does not interfere with or disrupt the normal operation or use of the facility in question. If a charge shall be made of all other groups for such use, the Association shall be charged the lowest rate charged any other group, or for extra janitor's salary, whichever is lower.
- F-2.1 The Association shall have the exclusive use of a bulletin board in each faculty lounge. If the Association building representative and the principal agree that this bulletin board is inadequate the principal will provide additional space on the office bulletin board. The building representative shall be responsible for the BVEA material appearing on the bulletin board.
- F-2.2 The Association shall have the right to purchase supplies and other materials from the District at the price paid by the District which are normally stocked in the District Warehouse. Such materials and supplies are to be used solely for Association purposes.
- F-2.3 The Association shall have reasonable access to the District mail and email systems within the parameters of school district policy.
- *F-3 **BOARD MEETING INFORMATION:** The Board agrees to make available to the Association the complete "information packet" prepared for each Board meeting. The Board "packet" will be posted on the website at least four (4) calendar days prior to the meeting and available to BVEA. This shall be posted on the website at the same time as it is viewable for Board members. If there are last minute additions or addendums to the packet, the Association shall be informed of such additions and they shall also be available. The District agrees to provide BVEA copies of all district responses to Requests for Information as a standing Colorado Open Records Request at the same time they are provided to the Board members.
- F-4 **PROFESSIONAL LEAVE FOR ASSOCIATION BUSINESS:** The Board shall grant to the Association 100 days of paid leave for its representatives to attend workshops, conferences, and other activities of the Association and its state and national affiliates (BVEA days). Requests shall be processed through the Association. Additional leave days may be granted to the Association by the Superintendent provided the expense of the substitute(s) shall be paid by the Association.
- F-4.1 The amount of leave is to be allocated to individual employees at the discretion of the Association, except that if in the judgment of the principal repeated absences of an individual employee are harmful to the education of the students affected, the principal may recommend in writing to the BVEA President and the Deputy Superintendent that these days be limited for that employee.

- F-4.2 The Board recognizes that members of Unit B should be encouraged to seek election or appointment to CEA and NEA office or offices of their affiliates. Leave taken to serve in such official capacity shall not be charged to the number of leave days referred to in F-4.1. Requests for such leave must be submitted before seeking the office and approval received from the building principal and Deputy Superintendent. If approved, such time released will be with pay provided compensation is not otherwise provided and shall not exceed ten (10) days per academic year.
- F-5 PAYROLL DEDUCTION: The District agrees to deduct from each employee's salary an amount to cover the Association dues and PACE contributions which each employee voluntarily authorizes to be deducted. The District will transmit the amount so deducted and so authorized to the Treasurer of the Association. The Association will provide the District with a copy of each form authorizing such deductions.
- F-5.1 LUMP SUM OR MONTHLY INSTALLMENTS: Individual employees may elect to have the annual Association dues deducted in a lump sum or in twelve (12) equal monthly installments by indicating same on the form provided for that purpose and transmitting same to the District.
- F-5.2 HOLD HARMLESS: The Association agrees to save the Board and the District harmless from any suit, action, complaint, or the like, growing out of these deductions, and assumes full responsibility for the disposition of the funds so deducted once they have been turned over to the Treasurer of the Association. The Association agrees that, in the event of any litigation against the District, its agents or employees, arising out of this provision, it will co-defend, indemnify and hold harmless the District, its agents or employees, from any monetary award or any costs arising out of such litigation, including but not limited to attorney's fees and costs.
- F-5.3 ASSOCIATION NOTIFICATION: The Association shall notify the District Payroll Office in writing, of the current rate of membership dues to be applied with respect to any dues deductions set forth in this Article. Any such notification must be submitted by the 10th day of the month that the new rates are effective, or such other dates as mutually agreed upon.
- F-6 VISITING SCHOOLS: Association members and others acting in their behalf shall be permitted to visit schools for carrying out Association business as needed. Such visitations shall not interfere with the educational program or administrative affairs of the school visited. All visitors shall comply with District security requirements and the Colorado Revised Statutes covering public buildings.
- F-7 BUILDING MEETINGS: The Association faculty representative(s) for each school shall have the right to schedule Association meetings before or after school or during lunch periods. The representative shall obtain a building calendar from his/her principal or designated representative. The meetings shall not conflict with the building calendar or the duty schedules of the employees in the building.
- F-8 DISTRICT INFORMATION: The Board agrees to make available to the Association in response to requests information including but not limited to: annual financial reports

and audits, register of employees, tentative budgetary requirements and allocations, agenda and minutes of all Board meetings, pupil enrollment figures, and names and addresses of all employees, and an annual actual class size report.

F-9 EMPLOYEE FILES: Each member of Unit B shall have the right to review the contents of his/her personnel file, whether in the central office or the school building, excepting however, any confidential references given at the time of employment. At the employee's written request, a representative of BVEA may accompany the employee in such review.

F-9.1 No material or complaint of a derogatory nature will be placed in the file unless such material or complaint shall be signed by the person(s) making such derogatory allegations or by the appropriate administrator. Anonymous complaints will not become a part of an employee's personnel file or record.

F-9.2 Such records of complaints and any statements relating to an employee's conduct, service, character or personality shall not be placed in either an employee's building personnel file or the District Personnel File without so informing the employee and giving him/her an opportunity to attach a reply or comments to the complaint or statement(s).

*F-10 EMPLOYEES' FACILITIES

Each school will have the following facilities:

- a. Storage space and work space for each employee. The Board shall not be held to be the insurer of the employee's personal belongings stored in such place.
- b. Well-lighted, well-ventilated, clean employee restrooms.
- c. There shall be a furnished lounge and an equipment workroom provided for employees in each school. Plans to provide such space where it is needed shall be initiated. Whenever physical facilities permit, as determined by the school planner, and unless the faculty by majority vote opposes necessary alterations, faculty workrooms and lounges shall be separate.
- d. The District shall supply an electronic copy of an employee directory to BVEA by September 30. Such directory shall contain the phone numbers and addresses of all District schools; and a list of all District employees by school ordered by alphabet with assignment; and an alphabetical listing of all District personnel with assignment, and telephone number (where not restricted).
- e. The District shall supply all members of Unit B with an electronic copy of the Negotiated Agreement no later than 20 teaching days after final ratification. The District will provide BVEA an electronic copy of the full Agreement in a District available format(s) as requested by BVEA, and 100 printed copies of this Negotiated Agreement within thirty (30) teaching days after such final ratification. Extra copies desired by the Association shall be provided at the Association's expense.
- f. The District shall provide an activity ticket free of charge to each employee for admission of two (2) persons to events that occur in the cluster schools in which he/she teaches. The employee may purchase an additional activity ticket for admission of two (2) persons to non-cluster events, at a cost of eight dollars (\$8.00) per ticket.
- g. Every reasonable effort will be made to provide parking space for each employee.

h. A telephone for employee use for school business and/or necessary private business shall be provided in all buildings. Such telephones are not to be used for long distance calls unless arrangements are made through the building principal. It is recognized that physical limitations of existing buildings may limit the privacy of such facilities.

F-11 SALARY LETTER: The District shall supply the information below to Unit B employees no later than November 1st of each year. If a computer malfunction occurs, this date may be waived, but such letter shall be in the hands of the employees prior to the close of the school year.

New salary
Total years in the District
Degrees and hours for which compensated
Date license has to be renewed
Type of license held

F-11.1 Accumulated annual leave will be reported on the employee's payroll check.

F-12 LEAVE ACCOUNTING: When regular reports are developed on absences requiring substitute employees they shall be made available to the Association. Such reports shall include:

Annual leave
Professional leave (BVEA days)
District in-service
Administration-initiated meetings

F-13 CHILDREN OF EMPLOYEES: Children of employees will have a preference to attend the school in which the employee works, in accordance with District open enrollment policies and procedures.

SECTION G: GRIEVANCE PROCEDURE

G-1 DEFINITIONS: A "grievance" shall mean a complaint by a member or group of members of Unit B that there has been a violation, a misrepresentation, or inequitable application of any of the provisions of this Agreement, or of any policy concerning terms and conditions of employment. The term "grievance" and the procedure relative thereto shall not be deemed applicable in the case of the failure or refusal of the Board to renew the contract of a probationary employee or in case of dismissal procedures or other matters governed solely by the Teacher Employment, Compensation and Dismissal Act of 1990 as it now exists or may hereafter be amended.

G-1.1 The written grievance shall refer specifically to the provision(s) of this Agreement or policy as referenced to in G-1, which it is alleged as been violated, misinterpreted or unreasonable or inequitably applied and shall specify the remedial action requested. A grievance which does not contain this information may be summarily denied.

G-1.2 A "grievant" is the employee or employees in Unit B making the claim.

