Scottsdale Unified
School District
No. 48

Teacher Employment Agreement

Effective July 1, 2013

Engage, Educate and Empower Every Student, Every Day

SCOTTSDALE UNIFIED SCHOOL DISTRICT NO. 48

2013-2014 GOVERNING BOARD

Pamela Kirby (President)
Denny Brown (Vice-President)
Bonnie Sneed (Member)
George Jackson (Member)
Barbara Perleberg (Member)

Dr. David Peterson- Superintendent

MEET AND CONFER TEAM

District Representatives

Dr. Pam Sitton – Assistant Superintendent of Human Resources

Dr. Shaun Holmes – Director of Certified Employee Relations and Staffing

Carolyn Repp – Executive Director – English Immersion Studies

Daniel O'Brien – Chief Financial Officer

Charles Grisier – Principal, Arcadia Neighborhood Learning Center

SEA Representatives

Joshua Pantier - Chairperson
Phil Harding – AEA Representative
Tammy Dias - Teacher, Saguaro High School
Trish Simmons – Teacher, Navajo Elementary School

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Article I – Recognition

A. Sole Representation

The Governing Board of the Scottsdale Unified School District recognizes the Scottsdale Education Association as the representative for all teachers for the purpose of representing them on matters with respect to wages, hours, and other terms and conditions of employment.

1. The Governing Board of the Scottsdale Unified School District and the Scottsdale Education Association agree that the educational welfare of the children of the District is paramount in the operation of the schools.

2. The Board recognizes that teaching is a profession, that members of this profession have specialized educational qualifications, and that their participation in policy development on matters relative to the professional services of teachers is important to the success of school programs.

3. The Board and Association recognize their responsibilities toward each other and to the community for conferring in good faith to reach agreements that are mutually acceptable.

4. The Board and the Association are committed to the success of each student and believe that teachers make an enormous difference in each student's learning. We support Professional Learning Communities. Research has shown teachers who collaborate with a focus on student learning see an increase in student achievement. We support creating opportunities for teachers to collaborate and transform school culture.

5. SEA/SUSD Joint Training - The Scottsdale Unified School District and the Scottsdale Education Association agree to plan and conduct a joint training of building principals/supervisors and building representatives after the conclusion of the Meet and Confer process each year. The training will include presentation of changes to the Teacher Employment Agreement (TEA), points of emphasis from the existing TEA, and other topics that are intended to improve the working relationships of the two parties.

B. Sole Bargaining Rights

This acknowledgment of the Association as the teacher representative is made, reiterating that the Board, on its own behalf and on behalf of the electors of the District, hereby retains and reserves unto itself, without limitation, all power, rights, authority, duties, and responsibilities conferred upon and vested in it by the laws and the Constitution of the State of Arizona and the United States.

C. Ratification

The agreement shall be presented to the Association for ratification by its general membership and then presented to the Governing Board for adoption.

D. Written Agreement

This agreement shall establish appropriate policies and procedures for teachers and others and administrative support employees covered by this agreement, including, but not limited to, salaries and benefits for the established contract year.

E. Separation Clause

If any part of this agreement is held to be invalid by operation of law or any tribunal of appropriate jurisdiction, or if compliance or enforcement of any part should be restrained by such tribunal, the remainder of this agreement will not be affected. The Meet and Confer process will commence within ten (10) working days of notification of a final determination of such illegality for the purpose of attempting to reach a mutually satisfactory solution for such part. All understandings and agreements reached as a result of this procedure will be reduced to writing, signed by each party, and made a part of this agreement.

F. Bargaining Procedure – Impasse

The Governing Board shall appoint an administrative Meet and Confer Team that will meet with the Association in good faith relative to salaries, working conditions, and terms of employment.

Representatives of the Association and representatives of the Administrative Meet and Confer Team will meet and confer regarding additions, deletions, and/or revisions to the Teacher Employment Agreement. The ground rules for these meetings will be mutually agreed to by the representatives of both the Association and the Board.

For the 2013-2014 school year Meet and Confer will commence as agreed by the parties, with a target completion date of May 16, 2014. The intent of both parties is to address issues through the Meet and Confer Process throughout the school year as they present themselves for consideration. It is the intent of both parties to commence Meet and Confer prior to the end of the fall semester.