- G-1.3 A “party in interest” is an employee who might be required to take action or against whom action might be taken in order to resolve a grievance.
 - G-1.4 “Day” or “days” where used in this Grievance Procedure shall mean, unless otherwise indicated, working days for members of Unit B.
 - G-1.5 “LEVEL” as used in this Grievance Procedure shall mean the separate and distinct stages to be followed in sequential order in the processing of grievances.
 - G-1.6 “Association” where used in this Grievance Procedure shall mean the recognized negotiation organization for Unit B.
- G-2 PURPOSE: The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solution to the problems which may, from time to time, arise. Both parties to this Agreement agree that these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.
- G-3 PROCEDURE: Grievances should be processed as rapidly as possible. The number of days indicated at each level shall be considered as a maximum and a good faith effort shall be made to expedite the process. The time limits may be extended by mutual agreement. No grievance shall be recognized by the Association or the Board of Education unless it shall have been filed in writing or discussed in a joint meeting at LEVEL ONE within fifteen (15) days after the aggrieved 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 waived. If a grievance is filed which might not be finally resolved at LEVEL FOUR under the time limits set forth herein prior to the end of the school year, the time limits set forth herein will be reduced so that the grievance procedure will be concluded prior to the end of the school year, or as soon thereafter as is practicable.
- G-3.1 If, in the judgment of the Association, a grievance affects a group of Unit B members and two or more principals or no principal, the Association may submit such a grievance in writing to the appropriate level executive director or assistant superintendent and the processing of the grievance shall begin at LEVEL TWO.
 - G-3.2 No grievance may be filed regarding any matter for which the method of review is prescribed by law or in which the Board of Education is without authority to act.
 - G-3.3 Neither the Board of Education nor any member of administration will take reprisals of any nature against any grievant, party in interest, Association representative, or any other participant in the Grievance Procedure because of participation in the Grievance procedure.
 - G-3.4 During the processing of the grievance through the various levels of the procedure, timely filing must be made or the grievance will be considered waived.
 - G-3.5 If a member of Unit B elects to pursue any legal or statutory remedy for a grievance, such election will bar any further or subsequent proceedings for relief in said grievance under the provisions of this Grievance Procedure.

- G-3.6 All written or printed matter dealing with any grievance will be filed separately from any other records maintained by the District and will not become a part of the personnel file of any grievant.
- G-3.7 The Board of Education will make available to any aggrieved person and/or representative(s) all pertinent information not privileged under law in its possession and control and which is relevant to the issues raised by the grievance.
- G-3.8 The rights and professional reputation of all parties in interest are to be protected by all means possible and the interruption of classroom activities and the involvement of students are to be avoided wherever possible in all phases of the Grievance Procedure.
- G-3.9 The filing or pendency of any grievance shall in no way operate to interfere with the right of the Board of Education and/or the administration to continue the contested action.
- G-3.10 When it is necessary for employees of the District to attend a meeting or hearing called to resolve a grievance, such employees shall be provided released time without loss of pay for such time as their attendance is required at such meeting or hearing subject to the following limitations:
 - Level One The grievant, and if requested, one Association representative and/or not more than one other employee.
 - Level Two The grievant, and Association representative and not more than two other employees.
 - Level Three The grievant, the Association representative and not more than two other employees.
 - Level Four The grievant, the Association representative and such number(s) of other witnesses as may be mutually agreed upon by both parties.

Notification to such employees' immediate supervisor will be made by the appropriate level administration. Necessary arrangements will be made to avoid interruption of the regular school duties of such employee(s).

- G-4 **INFORMAL CONFERENCE:** Prior to the filing of a grievance at LEVEL ONE the employee shall discuss the matter with his/her immediate supervisor in an effort to resolve the issue(s) informally. The aggrieved employee (1) may request that the Association's representative or some other person be in attendance, or (2) may request that the Association's representative or some other person act in the employee's behalf. If the informal conference cannot be held before the deadline for filing at LEVEL ONE, the deadline shall be extended to a mutually agreed upon date.
- G-5 **LEVEL ONE:** If not resolved informally, the grievant may file the grievance in writing with the immediate supervisor. The written grievance will state the nature of the grievance, the provision(s) of the agreement or any policy concerning terms and

conditions of employment allegedly violated, and the relief requested. The immediate supervisor will provide a written answer to the reason(s) therefore to the grievance within five (5) days and will provide a copy of that decision to the Association, the grievant, the Assistant Superintendent of Human Resources, and the appropriate District administrator.

G-6 LEVEL TWO: If the grievance has not been resolved at LEVEL ONE, it may be appealed in writing by the Association to the appropriate level Executive Director or Assistant Superintendent within five (5) days after receipt of the written decision from LEVEL ONE.

G-6.1 The Executive Director or Assistant Superintendent and/or representative(s) will meet with the aggrieved employee and/or representative(s) with five (5) days of the receipt of the written grievance from the Association in an effort to resolve the grievance using the Interest-Based Problem-Solving Model.

G-6.2 If Interest-Based Problem-Solving is not successful within five (5) days after hearing the grievance, the Executive Director or Assistant Superintendent will render a written decision including the reason(s) therefore and either present it or send it by U.S. mail to the Grievant and to all parties in interest officially present at the hearing, as well as to the President of the Association.

G-7 LEVEL THREE: If the grievance has not been resolved at LEVEL TWO, or if no decision has been rendered in writing within five (5) days after the hearing, and the Association deems to do so, the grievance may be appealed to the Superintendent within five (5) days after receipt of the written decision or the five (5) day period in which no decision was rendered.

G-7.1 The Superintendent and/or representative(s) will meet with the grievant and/or representative(s) within ten (10) days after receipt of the written grievance in an effort to resolve the grievance.

G-7.2 Within ten (10) days after hearing the grievance, the Superintendent or his/her representative will render a written decision including the reason(s) therefore and either present it or send it by U.S. mail to the Grievant and to all parties in interest officially present at the hearing, as well as to the President of the Association.

G-8 LEVEL FOUR: If the grievance has not been resolved at LEVEL THREE, or if no decision has been rendered in writing within ten (10) days after the Superintendent or his/her representative heard the grievance, and the Association deems to do so, the Association may demand arbitration. Such demand must be made within ten (10) days after receipt of the Superintendent's or his/her representative's response or the ten (10) day period of no response. Within ten (10) days of the demand for arbitration, the Board and/or representative(s) and the Association and/or representative(s) will select an arbitrator. In the event the parties are unable to agree on an arbitrator, selection shall be made in the manner provided by the current Negotiations Procedure for selecting a mediator.

- G-8.1 The arbitrator will have the authority to hold hearings and make procedural rules. All hearings held by the arbitrator shall be in closed sessions and no news release shall be made concerning progress of the hearings.
- G-8.2 The arbitrator will submit a written report not more than fifteen (15) days after the last hearing date or if hearings have been waived, not more than fifteen (15) days after receipt of briefs filed in the case. Copies of the report will be sent to the Association, the Board of Education and the Grievant and will set forth findings of fact, reasoning, conclusions and recommendations on the issue(s) submitted. The arbitrator shall not amend, take away, add to, or change any of the provisions of this Agreement and may consider the only issue(s) submitted in writing by the Board and Association. The arbitrator's decision(s) shall be based solely on the interpretation of the terms of this Agreement and shall be advisory only and binding neither the Association nor the Board of Education.
- G-8.3 Within ten (10) days of the receipt of the arbitrator's report, a meeting between Association and Board representatives will be held to discuss the report. No public release may be made until after such meeting. Each party will advise the other of its position on the arbitrator's decision and the reasons therefore.
- G-8.4 The Board shall take official action on the report of the arbitrator not later than thirty (30) days after receipt of the arbitrator's recommendations.
- G-8.5 The costs for the services of the arbitrator, including per diem expenses, necessary travel and subsistence expenses, shall be shared equally by the Board and the Association.
- G-8.6 Either party may request that an official stenographic record of the testimony at the hearings be made. The party requesting such record shall pay the costs thereof except that if the other party shall request a copy of any transcript, it shall share the entire cost of making the stenographic record.

SECTION H: ADVISORY COUNCIL

- H-1 TEACHERS' ADVISORY COUNCIL: The Teacher's Advisory Council shall continue for the purpose of improving communications and providing an opportunity for the discussion of items of concern to employees and to the administration.
 - H-1.1 The function of the Council is advisory. As a result of agenda items discussed, the Council shall make recommendations to the Superintendent of Schools, Deputy Superintendent or appropriate Executive Director for their consideration.
 - H-1.2 The Council shall be composed of 11 members of Unit B and 4 administrators; 4 elementary classroom teachers, 4 secondary classroom teachers, and 3 specialists, of which one must be a Special Education Specialist; 1 elementary principal, 1 secondary principal, 1 central office administrator, and the Superintendent of Schools or his/her designee. The Association vice-president shall serve as an ex-officio member. Such membership to be effective September 1, 1977.

- H-1.3 Employee members of the Council shall be selected by the organization representing Unit B for a two (2) year term. The term of Unit B members shall be staggered so that approximately 50% of the members carry over from one year to the next.
- H-1.4 The Chairperson of the Teachers' Advisory Council shall be elected by the Council from the employee membership. The operating rules shall be established by the Council.
- H-1.5 Meetings shall be held once monthly September through May according to the schedule set by the current members of the Council and the Superintendent. Meeting dates may be changed or additional meetings scheduled when necessity requires, by mutual agreement.
- H-1.6 Items for the agenda are to be written and mailed to the Council chairperson and the Superintendent for inclusion on the agenda. Minutes will be kept and distributed appropriately. The Council shall consider only those items that have not been or cannot be resolved through proper administrative channels. Items shall not be included on the agenda if they are in the process of negotiations or in any step of the grievance procedure. The fact that any item is on the agenda or has been considered by the Council does not mean that it cannot also be proposed for the negotiations package by either the Board or the negotiating unit. Items may be added to the agenda at any meeting by majority vote of the Council.
- H-1.7 The administration shall respond to the Council on the status of any recommendation made by the Council within twenty (20) days or at the next regularly scheduled Council meeting, whichever is first.
- H-1.8 Agenda items may be submitted by an employee or group of employees providing the item or items meet the qualifications for the agenda as established above.
- H-1.9 Inquiries concerning duplication of record lists or the gathering of data where administrative guidance might be needed should be submitted to the appropriate department head in writing, with a copy to the Superintendent. The department head shall within five (5) days respond to the inquiry in writing, either supplying the information or indicating what would be involved in obtaining the information and suggesting a time and procedure.

SECTION I: PROFESSIONAL RELATIONSHIPS

- I-1 FACULTY AFFAIRS COMMITTEE: The purpose of an FAC is to facilitate collaboration between the faculty and the administration on an on-going basis to address issues as the arise and to engage in a mutual problem-solving process to resolve issues. If a building faculty establishes a Faculty Affairs Committee, the principal shall attend meetings when requested by the committee (given adequate notice) and respond to questions and recommendations posed by the committee. There will be a fall meeting of building principals and ARs in 2008 to share information on how to establish and maintain an effective FAC. Future meetings may be requested by BVEA or BVSD to continue to facilitate the implementation of an FAC in a building. Each individual building

may request support from BVEA and HR at any time to provide guidance to establish an effective FAC.

- I-2 **BUILDING AND REMODELING PLAN:** Employees affected by new facilities shall be represented on advisory planning committees. Employees may recommend to the appropriate executive director a committee of representatives from among their number to serve on these committees. The Deputy Superintendent will select at least two thirds of the members for each such committee from the list submitted. The employees serving on such committees shall be given released time as determined by the Deputy Superintendent to perform duties related to the committee's work. Final plans and specifications shall be available to the committee for review and recommendations. Before final approval by the Board of Education, the Deputy Superintendent shall meet with the committees to consider their questions and recommendations concerning the final plans, and shall inform the Board of them. It is understood that recommendations from such committees are advisory only
- I-3 **SCHOOL VISITATION:** Principals and counselors shall confer with other employees before scheduling parent conferences, except in cases of emergency.
 - I-3.1 An employee at his/her discretion may bar a visitor from his/her classroom until a conference is held with the principal. This provision is not intended to discourage parents of children in a classroom from visiting the classroom.
- I-4 **OTHER MATTERS:** Employee concerns not covered in section G-1 should be discussed with the principal or appropriate supervisor and then may be filed with the Association, and the Association shall have the right to meet with the appropriate principal or supervisor in an effort to resolve the issue.
- I-5 **PROFESSIONAL DEVELOPMENT:** In a timely manner and through the shared decision process, staff will be provided the opportunity to give meaningful input into the planning and implementation of building professional development activities. Participants will have the opportunity to evaluate professional development activities. The feedback collected will be shared with the staff. Each building will have a transparent process for the identification and distribution of building professional development funds.
- I-6 **PROFESSIONAL RELATIONSHIPS:** BVSD and BVEA commit to a shared value of collaborating and positive problem solving when schools have significant achievement challenges. When a school has been identified with significant achievement challenges by the Superintendent or designee, the district and the stakeholders, including the association, will work in a proactive manner to address and communicate the issues. A variety of assessments and body of evidence will be used to determine the root cause of the achievement challenges and progress will be monitored through accountability checks by the Superintendent or designee as the plan is implemented. The achievement challenges will be identified and discussed with stakeholders including what can happen if achievement does not improve. If decisions are made to reorganize the school, then C-22 would apply and teacher evaluations will be honored if reassignment or school transformational decisions are deemed appropriate. A process and timeline will be created including meaningful input of staff to address the issues and the improvement plan. Collaboratively, stakeholders will identify the challenges,

standards, expectations, resources, and appropriate central administration support. Training and support for a collaborative process will be provided as needed.

***I-6.1 DISTRICT AND OTHER EQUIPMENT AND TECHNOLOGY**

When equipment (e.g. laptops, tablets, projectors or similar technologies) is assigned to any classroom, the teacher is expected to act prudently in the use and safekeeping of such items. The District agrees to not hold the teacher financially responsible for loss or damage to that equipment when the employee's actions have been prudent and consistent with policy and procedure. The District agrees to provide District approved peripherals as needed for the safe operation of such equipment.

SECTION J: FUTURE CONFERENCE AND TERM

*J-1 This Agreement shall be in full force and effect from its execution to and including June 30, 2012. Further, this Agreement shall automatically continue in full force and effect annually from year to year unless either of the parties hereto shall terminate the same in accordance with the procedures outlined in J-2.

J-1.1 If either party shall desire to change any of the provisions of this Agreement, it shall give written notice as outlined in B-3.

J-1.2 If the parties have not reached an agreement on or before the end of the Contract or reopening term, all provisions of this Agreement shall remain in effect unless specifically terminated in accordance with the following procedure.

J-2 **TERMINATION OF AGREEMENT:** Ten (10) or less working days prior to the termination date of this Agreement on the first anniversary date or at any time thereafter, if no Agreement on the questions at issue has been reached, either party may give written notice to the other party terminating the Agreement not less than ten (10) days after receipt of notification by registered mail. Such notice shall state the date and hour of such termination. All provisions of the Agreement shall remain in full force and effect until the specified time has elapsed. During this period, attempts to reach an Agreement shall be continued.

J-2.1 If the parties have failed to resolve their differences by the specified date, all obligations under this Agreement are automatically cancelled.

ACCEPTED AND APPROVED

Boulder Valley Education Association
Representing the employees of Boulder
Valley School District RE2

by: Melissa Tingley
President
Boulder Valley Education Association

date: 8/30/10

ACCEPTED AND APPROVED

Board of Education of the
Boulder Valley Schools

by: signature on file
President
Board of Education
Boulder Valley School
District RE2

date: _____

*BVSD 110/110 PLAN

The District agrees to continue the 110/110 program under PERA guidelines for eligible employees who desire post-retirement employment and receive the written approval of their supervisor. This contract language is subject to change as PERA guidelines change. A partial list of guidelines follows:

Employment under this plan is currently limited to one hundred ten days in any calendar year. Employment under this Agreement may be terminated at any time, with or without cause, either by the EMPLOYEE or the SCHOOL DISTRICT.

The EMPLOYEE shall not be entitled to placement on the SCHOOL DISTRICT'S regular salary schedule. However, the salary will be the same as the base salary that the EMPLOYEE would have received had the EMPLOYEE not retired.

The EMPLOYEE shall not be entitled to any benefits that are provided to regular employees under and SCHOOL DISTRICT policy, administrative regulation or procedure, handbook or collective bargaining agreement, including but not limited to vacation, personal leave, sick leave, annual leave, or professional leave. The EMPLOYEE may participate in the SCHOOL DISTRICT'S medical and dental insurance plans at their own expense; the SCHOOL DISTRICT will not pay the EMPLOYEE'S or the EMPLOYEE'S dependent's premiums. The EMPLOYEE will receive 2 days (prorated by FTE) of annual leave if the employee was a member of the Sick Leave Bank. Three additional days of annual leave (prorated by FTE), minus the cost of the substitute teacher from the employee's per diem rate, will be allowed to the employee. Days absent, regardless of the cause, beyond the eligible sick leave days and the additional three days will cause the employee's pay to be reduced by the per diem rate of pay.

The EMPLOYEE agrees to comply with all of the applicable laws, statutes, rules and regulations of the United States of America and the State of Colorado as well as the administrative regulations, policies and procedures of the SCHOOL DISTRICT and the State Board of Education; provided, however, that nothing set forth in the above-mentioned laws, rules, regulations, policies, and procedures shall alter the nature of the EMPLOYEE'S employment herein contained. Further, the EMPLOYEE will have in full force and effect, upon the commencement date and at all times during the term, all state licenses as may be required for the position for which EMPLOYEE is retained and will meet all of the professional standards required by the SCHOOL DISTRICT and Colorado law.

The EMPLOYEE understands and agrees that due to the temporary and limited nature of his or her post-retirement employment under this Agreement:

The EMPLOYEE'S employment shall not be subject to any collective bargaining agreement between any recognized employee organization or association and the SCHOOL DISTRICT, and that the EMPLOYEE will not be a member of any bargaining unit.

The EMPLOYEE will be entitled to the benefit of any SCHOOL DISTRICT policies or administrative regulations and procedures relating to evaluation, compensation, performance pay, benefits, grievances, due process, leave or seniority.

The EMPLOYEE will not be entitled to rights or benefits as provided under the Colorado Teacher Employment, Compensation and Dismissal Act including but not limited to rights to continued employment, notice of contract nonrenewal, grounds for dismissal, procedures for dismissal, transfer or compensation.

The EMPLOYEE understands and agrees that his or her retirement from the SCHOOL DISTRICT constitutes a break in service with the SCHOOL DISTRICT and that reemployment under this contract does not constitute continuous service sufficient to retain nonprobationary status under the Colorado Teacher Employment, Compensation and Dismissal Act.

Shared Decision Making

The Board of Education and the Boulder Valley Education Association agree that giving teachers increased responsibility for participating in the decision-making process and that the collegial exchange of ideas can result in a more effective professional practice and enhance the learning environment.