G. Definition of Bargaining Unit

"Association" will mean Scottsdale Education Association which represents the employees on the certified salary schedule, nurses, occupational therapists, physical therapists and speech and language pathologists, community schools teachers, and social workers. Representation includes teachers in developing and revising policies governing working conditions and terms of employment.

Definitions

1. "Association Representatives" will mean the officially designated representatives of the Scottsdale Education Association.

2. "Board" will mean the Governing Board of the Scottsdale Unified School District.

3. "The Administrative Meet and Confer Team" will mean the officially designated representatives of the Governing Board of the Scottsdale Unified School District for the purpose of the Meet and Confer Process.

4. "Continuing teacher" will mean a certificated teacher who *has* been employed by the School District for the major portion of three (3) consecutive school years and who has not been designated in the lowest performance classification for the previous school year or who has not regained continuing status after being designated as a probationary teacher pursuant to A.R.S. 15-538.01(C)

5. "Date of Hire" will mean the date an employee begins working for the District.

6. "District" will mean the Scottsdale Unified School District.

7. "Probationary teacher" is:

- A certificated teacher who *has not* been employed by the School District for the major portion of three (3) consecutive school years; or

- A certificated teacher who is currently a continuing teacher as defined in A.R.S. 15-538.01 but who has been designated after an evaluation conducted according to the requirements pursuant to A.R.S. 15-537 in the lowest performance classification for the current school year shall become a probationary teacher as defined in A.R.S. 15-536 for the subsequent school year and shall remain a probationary teacher until that teacher's performance classification is designated in either of the two highest performance classifications.

8. "Seniority" will mean the date of hire, adjusted for leaves of absence and part time contracts.

9. "Site Based Shared Decision Making" (SBSDM) will mean an inclusionary process in which the people who effect and are affected by significant decisions participate in making those decisions.

10. "Teacher" will mean any employee of Scottsdale Unified School District who receives a teacher's contract. The provisions of the Teacher Employment Agreement will also apply to school nurses, social workers, physical therapists, occupational therapists and physical therapists.

11. "Will/Shall" - It is understood that emphasis is not a factor in choosing the word will over the word shall, nor shall over the word will. Be it herein agreed that the words will and shall, for the purposes of the Teacher Employment Agreement are considered interchangeable. Therefore, either word may be used in the Teacher Employment Agreement.

12. "Duty days" (Working Days) will mean days when teachers are required to be at their schools or places of assignment. During the summer, working days will mean days when the District's central administrative offices are open for business to the public.

13. "Per Diem" - All Duty Days (student and other teacher work days).

14. "Daily Rate"- All Duty Days and holidays.

15. "Highly Qualified" – as defined by Elementary and Secondary Education Act (NCLB revised 2001).

16. "Terminating Contract" – contract issued to certified teachers that have a specified beginning date and ending date, with termination of employment at the end of the contract, with no implied offer of contract for the ensuing year.

17. "Non-Continuing Contract" – contract issued to teachers who have not completed the major portion of three consecutive years as identified in Arizona Revised Statutes, with an implied offer of contract for the ensuing year.

18. "Continuing Contract" – contract issued to teachers who have completed the major portion of three consecutive years and have been offered a contract for the ensuing year.

19. "Therapist" – employee performing the functions as determined by the specific therapist job description, providing direct services to students. Therapists include: occupational, physical and speech and language. Therapist positions are not granted continuing status as identified in Arizona Revised Statutes.

20. The term "school calendar year" will mean the school calendar as established by the Board in consultation with the Association.

H. Duration of Agreement

Once adopted, this agreement between the Scottsdale Education Association and the Governing Board of the Scottsdale Unified School District will be effective as of July 1, 2013 and will continue in effect through June 30, 2014.

I. Reopener

During the life of this agreement either party may request that a section be reopened. Any alteration in the agreement shall follow the process as outlined in Article I, Section F. The agreement shall remain in full force unless there is mutual agreement by the parties to alter it.

J. Zipper Clause

This agreement shall not contain any provisions for modification as identified in Article I, Section I.

K. Maintenance of Standards

This agreement shall not include any contractual provisions that assume that the scope of the agreement is beyond the contract year identified, and that each successor agreement shall contain only provisions as identified as agreed to for the subsequent contract year.