In support of shared decision making, each school will develop procedures that legitimately engage administrators, teachers, support staff, parents, and students, where appropriate, in the following areas: proposing, analyzing data, planning, making and implementing decisions, and evaluating solutions in the best interest of the individual school. This procedure is an evolutionary process assuming greater definition through review and modification. These procedures shall give teachers the opportunity to participate in decisions that affect them.

Each school is encouraged to develop a decision-making process that identifies, but is not limited to the following:

1. How decisions will be made in that school or department;
2. A definition of roles and responsibilities for teachers, administrators, patrons, non-teaching staff and students;
3. Provision for evaluating the decision-making process to insure that constituents are appropriately involved at each stage of the process;
4. A means for resolving differences resulting from active involvement.

If, in the evolution of a process for shared decision making at a particular building, staff members believe that implementation is not proceeding appropriately, their concerns should be discussed with the building principal to achieve "greater definition through review and modification." If this step, "a means for resolving differences," does not produce a satisfactory resolution, BVEA may request a meeting with the Superintendent to discuss the concerns. The Superintendent or Deputy Superintendent will then, if necessary, meet with administrative staff and/or faculty to facilitate.

The Board of Education and the Boulder Valley Education Association further agree to form a committee composed of three members appointed by the Superintendent and three members appointed by the Association President. This committee may be convened upon the request of either the Superintendent or the Association President.

If a decision is made that this is in violation of state law or regulation, Board policy or action, or the collective bargaining agreement, it shall be the duty of the committee to provide assistance to the school or program department in an effort to find a manner of implementing the intention(s) of the school or program department in such fashion so as to avoid the violation. If however, these efforts are unsuccessful, the Central Administration shall refuse to allow the implementation of the decision, on the basis that to have acted otherwise would have resulted in a violation as described. This is the sole basis upon which the Central Administration may act to prohibit the implementation of a decision. If a dispute exists concerning whether a violation

would have resulted from the implementation of a decision, said dispute shall be subject to the grievance procedure of the contract.

Letter of Understanding, Shared Decision Making
Page 2

The parties agree that this document is an expression of intent to foster the concept of shared decision making in Boulder Valley Schools. It is intended to provide a framework in which schools may actively engage in the exploration of creative and innovative approaches to local school governance.

Signature on file
Steve Armitage
President, Boulder Valley Education
Association

Signature on file
Joseph L. Winslow
President, Board of Education
Boulder Valley Public Schools

October 9, 1995
Date

October 12, 1995
Date

*corrected version of Memorandum of Agreement signed and dated February 23, 1995

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding defines the guidelines for the assignment of elementary art, music and physical education specialists. The Memorandum is in effect for the duration of this agreement.

Guidelines for Assignment of Elementary Art Specialists

An elementary Art class section equals fifty (50) minutes of instruction per week for kindergarten through 5th grades. Twenty-six (26) class sections of fifty (50) minutes, a total of one thousand three hundred (1300) minutes per week will be considered a full-time assignment or 1.0 FTE.

The FTE allocation for part-time teacher contracts is based on the full-time load of twenty-six (26) class sections. Each class section is 3.85% (.0385) of a full-time equivalency teacher. For example, eleven (11) class sections equates to a .42 FTE assignment.

Guidelines for the Assignment of Elementary Physical Education and Music Specialists

An elementary Music and P.E. class section equals ninety (90) minutes of instruction per week for first through fifth grades and forty-five (45) minutes of instruction per week for kindergarten.

Fourteen and one-half (14.5) class sections of ninety (90) minutes or a total of one thousand three hundred and five (1305) minutes per week will be considered a full-time assignment of 1.0 FTE. Each kindergarten section counts as .5 of a section.

The FTE allocation for part-time contracts is based on the full-time load of fourteen and one-half (14.5) class sections. Each class section is 6.9% (.069) of a full-time equivalency teacher. For example, seven (7) class sections equates to a .48 FTE assignment.

Multiple School Assignments

When elementary Art, Music and P.E. specialists are assigned to more than one location, they will be allocated .069 FTE for each assigned school. The additional allocation will cover transitions, travel time, and the additional time required to work at more than one location. If the additional allocation for transitions, travel time and the additional time require to work at more than one location is insufficient, they may request additional time from the Human Resources Department.

signature on file
Mark Chavez, President
Boulder Valley Education Association

signature on file
George F. Garcia, Ed.D., Superintendent
Boulder Valley Public Schools

Date

Date

MEMORANDUM OF AGREEMENT

The Boulder Valley Education Association and the Boulder Valley Public Schools mutually agree to the following regarding Vocational-Technical Salary Schedule (Section District-17 of the 1996-98 BVEA negotiated Agreement):

1. Employees on the Vocational-Technical Salary Schedule will continue on the Schedule until they resign, retire or are assigned to another position in the school district. The individuals affected by this Memorandum of Agreement are noted in Attachment A.
2. Section E-18, pages 50-51 of the 1996-98 BVEA Negotiated Agreement, will continue to be applicable to employees who are currently on the Vocational-Technical Salary Schedule until they resign, retire or are assigned to another position in the school district.
3. Effective with the 1998-99 contract year, no new employees will be placed on the Vocational-Technical Salary Schedule. Such employees will be placed on one of the other salary schedules in the Negotiated Agreement. Section E-18.3, pages 50-51 of the 1996-98 BVEA Negotiated Agreement, will not be applicable to employees hired effective with the 1998-99 contract year.
4. It is understood that when hiring an employee at TEC, the employee's related work experience (one year = 2000 hours) will be granted in a manner similar to teaching experience provided in Section E-12.1 of the 1996-98 Negotiated Agreement.

signature on file
Kathy Shoemaker, President
Boulder Valley Education Association

June 17, 1998
Date

signature on file
Thomas G. Siegel, Superintendent
Boulder Valley Public Schools

June 17, 1998
Date

MEMORANDUM OF UNDERSTANDING – TECHNOLOGY TRANSITION

For the 2006-2007 and the 2007-2008 school years, the parties agree to provide a temporary extra duty stipend based on the curriculum rate for Unit B employees that are identified as Technology Contacts. The purpose of the temporary extra duty contract will be to assist in the implementation and transition of the technology program in the schools. A total of \$70,000 will be budgeted each of the two years for this purpose with the number of contracts allocated to each school determined by a formula that factors school level and enrollment. A job description outlining the duties of the Technology Contract will be provided to each Unit B employee identified for the temporary extra duty stipend.

signature on file
Mark Chavez, President
Boulder Valley Education Association

signature on file
George F. Garcia, Ed.D., Superintendent
Boulder Valley Public Schools

Date

Date

MEMORANDUM OF UNDERSTANDING

In an effort to increase the communication between Unit B employees and the administration regarding building issues, the BVEA and BVSD have agreed to design and implement a building survey, designed by Planning and Assessment with review from BVEA and PAC to be given to 3 pilot schools in the spring of 2008, evaluated and modified in the fall of 2008, and may be used as a tool for schools in the spring of 2009. This survey will be revisited at the next session of negotiations to determine if this tool is meeting the needs of teachers to communicate with building administrators.

signature on file
Mary Chavez, President
Boulder Valley Education Association

signature on file
Chris King, Superintendent
Boulder Valley School District

8-21-08
Date

8-19-08
Date

MEMORANDUM OF UNDERSTANDING

Beginning June 1, 2010 and not later than December, 2010, all Unit B employees will have the option to work the equivalent of two additional contract days at no less than 4 hour segments for the purpose of professional development addressing identified students with special needs as approved by CDE under the BVSD Special Education Plan for ARRA funding. The additional time will be paid at the hourly per diem or daily rate. The parties will explore individual or group independent professional development opportunities as per the approved Plan.

Signature on file
Melissa Tingley, President
Boulder Valley Education Association

Signature on file
Chris King, Superintendent
Boulder Valley School District

Date

Date

***MEMORANDUM OF UNDERSTANDING**

The District and Association agree to review the current status of the middle level optional advisory or similar student support programs noted in C-5.5 and agree to determine an appropriate stipend for the implementation of such programs, depending on how the program is defined, how often the program is offered and the expectation placed on the teacher.



Boulder Valley
Public Schools

**RUBRIC FOR THE
EVALUATION STANDARDS
AND CRITERIA
FOR
CLASSROOM TEACHERS**

STANDARD I: THE TEACHER SHALL DEMONSTRATE A KNOWLEDGE OF SUBJECT MATTER AND EFFECTIVE INSTRUCTIONAL SKILLS

CRITERIA A: Demonstrates comprehensive knowledge of specialized subject area content and the content of general education, and stays current in his or her discipline(s).

DOES NOT MEET DISTRICT STANDARD	PARTIALLY MEETS DISTRICT STANDARD	MEETS DISTRICT STANDARD	EXCEEDS DISTRICT STANDARD
<ul style="list-style-type: none"> •The teacher <u>does not or rarely</u> demonstrates content knowledge and/or does not understand connections with other parts of the discipline or with other disciplines. •The teacher <u>does not or rarely</u> demonstrates an understanding of and applies effective teaching strategies involved in teaching the content. •The teacher <u>does not or rarely</u> applies applications that help the learner process the content. •The teacher <u>does not or rarely</u> displays an awareness of resources, new ideas, and professional groups and literature in the field and applies new resources and ideas to instruction. 	<ul style="list-style-type: none"> •The teacher <u>sometimes</u> demonstrates content knowledge and/or understands connections with other parts of the discipline or with other disciplines. •The teacher <u>sometimes</u> demonstrates an understanding of and applies effective teaching strategies involved in teaching the content. •The teacher <u>sometimes</u> applies applications that help the learner process the content. •The teacher <u>sometimes</u> displays an awareness of resources, new ideas, and professional groups and literature in the field and applies new resources and ideas to instruction. 	<ul style="list-style-type: none"> •The teacher <u>consistently</u> demonstrates content knowledge and/or understands connections with other parts of the discipline and other disciplines. •The teacher <u>consistently</u> demonstrates an understanding of and applies effective teaching strategies involved in teaching the content. •The teacher <u>consistently</u> applies applications that help the learners process the content. •The teacher <u>consistently</u> displays an awareness of resources, new ideas, and professional groups and literature in the field and applies new resources and ideas to instruction. 	<ul style="list-style-type: none"> •The teacher demonstrates <u>extensive</u> content knowledge and <u>extends and enriches</u> the content by helping students make connections with other parts of the discipline and other disciplines. •The teacher demonstrates <u>extensive</u> knowledge of best practices, utilizing them in instruction, and <u>extends and enriches</u> lessons by integrating additional topics and activities •The teacher uses <u>exemplary</u> practical applications and <u>extends and enriches</u> student thinking and encourages students to make their own connections to the content. •The teacher <u>extends and enriches</u> lessons by using a variety of resources, effective practices and methods and by actively seeking additional materials in an effort to maximize student learning

STANDARD I: THE TEACHER SHALL DEMONSTRATE A KNOWLEDGE OF SUBJECT MATTER AND EFFECTIVE INSTRUCTIONAL SKILLS

CRITERIA B: Demonstrates the basic components of effective instruction and/or other instructional model as appropriate.

DOES NOT MEET DISTRICT STANDARD	PARTIALLY MEETS DISTRICT STANDARD	MEETS DISTRICT STANDARD	EXCEEDS DISTRICT STANDARD
<ul style="list-style-type: none"> •The teacher <u>does not or rarely</u> reflects upon, plans and organizes instruction to support identified instructional goals and to maximize student achievement. •The teacher <u>does not or rarely</u> holds high expectations for each individual student and communicates those expectations clearly. •The teacher <u>does not or rarely</u> differentiates instruction to address a variety of learning styles and to provide intellectual challenges for all students •The teacher <u>does not or rarely</u> implements strategies that are research based, encourage critical, reflective thinking and maximize student achievement. 	<ul style="list-style-type: none"> •The teacher <u>sometimes</u> reflects upon, plans and organizes instruction to support identified instructional goals and to maximize student achievement. •The teacher <u>sometimes</u> holds high expectations for each individual student and communicates those expectations clearly. •The teacher <u>sometimes</u> differentiates instruction to address a variety of learning styles and to provide intellectual challenges for all students. •The teacher <u>sometimes</u> implements strategies that are research based, encourage critical, reflective thinking and maximize student achievement 	<ul style="list-style-type: none"> •The teacher <u>consistently</u> reflects upon, plans and organizes instruction to support identified instructional goals and to maximize student achievement. •The teacher <u>consistently</u> holds high expectations for each individual student and communicates those expectations clearly. •The teacher <u>consistently</u> differentiates instruction to address a variety of learning styles and to provide intellectual challenges for all students. •The teacher <u>consistently</u> implements strategies that are research based, encourage critical, reflective thinking and maximize student achievement. 	<ul style="list-style-type: none"> •The teacher <u>extends and enriches</u> lessons and assignments and provides student choice. •The teacher holds high expectations for each student, communicates those expectations clearly and <u>extends and enriches</u> the lessons. •The teacher <u>extends and enriches</u> lessons effectively, uses a variety of instructional models and resources, which are highly relevant to students' diverse learning needs and instructional goals. •The teacher <u>extends and enriches</u> the lessons' strateg activities, resources, and questioning techniques that challenges all students and encourages students to think creatively, critically, and in a self-reflective manner.

STANDARD I: THE TEACHER SHALL DOMONSTRATE A KNOWLEDGE OF SUBJECT MATTER AND EFFECTIVE INSTRUCTIONAL SKILLS

CRITERIA C: Creates and uses assessments to inform instruction and evaluate student progress.

DOES NOT MEET DISTRICT STANDARD	PARTIALLY MEETS DISTRICT STANDARD	MEETS DISTRICT STANDARD	EXCEEDS DISTRICT STANDARD
<ul style="list-style-type: none"> •The teacher <u>does not or rarely</u> uses assessments in a systematic manner to measure student progress, plan for and modify instruction, to communicate with students, parents, and others, and to increase achievement. •The teacher <u>does not or rarely</u> develops and implements a variety of classroom assessments including performance tasks and scoring rubrics when practicable. •The teacher <u>does not or rarely</u> encourages students to develop self-assessment skills and helps students understand the criteria used in evaluation. 	<ul style="list-style-type: none"> •The teacher <u>sometimes</u> uses assessments in a systematic manner to measure student progress, plan for and modify instruction, to communicate with students, parents, and others, and to increase achievement. •The teacher <u>sometimes</u> develops and implements a variety of classroom assessments including performance tasks and scoring rubrics when practicable. •The teacher <u>sometimes</u> encourages students to develop self-assessment skills and helps students understand the criteria used in evaluation. 	<ul style="list-style-type: none"> •The teacher <u>consistently</u> uses assessments in a systematic manner to measure student progress, plan for and modify instruction, to communicate with students, parents, and others, and to increase achievement. •The teacher <u>consistently</u> develops and implements a variety of classroom assessments including performance tasks and scoring rubrics when practicable. •The teacher <u>consistently</u> encourages students to develop self-assessment skills and helps students understand the criteria used in evaluation. 	<ul style="list-style-type: none"> •The teacher <u>extends and enriches</u> the use of assessment results for student feedback and for planning or modifying instruction. Students are aware of how they are meeting established standards and participate in planning the next steps. •The teacher <u>extends and enriches</u> the way assessments are integrated into instruction and students have assessment choices for many of their assignments. Students are expected to evaluate their own progress. •The teacher <u>extends and enriches</u> the way criteria, standards, and methods of assessment are used and shared with students resulting in increased student achievement. There is evidence that students contribute to their development.

STANDARD I: THE TEACHER SHALL DEMONSTRATE A KNOWLEDGE OF SUBJECT MATTER AND EFFECTIVE INSTRUCTIONAL SKILLS

CRITERIA D: Implements a program of instruction in accordance with the adopted curriculum of the district and consistent with district standards and federal and state regulations.

DOES NOT MEET DISTRICT STANDARD	PARTIALLY MEETS DISTRICT STANDARD	MEETS DISTRICT STANDARD	EXCEEDS DISTRICT STANDARD
<ul style="list-style-type: none"> •The teacher <u>does not or rarely</u> uses district curriculum and content standards in planning and implementing instruction. •The teacher <u>does not or rarely</u> demonstrates a connection between lessons and units and district curriculum. •The teacher <u>does not or rarely</u> demonstrates knowledge about the scope and sequence of applicable district curriculum. 	<ul style="list-style-type: none"> •The teacher <u>sometimes</u> uses district curriculum and content standards in planning and implementing instruction. •The teacher <u>sometimes</u> demonstrates a connection between lessons and units and district curriculum. •The teacher <u>sometimes</u> demonstrates knowledge about the scope and sequence of applicable district curriculum. 	<ul style="list-style-type: none"> •The teacher <u>consistently</u> uses district curriculum and content standards in planning and implementing instruction. •The teacher <u>consistently</u> demonstrates a connection between lessons and units and district curriculum. •The teacher <u>consistently</u> demonstrates knowledge about the scope and sequence of applicable district curriculum. 	<ul style="list-style-type: none"> •The teacher uses district curriculum guidelines in planning and implementing instruction and is successful in <u>extending and enriching</u> the curriculum. •The teacher <u>extends and enriches</u> the connections s/he makes between teacher-prepared lessons/units and district curriculum guidelines and standards. • The teacher <u>extends and enriches</u> the way in which s/he uses the scope and sequence of district curriculum standards and students are able to identify what standard they are learning.

**STANDARD I: THE TEACHER SHALL DEMONSTRATE A KNOWLEDGE OF
SUBJECT MATTER AND EFFECTIVE INSTRUCTIONAL SKILLS**

CRITERIA E: Designs and implements instruction to meet the unique needs of students.

DOES NOT MEET DISTRICT STANDARD	PARTIALLY MEETS DISTRICT STANDARD	MEETS DISTRICT STANDARD	EXCEEDS DISTRICT STANDARD
<ul style="list-style-type: none"> •The teacher <u>does not or rarely</u> uses appropriate modifications for special populations, giving individual assistance to students as appropriate. •The teacher <u>does not or rarely</u> demonstrates an understanding of the developmental needs of students in designing instruction. 	<ul style="list-style-type: none"> •The teacher <u>sometimes</u> uses appropriate modifications for special populations, giving individual assistance to students as appropriate. •The teacher <u>sometimes</u> demonstrates an understanding of the developmental needs of students in designing instruction. 	<ul style="list-style-type: none"> •The teacher <u>consistently</u> uses appropriate modifications for special populations, giving individual assistance to students as appropriate. •The teacher <u>consistently</u> demonstrates an understanding of the developmental needs of students in designing instruction. 	<ul style="list-style-type: none"> •The teacher <u>extends and enriches</u> modifications for special populations, encouraging students to initiate or adapt activities and projects to enhance their own learning. •The teacher <u>extends and enriches</u> activities and assignments based on his/her knowledge of developmental characteristics of age groups and his/her understanding of the exceptions to the patterns.