The Scottsdale Unified School District No. 48 affirms its intent to comply with all federal and state laws relating to the prevention of discrimination. All courses, services, activities, employment and admission opportunities are offered without regard to race, color, creed, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts, Girl Scouts, Young Men's Christians Association (YMCA), Boys and Girls Clubs and other designated youth groups.

This compliance includes, but is not limited to, the regulations of Title IX of the Education Amendments of 1972; the Individuals with Disabilities Education Improvement Act of 2004; Section 504 of the Vocational Rehabilitation Act of 1973; Title VI of the Civil Rights Acts of 1964; the Americans With Disabilities Act of 1990; the Age Discrimination Act of 1974; and federal vocational education guidelines issued to meet a requirement of the Adams v. Califano consent decree.

Article II – Association Rights

A. Release Time

Except as assigned for administrative or other duties by the superintendent for non-association activities, no District paid release time shall be granted for the purpose of conducting any Association business.

SEA President Release

The Association President agrees to:

1. Provide communication with campus leaders, teachers, administrators, and community members which will contribute to positive working relationships, and inform teachers, administrators and board members of potential problems.

2. Attend Governing Board meetings as spokesperson for the teachers.

3. Assist teachers in their awareness of District policies and procedures and in following these.

4. Appoint teachers to District committees.

5. Assist in the processing of grievances and employment related issues.

6. Confer with District administrators and Governing Board members on a regular basis regarding relevant issues and concerns.

7. Seek information from a variety of sources on issues that impact teachers.

8. Represent members of the bargaining unit in hearings and other proceedings.

9. Meet with the assistant superintendents and other appropriate administrators on a regular basis.

10. Meet with the superintendent on a regular basis.

11. Perform other duties as mutually agreed upon between the superintendent and the Association president.

12. Monitor implementation of the evaluation process as mutually agreed upon between the superintendent and the Association president.

13. Develop a written agreement specific to the Association president that is consistent with the terms and conditions of employment as outlined in the Teacher Employment Agreement.

14. At the end of his/her term in office, the Association president will be returned to his/her former teaching position (excluding supplemental contracts) unless his/her position no longer exists due to a reduction in enrollment or program, and/or he/she requests and is approved for a transfer. The president will continue to receive experience credit throughout his/her term of office.

B. Use of Facilities

After having conformed to normal building procedure, including advance notification to the principal, representatives of teacher organizations will be permitted to transact official organizational business on District properties/facilities at all reasonable times, provided that this will not interfere with nor interrupt normal District operations. Where the teacher organization wishes to use District property or facilities to promote an election, however, the teacher organization must pay rent to the District in accordance with the District's Facilities Rental Policy.

The teacher organizations will have the right to use District equipment as per Governing Board policy.

The teacher organizations will have the right to purchase equipment, supplies and other materials from the District's suppliers at the price paid by the District if the vendor will provide such rates.

The teacher organizations will have, in each school building, the use of a bulletin board in every faculty lounge. The teacher organizations will also have reasonable space on the bulletin board in the District office. The location of the teacher organizations' bulletin board in each faculty lounge will be assigned by the building principal. All materials to be posted on such bulletin boards will be of an informative nature. The principal will exercise the same authority and responsibility as he/she does with all other materials posted within his/her purview.

C. Use of District Mail

The teacher organizations will have the right to use the interschool mail facilities and school mailboxes for reasonable distribution of materials.

D. E-mail, Electronic Communication

SEA will have access to the use of the District e-mail system for reasonable communication as delineated in the District's Technology Use and Privacy Guidelines (see Appendix A).

E. Association Business

SEA is expected to perform its duties as the professional organization for certified employees in alignment with and support of the Mission, Vision and Goals of the Scottsdale Unified School District.

F. Representatives on Committees

The appointment of any teacher to a District committee relating to this agreement will be made by the superintendent through consultation with the president of the Association. Notification to the teacher of his/her appointment will be made by the president of the Association.

G. Association Appointment on Committees

The Executive Board of SEA or designees appointed by the Executive Board may recommend certified employees for appointment to District-wide committees affecting changes to District policies or procedures.

H. Right to Association Representation

Employees covered by this agreement may have a representative attend meetings that are called by a supervisor or District representative that address performance or corrective action. For all other issues that are part of supervisory responsibility, this provision shall not apply.