STANDARD II: THE TEACHER SHALL DEMONSTRATE COMPETENCY IN VALUING AND PROMOTING UNDERSTANDING OF DIVERSITY

CRITERIA A: Demonstrates skill and competency in the design and application of inclusive instructional approaches, assessment techniques, and curriculum content.

DOES NOT MEET DISTRICT STANDARD	PARTIALLY MEETS DISTRICT STANDARD	MEETS DISTRICT STANDARD	EXCEEDS DISTRICT STANDARD
<ul style="list-style-type: none"> •The teacher <u>does not or rarely</u> demonstrates skill and competency in maximizing success for all students using a variety of inclusive instructional approaches including grouping strategies and modifications and accommodations as needed. •The teacher <u>does not or rarely</u> employs a variety of assessment methods to obtain information about patterns of student learning among different student groups. •The teacher <u>does not or rarely</u> demonstrates knowledge of multicultural instruction and integrates multicultural concepts and contributions of diverse groups of people into the curriculum and content in all subject areas. 	<ul style="list-style-type: none"> •The teacher <u>sometimes</u> demonstrates skill and competency in maximizing success for all students using a variety of inclusive instructional approaches including grouping strategies and modifications and accommodations as needed. •The teacher <u>sometimes</u> employs a variety of assessment methods to obtain information about patterns of student learning among different student groups. •The teacher <u>sometimes</u> demonstrates knowledge of multicultural instruction and integrates multicultural concepts and contributions of diverse groups of people into the curriculum and content in all subject areas. 	<ul style="list-style-type: none"> •The teacher <u>consistently</u> demonstrates skill and competency in maximizing success for all students using a variety of inclusive instructional approaches including grouping strategies and modifications and accommodations as needed. •The teacher <u>consistently</u> employs a variety of assessment methods to obtain information about patterns of student learning among different student groups. •The teacher <u>consistently</u> demonstrates knowledge of multicultural instruction and integrates multicultural concepts and contributions of diverse groups of people into the curriculum and content in all subject areas. 	<ul style="list-style-type: none"> •The teacher <u>extends and enriches</u> classroom experiences by modeling inclusive instructional approaches for others. •The teacher <u>extends and enriches</u> classroom experiences by using the results of a variety of assessments to reduce differences in patterns of achievement among different student groups. •The teacher <u>extends and enriches</u> the curriculum by making multicultural concepts and contributions by diverse groups an integral part of classroom experiences.

STANDARD II: THE TEACHER SHALL DEMONSTRATE COMPETENCY IN VALUING AND PROMOTING UNDERSTANDING OF DIVERSITY

CRITERIA B: Reinforces and models the district’s strategic priority of valuing and promoting understanding of diversity.

DOES NOT MEET DISTRICT STANDARD	PARTIALLY MEETS DISTRICT STANDARD	MEETS DISTRICT STANDARD	EXCEEDS DISTRICT STANDARD
<ul style="list-style-type: none"> •The teacher <u>does not or rarely</u> maintains a safe and culturally responsive environment. •The teacher <u>does not or rarely</u> understands and implements the non-discrimination policy of no tolerance for discrimination and harassment. •The teacher <u>does not or rarely</u> works well with and treats with dignity and respect all individuals regardless of race, ethnicity, gender, sexual orientation, disability, age, or religion. •The teacher <u>does not or rarely</u> models an inclusive democracy in the classroom, •The teacher <u>does not or rarely</u> encourages and expects students to work cooperatively. 	<ul style="list-style-type: none"> •The teacher <u>sometimes</u> maintains a safe and culturally responsive environment. •The teacher <u>sometimes</u> understands and implements the non-discrimination policy of no tolerance for discrimination and harassment. •The teacher <u>sometimes</u> works well with and treats with dignity and respect all individuals regardless of race, ethnicity, gender, sexual orientation, disability, age, or religion. •The teacher <u>sometimes</u> models an inclusive democracy in the classroom. •The teacher <u>sometimes</u> encourages and expects students to work cooperatively. 	<ul style="list-style-type: none"> •The teacher <u>consistently</u> is able to maintain a safe and culturally responsive environment. •The teacher <u>consistently</u> understands and implements the non-discrimination policy of no tolerance for discrimination and harassment. •The teacher <u>consistently</u> works well with and treats with dignity and respect all individuals regardless of race, ethnicity, gender, sexual orientation, disability, age, or religion. •The teacher <u>consistently</u> models an inclusive democracy in the classroom. •The teacher <u>consistently</u> is able to encourage and expect students to work cooperatively. 	<ul style="list-style-type: none"> •The teacher <u>extends and enriches</u> the learning environment by teaching and encouraging students to help maintain a safe and culturally responsive climate. •The teacher <u>extends and enriches</u> the classroom environment by teaching students how to implement the non-discrimination policy of no tolerance for discrimination and harassment. •The teacher <u>extends and enriches</u> the classroom environment by teaching students how to participate in an inclusive classroom where all individuals are treated with dignity and respect. •The teacher <u>extends and enriches</u> the classroom experiences by helping students establish and maintain an inclusive democracy. •The teacher <u>extends and enriches</u> the learning experiences through the effective use of cooperative groupings and by encouraging students to teach each other and to value each student’s past and experiences.

STANDARD II: THE TEACHER SHALL DEMONSTRATE COMPETENCY IN VALUING AND PROMOTING UNDERSTANDING OF DIVERSITY

CRITERIA C: Continues to increase knowledge of equity and diversity issues and recognizes their effect on student achievement.

DOES NOT MEET DISTRICT STANDARD	PARTIALLY MEETS DISTRICT STANDARD	MEETS DISTRICT STANDARD	EXCEEDS DISTRICT STANDARD
<ul style="list-style-type: none"> •The teacher <u>does not or rarely</u> demonstrates an understanding of the implications of his or her attitudes and beliefs about diversity and student achievement. •The teacher <u>does not or rarely</u> practices and exhibits commitment to equity and diversity. 	<ul style="list-style-type: none"> •The teacher <u>sometimes</u> demonstrates an understanding of the implications of his or her attitudes and beliefs about diversity and student achievement. •The teacher <u>sometimes</u> practices and exhibits commitment to equity and diversity. 	<ul style="list-style-type: none"> •The teacher <u>consistently</u> demonstrates an understanding of the implications of his or her attitudes and beliefs about diversity for student achievement. •The teacher <u>consistently</u> practices and exhibits commitment to equity and diversity. 	<ul style="list-style-type: none"> •The teacher <u>extends and enriches</u> the classroom experiences and environment by helping students understand how each person's attitudes and beliefs can affect their own learning and by helping them work with attitudes and beliefs in positive ways. •The teacher <u>extends and enriches</u> the curriculum and student understanding by teaching events and situations from diverse ethnic perspectives and various points of view and by having students and others help provide these perspectives.

STANDARD II: THE TEACHER SHALL DEMONSTRATE COMPETENCY IN VALUING AND PROMOTING UNDERSTANDING OF DIVERSITY

CRITERIA D: Acknowledges that parent and community involvement in the education of students is key to achievement.

DOES NOT MEET DISTRICT STANDARD	PARTIALLY MEETS DISTRICT STANDARD	MEETS DISTRICT STANDARD	EXCEEDS DISTRICT STANDARD
<ul style="list-style-type: none"> •The teacher <u>does not or rarely</u> makes an effort to involve all parents in school-planned activities, with particular outreach to parents who are underrepresented members of the community. •The teacher <u>does not or rarely</u> broadens understanding of cultural differences that can lead to misunderstandings in school/parent relationships. •The teacher <u>does not or rarely</u> welcomes parents and community members into the instructional environment. 	<ul style="list-style-type: none"> •The teacher <u>sometimes</u> makes an effort to involve all parents in school-planned activities, with particular outreach to parents who are underrepresented members of the community. •The teacher <u>sometimes</u> broadens understanding of cultural differences that can lead to misunderstandings in school/parent relationships. •The teacher <u>sometimes</u> welcomes parents and community members into the instructional environment. 	<ul style="list-style-type: none"> •The teacher <u>consistently</u> makes an effort to involve all parents in school-planned activities, with particular outreach to parents who are underrepresented members of the community. •The teacher <u>consistently</u> broadens understanding of cultural differences that can lead to misunderstandings in school/parent relationships. •The teacher <u>consistently</u> welcomes parents and community members into the instructional environment. 	<ul style="list-style-type: none"> •The teacher <u>extends and enriches</u> the school and classroom environments by reaching out to all parents in school-planned activities and finding ways to help underrepresented community members and minorities feel comfortable and included. •The teacher <u>extends and enriches</u> classroom experiences and school/parent relationships by thoroughly understanding cultural differences and by working with students, parents and others to alleviate misunderstandings which can result from such differences. •The teacher <u>extends and enriches</u> curriculum and instruction by welcoming parents and community members into the classroom and making it comfortable for them to share and teach the students about their culture, experiences, beliefs and understandings.