I. Shared Decision-Making

In order to foster shared decision-making in the Scottsdale Unified School District, the Executive Board of SEA, or designees appointed by the Executive Board, will participate in all major decisions affecting District policies and procedures.

1. Compensation and Budget Committee

The District and the Association are committed to a competitive, professional and equitable pay increase and insurance benefit program for all Scottsdale teachers and nurses.

The District and the Association agree that their goal shall be to make the Scottsdale teachers and nurses salary schedules, supplemental pay schedule, and insurance benefits program competitive with the five largest unified school districts in the Phoenix metropolitan area.

By September 15th of each school year, the Superintendent will, with the advice of the president of the Association, appoint a committee composed of three administrators and three teachers to make recommendations to the respective negotiations teams as to the salary structure, supplemental pay schedule, insurance benefits and methods necessary to

accomplish the above goals. This committee shall report its findings to the District's and the Association's negotiations teams by the end of the first semester.

2. Calendar

The Superintendent will consult with the president of the SEA in the development of the specific school calendar for each subsequent year. The number of contract days for new teachers shall be determined in consultation with the SEA.

Teacher in-service/student release days will be scheduled as part of the school calendar. Additional partial release days will be scheduled in accordance with State statutes and will be publicized in the school community at least two weeks in advance.

3. Teacher/Administrator Liaison

a. The purpose of the liaison committee will be to improve communication within the school, to address areas of concern and perceived problems and to inform, discuss and assess the impact of District/building goals, schedules and programs on teacher workload.

b. The teacher/administrator liaison committee shall exist at each elementary and middle school to assist in developing all schedules. In the elementary schools, the committee will include at least one (1) primary grade teacher, intermediate grade teacher, special subject teacher, and special education teacher. In the middle schools, the committee will include representation from each of the grades in that school, at least one special subject teacher, and at least one special education teacher. In K-8 schools, the committee will include at least one (1) primary grade teacher, intermediate grade teacher, middle grades teacher, special subject teacher, and special education teacher. In high schools, the committee will include one representative from each department unless the principal designates department chairs as the liaison committee. The teachers in each area referenced above will select their representative to the committee.

The teacher committee members of the liaison committee at elementary schools (and K-8 schools) will consist of at least five (5) teachers, but not greater than three more than the number of grade levels at the school. Each liaison committee will include a representative named by the Association. The teachers of the committee will elect a Co-Chairperson for the committee. The administrative member of the Liaison Committee will be the building principal or designee who will act as the committee Co-Chairperson and will represent his/her understanding of the position of the District. Decisions will be made using a consensus process.

c. The liaison committee will maintain appropriate communication with the staff concerning the conduct of the meetings. This will include, but not be limited to, providing all teachers with a copy of the minutes of each liaison committee meeting. The committee will be selected prior to the end of the school year for the coming school year, and any vacancies on the committee which may occur during the school year will be filled during the two weeks following the vacancy.

d. Meetings may be called by the principal, the committee chairperson, or a majority of the committee members. All committee members will be informed of the meeting time and place. If a member or members of the committee will not be in attendance, it will be the responsibility of the chairperson to report the matters discussed to them as soon after the meeting as possible.

e. If a majority of the liaison committee determines that the committee in their school is not functioning per the purpose stated in Item 2, a meeting may be scheduled with the appropriate District administrator and a representative of the Association. If the problem is not resolved at this level, it will then be brought to the Superintendent and the Association. If a solution cannot be found at this level, the issue will be referred to the Governing Board for resolution.

J. Payroll (dues) Deduction

1. The District agrees to deduct dues for the teacher organizations from the salaries of its teachers at any time this is permissible by state statute.

K. Right to Join and Organize

Certified employees have the right to join the certified organization and participate as a member.

L. Access to Information

The certified organization shall have reasonable access to information provided by the District in reference to its members and to other information that is pertinent to the organization.

M. Arbitration

Only those grievances which are an alleged violation, misapplication or misinterpretation of the Teacher Employment Agreement will be submitted to impartial advisory arbitration.

1. If not satisfied, the Association may appeal the decision of the Superintendent to impartial advisory arbitration. The administration and the Association will follow the American Arbitration Association process to select an arbitrator within ten (10) working days following receipt of the Superintendent's decision. The decision of the

arbitrator will be presented to the Governing Board for its consideration and action at the next regularly scheduled meeting of the Board. Board action will be final.

2. The expense of the arbitrator will be borne equally by the District and the teacher and/or the Association.

3. A court reporter may be engaged to take a hearing transcript. If mutually agreed, the expense will be borne equally by the District and the teacher and/or the Association. If not mutually agreed, the party requesting the court reporter will bear the total cost with the transcript being that party's sole property.

4. Arbitration hearings will be limited to eight (8) hours of presentation by each side.

5. The arbitrator will not have the right to change, modify, or amend the Teacher Employment Agreement of the District. The decision and award, including findings relative to the decision, will be presented in writing to the parties involved and the award will not be in conflict with applicable laws and/or Governing Board policy.

Article III – Teacher Quality and Professional Development

A. Professional Development

The purpose of the Professional Development Program in the Scottsdale Unified School District is to enhance the overall program of the District by providing staff members opportunities to improve their teaching skills.

1. Definition

Professional Development - Activities in which an individual chooses to participate that:

- Enhance teaching performance
- Improve student learning
- Support District goals

2. Structure

The following structure is recommended to implement the District's professional development program:

District Approval Committee

a. Purpose - The purpose of the Approval Committee shall be to approve group or individual requests for District credit as outlined in Section VII, D. 1-10, of this policy agreement.

b. Membership - The committee shall be comprised of four (4) teachers identified by the Association and four administrators appointed by the Superintendent in consultation with the president of the Association. The assistant superintendent of Human Resources or designee will serve as administrative co-chair with an Association designee.

c. Duties
   - To recommend policy by which credit will be granted for professional development for purposes of horizontal (lateral) movement on the salary schedule and Staffing Criteria Worksheet in accordance with guidelines as outlined in Article III, 8.
   - To review and publish annually:
     a list of approved job-related conference topics (TEA Appendix B);
     a list of universities and colleges where graduate and approved undergraduate courses may be taken for credit (TEA Appendix G);
     a District identified direction/priority list of areas in which under-graduate courses have been pre-approved (TEA Appendix B);

3. To review and recommend prior approval for:

    - Requests for credit for out-of-District job related conferences which are not addressed on annual approved topic list;

    - Undergraduate course requests which do not meet the criteria listed under Article III, 8, c.

    - Requests for credit for personal development conferences, courses or workshops;
      NOTE: The appropriate District administrator will determine approval during summer months

4. To receive and evaluate in accordance with the Professional Development Guidelines;

    - Unpaid work experience documents;

    - Publications.

5. To review, screen, and make recommendations to the Superintendent on Job Share applications;

6. To make recommendations for changes in policy to Meet and Confer teams by the first Meet and Confer session;

7. Make recommendations for changes in policy to the Board and Association Meet and Confer teams by the first Meet and Confer session.

    a. All meetings will be conducted between the hours of 8:00 a.m. and 5:30 p.m., providing they do not interfere with teachers' classroom activities. Any professional development decision must be made with the approval of representatives of both administrators and teachers. Meetings will be conducted only when a majority of the membership is present.

    b. One day of release time per month per committee member may be granted for the purpose of committee meetings. Additional meetings will be called at times appropriate to meet University Professional Development semester schedules or at the discretion of the committee co-chairs.

8. Professional Development Credit (Guidelines for Horizontal Movement and/or Staffing Criteria Worksheet Credits)

The following activities are eligible for Professional Development credit:

    a. Graduate level courses from institutions of higher learning listed in the Professional Development Guidelines, Appendix G, TEA. This list is the

published list of institutions approved by the Arizona Department of Education for courses acceptable for teacher certification. Graduate courses from institutions on this approved list to help teachers improve their educational backgrounds and/or instructional skills in any subject matter currently taught in the District.

b. All courses in a graduate degree-granting program which has been approved by the Professional Development Approval Committee. Degree programs must be in the general field of education or subject matter currently taught in the District.

c. Undergraduate courses which meet the following criteria:

   i. With prior approval, courses needed as a result of a change in teaching assignment;

   ii. With prior approval, courses needed for a District identified direction in program requiring skills which cannot be acquired through graduate level courses;

   iii. Courses named on the approved undergraduate course list (Professional Development Guidelines, Appendix B, TEA);

   iv. Up to 9 hours of undergraduate credits may be used in a horizontal move;

   v. With prior approval, courses needed as a result of changes in the subject matter in the current teaching assignment or because of a desired change in a teaching assignment;

   vi. With prior approval, courses required to teach in a middle school content area.

d. Publications which meet guidelines (Professional Development Guidelines, Appendix B, TEA) (limited to 3 credits per publication).

e. Unpaid work experience which meets approved guidelines (Professional Development Guidelines Appendix B, TEA) (limited to the equivalent of 6 university semester credits in a salary move).

f. Unpaid committee work which meets approved guidelines (Professional Development Guidelines, Appendix B, TEA) (limited to 3 university semester credits per salary move).