STANDARD III: THE TEACHER SHALL DEMONSTRATE EFFECTIVE MANAGEMENT OF THE LEARNING ENVIRONMENT

CRITERIA A: Demonstrates the ability to handle student discipline effectively in a non-discriminatory manner.

DOES NOT MEET DISTRICT STANDARD	PARTIALLY MEETS DISTRICT STANDARD	MEETS DISTRICT STANDARD	EXCEEDS DISTRICT STANDARD
<ul style="list-style-type: none"> •The teacher <u>does not or rarely</u> makes clear to all students and parents the standards of conduct and high expectations for responsible behavior. •The teacher <u>does not or rarely</u> reinforces positive student behaviors and consistently applies appropriate and respectful responses to misconduct, enlisting help from other professionals and parents, when needed •The teacher <u>does not or rarely</u> follows district and school procedures, policies, and regulations in a non-discriminatory manner. •The teacher <u>does not or rarely</u> maintains a classroom atmosphere that displays respect for students. 	<ul style="list-style-type: none"> •The teacher <u>sometimes</u> makes clear to all students and parents the standards of conduct and high expectations for responsible behavior. •The teacher <u>sometimes</u> reinforces positive student behaviors and consistently applies appropriate and respectful responses to misconduct, enlisting help from other professionals and parents, when needed. •The teacher <u>sometimes</u> follows district and school procedures, policies, and regulations in a non-discriminatory manner. •The teacher <u>sometimes</u> maintains a classroom atmosphere that displays respect for students. 	<ul style="list-style-type: none"> •The teacher <u>consistently</u> makes clear to all students and parents the standards of conduct and high expectations for responsible behavior. •The teacher <u>consistently</u> reinforces positive student behaviors and consistently applies appropriate and respectful responses to misconduct, enlisting help from other professionals and parents, when needed. •The teacher <u>consistently</u> follows district and school procedures, policies, and regulations in a non-discriminatory manner. •The teacher <u>consistently</u> maintains a classroom atmosphere that displays respect for students. 	<ul style="list-style-type: none"> •The teacher <u>extends and enriches</u> the classroom environment and instruction by making clear the standards of conduct for all students and by teaching them how to set goals and hold high expectations for themselves and others. •The teacher <u>extends and enriches</u> the classroom environment and instruction by reinforcing positive student behaviors and by expecting and encouraging students to maintain and expect a responsible learning environment at all times. •The teacher <u>extends and enriches</u> the classroom environment by following district and school procedures, policies, and regulations in a non-discriminatory manner and by teaching students how to participate in developing non-discriminatory procedures for the classroom. •The teacher <u>extends and enriches</u> the classroom environment and instruction by expecting all students to help maintain a respectful classroom atmosphere that is conducive to increased student achievement.

STANDARD III: THE TEACHER SHALL DEMONSTRATE EFFECTIVE MANAGEMENT OF THE LEARNING ENVIRONMENT

CRITERIA B: Demonstrates the ability to consult and collaborate effectively with students, school personnel, parents and other professional sources.

DOES NOT MEET DISTRICT STANDARD	PARTIALLY MEETS DISTRICT STANDARD	MEETS DISTRICT STANDARD	EXCEEDS DISTRICT STANDARD
<ul style="list-style-type: none"> •The teacher <u>does not or rarely</u> consults with students and parents regarding characteristics or needs of students. •The teacher <u>does not or rarely</u> uses known data concerning individual students to make recommendations for addressing individual student needs. •The teacher <u>does not or rarely</u> collaborates with colleagues to establish student performance expectations and modify instructional techniques so that they are related and consistent across the school setting. 	<ul style="list-style-type: none"> •The teacher <u>sometimes</u> consults with students and parents regarding characteristics or needs of students. •The teacher <u>sometimes</u> uses known data concerning individual students to make recommendations for addressing individual student needs. •The teacher <u>sometimes</u> collaborates with colleagues to establish student performance expectations and modify instructional techniques so that they are related and consistent across the school setting. 	<ul style="list-style-type: none"> •The teacher <u>consistently</u> consults with students and parents regarding characteristics or needs of students. •The teacher <u>consistently</u> uses known data concerning individual students to make recommendations for addressing individual student needs. •The teacher <u>consistently</u> collaborates with colleagues to establish student performance expectations and modify instructional techniques so that they are related and consistent across the school setting. 	<ul style="list-style-type: none"> •The teacher <u>extends and enriches</u> the classroom instruction and environment by using input from students and parents to individualize learning plans. •The teacher <u>extends and enriches</u> the classroom environment by encouraging students to make choices concerning their own learning and learning environment. •The teacher <u>extends and enriches</u> the classroom environment by expecting students to help establish performance expectations and to suggest ways to modify instructional techniques.

STANDARD III: THE TEACHER SHALL DEMONSTRATE EFFECTIVE MANAGEMENT OF THE LEARNING ENVIRONMENT

CRITERIA C: Uses instructional resources and time effectively.

DOES NOT MEET DISTRICT STANDARD	PARTIALLY MEETS DISTRICT STANDARD	MEETS DISTRICT STANDARD	EXCEEDS DISTRICT STANDARD
<ul style="list-style-type: none"> •The teacher <u>does not or rarely</u> uses instructional strategies and classroom routines that maximize use of instructional time including starting and ending class on time. •The teacher <u>does not or rarely</u> performs non-instructional duties with a minimal loss of instructional time. •The teacher <u>does not or rarely</u> uses available technology appropriately. 	<ul style="list-style-type: none"> •The teacher <u>sometimes</u> uses instructional strategies and classroom routines that maximize use of instructional time including starting and ending class on time. •The teacher <u>sometimes</u> performs non-instructional duties with a minimal loss of instructional time. •The teacher <u>sometimes</u> uses available technology appropriately. 	<ul style="list-style-type: none"> •The teacher <u>consistently</u> uses instructional strategies and classroom routines that maximize use of instructional time including starting and ending class on time. •The teacher <u>consistently</u> performs non-instructional duties with a minimal loss of instructional time. •The teacher <u>consistently</u> uses available technology appropriately. 	<ul style="list-style-type: none"> •The teacher <u>extends and enriches</u> the classroom environment by teaching students how to maximize their engagement in the learning process, whether working independently or in groups, and how to assume responsibility for productivity. •The teacher <u>extends and enriches</u> the classroom and learning environments by establishing systems for performing non-instructional duties and teaching students how to assume considerable responsibility for the efficient operation of the classroom. •The teacher <u>extends and enriches</u> the classroom environment by teaching students how to use available technology appropriately and optimally and students are expected to help ensure that the technology is equally accessible to all students.

STANDARD III: THE TEACHER SHALL DEMONSTRATE EFFECTIVE MANAGEMENT OF THE LEARNING ENVIRONMENT

CRITERIA D: Manages physical resources and environment in a safe and responsible manner.

DOES NOT MEET DISTRICT STANDARD	PARTIALLY MEETS DISTRICT STANDARD	MEETS DISTRICT STANDARD	EXCEEDS DISTRICT STANDARD
<ul style="list-style-type: none"> •The teacher <u>does not or rarely</u> implements classroom procedures that provide for the health and safety of students. •The teacher <u>does not or rarely</u> maintains thorough written records. •The teacher <u>does not or rarely</u> provides for stewardship of school equipment and materials. 	<ul style="list-style-type: none"> •The teacher <u>sometimes</u> implements classroom procedures that provide for the health and safety of students. •The teacher <u>sometimes</u> maintains thorough written records. •The teacher <u>sometimes</u> provides for stewardship of school equipment and materials. 	<ul style="list-style-type: none"> •The teacher <u>consistently</u> implements classroom procedures that provide for the health and safety of students. •The teacher <u>consistently</u> maintains thorough written records. •The teacher <u>consistently</u> demonstrates stewardship of school equipment and materials. 	<ul style="list-style-type: none"> •The teacher <u>extends and enriches</u> the classroom environment by encouraging students to help establish safe procedures and classroom arrangements to advance their own purposes in learning. •The teacher <u>extends and enriches</u> the classroom environment by teaching students how to maintain thorough records and anecdotal notes on their own learning process. •The teacher <u>extends and enriches</u> the classroom environment through responsible and judicious distribution and use of school equipment and materials.

STANDARD IV: THE TEACHER SHALL DEMONSTRATE COMMITMENT TO EDUCATION AS A PROFESSION

CRITERIA A: Demonstrates a commitment to educating students.

DOES NOT MEET DISTRICT STANDARD	PARTIALLY MEETS DISTRICT STANDARD	MEETS DISTRICT STANDARD	EXCEEDS DISTRICT STANDARD
<ul style="list-style-type: none"> •The teacher <u>does not or rarely</u> demonstrates interest in teaching students. •The teacher <u>does not or rarely</u> demonstrates enthusiasm for or enjoyment in working with students. •The teacher <u>does not or rarely</u> models professional attitudes and work habits. 	<ul style="list-style-type: none"> •The teacher <u>sometimes</u> demonstrates interest in teaching students. •The teacher <u>sometimes</u> demonstrates enthusiasm for or enjoyment in working with students. •The teacher <u>sometimes</u> models professional attitudes and work habits. 	<ul style="list-style-type: none"> •The teacher <u>consistently</u> demonstrates interest in teaching students. •The teacher <u>consistently</u> demonstrates enthusiasm for or enjoyment in working with students. •The teacher <u>consistently</u> models professional attitudes and work habits. 	<ul style="list-style-type: none"> •The teacher <u>extends and enriches</u> the learning environment by making a particular effort to challenge and engage all students, particularly those who are underserved. •The teacher <u>extends and enriches</u> the learning environment by being highly proactive in serving students, seeking out resources when necessary and in taking extra time to work with students, as needed and when appropriate. •The teacher <u>extends and enriches</u> the school and classroom environments by initiating important activities, which will contribute to the school and his/her profession and through participation in school, and district-wide extra-curricular activities.