The Professional Development Approval Committee will provide data relating to the above listed item f to the Meet and Confer teams by April 1.

g. Out-of-District conferences meeting approved guidelines (Professional Development Guidelines, Appendix B, TEA) (limited to the equivalent of 6 university semester credits per salary move).

h. Professional Development workshops and courses which meet approved guidelines (Professional Development Guidelines, Appendix B, TEA).

   i. New teachers who participate in professional development activities prior to the beginning of the school year shall receive credit for professional development provided a contract is issued to the teacher for the ensuing contract year. Said contract should be submitted no later than 30 days after the completion of the professional development opportunity.

   ii. For teachers on emergency certificates or terminating contracts, credit will be granted for professional development should they be offered a contract for the ensuing year.

i. Supervision of student teachers, (teacher interns, nurse interns, and observation/participation student teachers (if not compensated by supervising institute). Points will be awarded on a per semester basis as follows:

   4 hours per week - 10 points
   6 hours per week - 15 points
   8 hours per week - 20 points

   Classroom teachers who are building coordinators placing and monitoring university student interns will receive l0 points per semester. Teachers requesting professional development points for these activities must submit, with their request, a letter signed by the appropriate university liaison, which states their level of supervision.

j. One CEU = 0.67 of a Carnegie Unit. SUSD uses Carnegie Units as its measure for Professional Development and Salary Moves (refer to Appendix B, VI, for conversion chart).

k. Supervision/preceptoring of student nurses; points will be awarded on total hours per semester basis as follows:

   30 to 59 hours per semester – 5 points
   60 to 89 hours per semester – 10 points
   90 to 119 hours per semester – 15 points
   120 or greater hours per semester – 20 points

l. The Professional Development Approval Committee will continue to deal with requests for approval of online coursework and publications as they are received. A written policy for online coursework and revisions to the current language on publications will be developed in collaboration with the Professional Development staff, and recommendations will be submitted to the Meet and Confer team for implementation in 2013-2014.

9. Procedures

a. Change from One Salary Category to another (Horizontal Movement)

For the 2013-2014 school year, Horizontal Movement was not funded. Through the Meet and Confer Process, this item will be considered during the spring of 2014.

To accurately budget for the costs of horizontal movement on the regular salary schedule, the following will apply:

i. Those teachers who intend to move by earning additional credits for horizontal movement will file the appropriate form at the Human Resources Department by 4:15 p.m. on March 1st of the spring semester preceding the school year the new salary will be effective. If March 1st falls on a weekend or holiday, the deadline becomes 4:15 p.m. the next working day after March 1st.

ii. Complete course work for intended horizontal move(s) prior to June 1st.

iii. Submit all documentation for completed course work (official university transcripts or original grade reports, proof of attendance at conferences, and other appropriate supportive documents) by June 15th to the Human Resources Department.

iv. If the documentation is received by the Human Resources Department by June 1st the new salary will become effective from the beginning of the fall semester (the next fiscal year contract). If the documentation is received by the Human Resources Department after June 15th, the new salary will become effective for the school year following the next fiscal year contract. Horizontal move forms must be submitted by March 1st at 4:15 p.m. of each year.

If one of the deadlines is not met, the salary will be adjusted for the following available contract year provided all other timelines have been met. For example, if the timelines are not met for June 1, 2014 the contract adjustment would not take place until 2015-16.

v. There is no penalty for filing intent to earn horizontal movement(s) and not achieving the needed credits to move.

vi. Scottsdale Unified School District considers a typical MA program to be equal to 30 hours of coursework. Any hours beyond 30 will be credited as additional hours beyond the Masters program (i.e. 36 hour Masters equal a Masters +6 for Horizontal Movement).

vii. All work submitted to the Professional Development Approval Committee must be turned in within 6 months of completion in order to be considered for Professional Development.

b. Changes in Professional Development Credits

Credits for staffing placement criteria must be submitted to the Human Resources Department each year by the first Friday in February. The same limitations in credit hours which apply to a salary change apply to staffing placement criteria. Course credits must be completed by the end of the first semester to be credited.

c. Credit Limitations

i. The total number of credits granted for Professional Development may not exceed nine (9) credit hours per semester or the equivalent in Staff Development credits for those teachers teaching full-time. Those people taking undergraduate courses to meet District requirements may appeal to the Approval Committee for approval to exceed the 9-hour limit.

ii. For each Horizontal movement (single or multiple columns), three (3) hours of graduate credit <u>must</u> be in either:

a) The subject matter field of the teacher's current teaching assignment or

b) Improvement of instruction courses.

c) For courses taken as part of the reading endorsement from Scottsdale Community College, no graduate credit hours are required for a horizontal move. Horizontal movement for an SCC reading endorsement will only be granted upon completion of all courses required for this endorsement.

iii. Approval will not be given for courses which are required for initial teacher certification.

iv. A maximum of eighteen (18) semester credits taken during the summer may be used for salary advancement. This is exclusive of District/building sponsored staff development.

v. Undergraduate courses taken post degree will count for original placement in the District if those courses were not part of an initial teacher credentialing program and if those courses are on the District pre-approved undergraduate course list.

d. Approval/Notifications

i. Teachers must obtain prior approval for:

- Undergraduate courses (except for those on the approved list);
- Personal development conferences, courses, or workshops.

NOTE: Superintendent's designee(s) will determine approval during summer months.

ii. Prior approval is <u>not</u> required for:

a) Graduate level courses from approved institutions of higher learning in the general field of education or in subject matter currently taught in the District;

b) Job related conferences on published approved list;

c) Professional development courses/workshops with general open enrollment.

d) Scottsdale Community College undergraduate classes that are part of the reading endorsement.

iii. Prior notification is required for work experience.

iv. Teachers may request notification from the Human Resources Department of their professional development level, including their degree, semester hours, and unconverted professional development points, as of the most recent data processing update.

10. Appeals

Any teacher wishing to appeal a decision of the Professional Development Approval Committee may use the following procedure:

a. First level appeals must be submitted to the Approval Committee chairpersons in writing. The committee will hear the appeal at its next regularly scheduled meeting, render a decision, and respond in writing within ten (10) working days of the hearing.

b. Second level appeals must be submitted in writing to the Superintendent within ten (10) working days after receiving the committee's decision on the first level. The Superintendent will hear the appeal and respond with a final decision within ten (10) working days after receipt.

B. In-service

Early Release Days

In the event that a teacher in-service/student release day is scheduled by the District, two weeks advance notice will be given when selecting the date. Early Release Days will be scheduled as appropriate. Two weeks advance notice will be given when selecting dates. The number and length of Early Release Days will be restricted to that which is possible without loss of student count to the District.

C. National Board Certification

Beginning the fiscal year the certificate is awarded, a stipend of $3,000 per year, for the duration of the certification, will be awarded to any teacher who obtains and continues to renew certification as granted by the National Board for Professional Teaching Standards. For the first year the certificate is awarded or recognized, the stipend will be prorated for the portion of the contract year for which the certification has been recognized by the District.

D. Parent Teacher Conferences

Teachers will be responsible for scheduling conferences (traditional, phone, or e-mail) with parents and students based upon parent request. The expectation and intent is that the teacher is responsible, and rewarded, for meeting the needs of the students. The additional day of salary for all teachers is in place of or in addition to early release days for conferences. The District or school will not track this commitment unless required by federal or state regulations, but expects all teachers to meet the needs of students. There are early release days for parent-teacher conferences at the elementary and middle level. Although evening conferences are not mandated by the District, the site Liaison Committee may plan an alternative conference schedule that could include evening hours.

- Elementary/K-8 Schools – There are early-release days for parent-teacher conferences at the elementary and K-8 schools in the fall and the spring per the District calendar.
- Middle Schools – There are early-release days for parent-teacher conferences at middle schools in the fall per the revised District calendar.
- High Schools – There are no early-release days for parent-teacher conferences for high schools.