STANDARD IV: THE TEACHER SHALL DEMONSTRATE COMMITMENT TO EDUCATION AS A PROFESSION

CRITERIA B: Demonstrates a commitment to his or her ongoing professional growth

DOES NOT MEET DISTRICT STANDARD	PARTIALLY MEETS DISTRICT STANDARD	MEETS DISTRICT STANDARD	EXCEEDS DISTRICT STANDARD
<ul style="list-style-type: none"> •The teacher <u>does not or rarely</u> understands his or her strengths and limitations and does not or rarely endeavors to improve teaching performance through on-going self-assessment. •The teacher <u>does not or rarely</u> demonstrates a commitment to professional growth through participation in appropriate professional development activities, followed by implementation. •The teacher <u>does not or rarely</u> acknowledges and implements appropriate recommendations derived from personnel evaluations and participation in appropriate professional development activities. 	<ul style="list-style-type: none"> •The teacher <u>sometimes</u> understands his or her strengths and limitations and sometimes endeavors to improve teaching performance through on-going self-assessment. •The teacher <u>sometimes</u> demonstrates a commitment to professional growth through participation in appropriate professional development activities, followed by implementation. •The teacher <u>sometimes</u> acknowledges and implements appropriate recommendations derived from personnel evaluations and participation in appropriate professional development activities. 	<ul style="list-style-type: none"> •The teacher <u>consistently</u> understands his or her strengths and limitations and consistently endeavors to improve teaching performance through on-going self-assessment. •The teacher <u>consistently</u> demonstrates a commitment to professional growth through participation in appropriate professional development activities, followed by implementation. •The teacher <u>consistently</u> acknowledges and implements appropriate recommendations derived from personnel evaluations and participation in appropriate professional development activities. 	<ul style="list-style-type: none"> •The teacher <u>extends and enriches</u> his/her own professional growth through initiating important activities and liaisons with colleagues who can support professional growth and self-assessment. •The teacher <u>extends and enriches</u> his/her own professional growth by initiating important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations. •The teacher <u>extends and enriches</u> his/her own professional growth through on-going self-evaluation.

STANDARD IV: THE TEACHER SHALL DEMONSTRATE COMMITMENT TO EDUCATION AS A PROFESSION.

CRITERIA C: Demonstrates professional commitment to his or her colleagues or team, the school program, and the district.

DOES NOT MEET DISTRICT STANDARD	PARTIALLY MEETS DISTRICT STANDARD	MEETS DISTRICT STANDARD	EXCEEDS DISTRICT STANDARD
<ul style="list-style-type: none"> •The teacher <u>does not or rarely</u> fulfills professional responsibilities and makes use of information and communications in an ethical and legal manner including respect for confidentiality. •The teacher <u>does not or rarely</u> supports the effective performance and continued growth of colleagues as appropriate and does not or rarely contributes positively to the instructional team. •The teacher <u>does not or rarely</u> supports the school and larger educational community through volunteering in such activities as committee work or activity sponsorships, making a substantial contribution. 	<ul style="list-style-type: none"> •The teacher <u>sometimes</u> fulfills professional responsibilities and makes use of information and communications in an ethical and legal manner including respect for confidentiality. •The teacher <u>sometimes</u> supports the effective performance and continued growth of colleagues as appropriate and sometimes contributes positively to the instructional team. •The teacher <u>sometimes</u> supports the school and larger educational community through volunteering in such activities as committee work or activity sponsorships, making a substantial contribution. 	<ul style="list-style-type: none"> •The teacher <u>consistently</u> fulfills professional responsibilities and makes use of information and communications in an ethical and legal manner including respect for confidentiality. •The teacher <u>consistently</u> supports the effective performance and continued growth of colleagues as appropriate and consistently contributes positively to the instructional team. •The teacher <u>consistently</u> supports the school and larger educational community through volunteering in such activities as committee work or activity sponsorships, making a substantial contribution. 	<ul style="list-style-type: none"> •The teacher <u>extends and enriches</u> his/her own professional growth by supporting parents, colleagues and district and school efforts while modeling ethical behavior, confidentiality, and respect for others. •The teacher <u>extends and enriches</u> his/her own professional growth by offering to be a mentor, peer coach, or by taking a leadership role in work with colleagues and his/her instructional team. •The teacher <u>extends and enriches</u> his/her professional growth by assuming a leadership role in major school or district projects.

STANDARD V: THE TEACHER SHALL DEMONSTRATE EFFECTIVE INTERPERSONAL SKILLS

CRITERIA A: Interacts with students in order to build supportive relationships.

DOES NOT MEET DISTRICT STANDARD	PARTIALLY MEETS DISTRICT STANDARD	MEETS DISTRICT STANDARD	EXCEEDS DISTRICT STANDARD
<ul style="list-style-type: none"> •The teacher <u>does not or rarely</u> uses strategies that encourage students to establish positive attitudes about learning. •The teacher <u>does not or rarely</u> uses specific strategies to build and maintain rapport with students in group and individual settings. •The teacher <u>does not or rarely</u> listens to and communicates clearly with students. •The teacher <u>does not or rarely</u> maintains a respectful classroom environment. 	<ul style="list-style-type: none"> •The teacher <u>sometimes</u> uses strategies that encourage students to establish positive attitudes about learning. •The teacher <u>sometimes</u> uses specific strategies to build and maintain rapport with students in group and individual settings. •The teacher <u>sometimes</u> listens to and communicates clearly with students. •The teacher <u>sometimes</u> maintains a respectful classroom environment. 	<ul style="list-style-type: none"> •The teacher <u>consistently</u> uses strategies that encourage students to establish positive attitudes about learning. •The teacher <u>consistently</u> uses specific strategies to build and maintain rapport with students in group and individual settings. •The teacher <u>consistently</u> listens to and communicates clearly with students. •The teacher <u>consistently</u> maintains a respectful classroom environment. 	<ul style="list-style-type: none"> •The teacher <u>extends and enriches</u> the classroom environment by conveying enthusiasm for content and learning and by encouraging students to actively participate in their learning choices. •The teacher <u>extends and enriches</u> the classroom environment by meeting and talking with students about the value of the content and through building partnerships with students in the learning process. •The teacher <u>extends and enriches</u> the classroom environment by using student suggestions for learning activities, interactions, and the classroom setting. The teacher also works together with students to establish and maintain high expectations for learning. •The teacher <u>extends and enriches</u> the classroom environment by encouraging students to participate in establishing procedures and routines, which encourage a respectful learning setting.

STANDARD V: THE TEACHER SHALL DEMONSTRATE EFFECTIVE INTERPERSONAL SKILLS

CRITERIA B: Interacts with colleagues, parents and community members to build supportive relationships.

DOES NOT MEET DISTRICT STANDARD	PARTIALLY MEETS DISTRICT STANDARD	MEETS DISTRICT STANDARD	EXCEEDS DISTRICT STANDARD
<ul style="list-style-type: none"> •The teacher <u>does not or rarely</u> encourages and maintains ongoing and clear communications with colleagues and parents. •The teacher <u>does not or rarely</u> demonstrates respect for and develops positive rapport with parents, peers, colleagues, and members of the community. •The teacher <u>does not or rarely</u> interacts with families and community members to build supportive relations, responding effectively to diverse community interests and needs. •The teacher <u>does not or rarely</u> manages conflict effectively with all groups. 	<ul style="list-style-type: none"> •The teacher <u>sometimes</u> encourages and maintains ongoing and clear communications with colleagues and parents. •The teacher <u>sometimes</u> demonstrates respect for and develops positive rapport with parents, peers, colleagues, and members of the community. •The teacher <u>sometimes</u> interacts with families and community members to build supportive relations, responding effectively to diverse community interests and needs. •The teacher <u>sometimes</u> manages conflict effectively with all groups. 	<ul style="list-style-type: none"> •The teacher <u>consistently</u> encourages and maintains ongoing and clear communications with colleagues and parents. •The teacher <u>consistently</u> demonstrates respect for and develops positive rapport with parents, peers, colleagues, and members of the community. •The teacher <u>consistently</u> interacts with families and community members to build supportive relations, responding effectively to diverse community interests and needs. •The teacher <u>consistently</u> manages conflict effectively with all groups. 	<ul style="list-style-type: none"> •The teacher <u>extends and enriches</u> the classroom and school environment by sharing frequent information with colleagues and parents with help from students in preparing the communications. •The teacher <u>extends and enriches</u> the classroom and school environment by encouraging students to share ideas and develop ways to build connections and rapport with families, school and community members. •The teacher <u>extends and enriches</u> the classroom and school environment by encouraging students to contribute ideas for projects that will be enhanced by family and community participation. •The teacher <u>extends and enriches</u> the classroom and school environment by teaching students how to manage conflict within the classroom and school.