E. Testing

Teachers are responsible for administering student assessments per Governing Board Policy GCMF Professional Staff Duties and Responsibilities, and State Guidelines. These responsibilities include monitoring and complying with applicable procedures for AIMS and other student assessments.

F. Accountability

Certified employees are expected to comply with Governing Board policies and procedures, and applicable state and federal law. Certified accountability is addressed through the evaluation process or corrective action as identified in Board Policy GCQF, Discipline, Suspension, and Dismissal of Professional Staff Members.

G. Student Discipline

It is the responsibility of every teacher to assist in the maintenance of a positive atmosphere in the school. This means that classroom teachers must be willing to exercise supervision both within the classroom and on school premises. Adequate records of specific student violations or incidents will be kept by the teacher.

1. At the start of each school year, the appropriate District administrator will make available to all teachers, at their place of assignment, their own copy of those Board policies relating to discipline.

2. The Governing Board, the Superintendent, and the administration recognize that discipline is primarily the responsibility of the teachers, and that when teachers are endeavoring to carry out that responsibility, they deserve the support of the Board, the Superintendent, and the administration. All appropriate support will be given to teachers with respect to the maintenance of control and discipline in the classroom.

3. While classroom behavior and students' well being and safety are primarily the responsibility of the classroom teacher, the entire professional staff, under the leadership of each principal, will cooperate to provide a learning environment in which pupils react in a positive manner.

4. In situations where the student is seriously disrupting or incapable of adjusting to the normal classroom, the teacher may remove the student from class in accordance with ARS 15-841 and will inform the appropriate building administrator or his/her designee. This building administrator will consult with the teacher concerning the proper specialist to assist with the student. A conference among interested participants will be called by the building administrator to discuss the problem and to

decide upon appropriate steps for the resolution of the problem. The goal of the conference will be to formulate the educational decision that will provide the proper learning environment for the student.

5. If the teacher, in an emergency, temporarily excludes a student from class, the student will be sent to the appropriate building administrator or his/her designee. The student will not be readmitted to class without written permission from the appropriate building administrator or his/her designee informing the teacher of present and possible future disciplinary action regarding that student. A conference will occur as soon as possible between the building administrator, the teacher, and any appropriate specialist to determine remedial measures. The goal of the conference will be to formulate the educational decision that will provide the proper learning environment for the student.

6. Appropriate student disciplinary procedures will be developed and agreed upon for each school building through consultation between teachers and building administrators. Written copies of these procedures will be given to each teacher.

7. Except in cases of emergency, teachers will meet with their classes for the full period, unless otherwise authorized by the principal. Recognizing that it is the responsibility of each teacher to provide educational activities for the full class period, no teacher may release any class or students for reasons such as the early completion of daily lesson material or completion of testing requirements.

H. Evaluation

1. Certified evaluations shall be conducted per Governing Board Policy GCO, and Arizona Revised Statutes §15-203, §15-537, §15-538 and §15-539. For complete evaluation procedures, see the Teacher Performance Assessment Instrument Revised contained in The Teacher Evaluation System: Suggested Implementation Guidelines for Administrators. Other positions, including counselors, nurses and therapists, shall be evaluated with the appropriate instrument per Governing Board Policy and Arizona Revised Statutes where applicable.

2. Teacher Evaluation Committee

   By September 15th of each school year, the Superintendent and the Association will appoint a committee of teachers and administrators for the purpose of review and possible revision of the system for the evaluation of teachers in the District, as prescribed by A.R.S. §15-537. This committee will be comprised of five (5) teachers appointed by the Association, five (5) administrators appointed by the Superintendent and one (1) non-voting advisory parent member appointed by the Parent Council.

   The committee will submit its final report and recommendations to the Superintendent on a timeline to maintain compliance with A.R.S.§15-537 and other applicable State mandated compliance schedules, but not later than April 15th of each school year. The

committee's recommendations for changes will be approved by a vote of both the teachers and the Board.

The District and SEA will revise the teacher evaluation system (XII, E) to comply with changes in Arizona Revised Statutes.

3. Steps in the process of evaluation

    a. Prior to September 30, personnel shall be informed about the evaluation system, the purposes, the criteria, and the respective roles of those involved.

    b. A Professional Growth Plan (PGP) shall be written annually by the teacher and a self-evaluation on the progress of the goals shall be included in the final evaluation report. The purpose of this plan is to refine existing skills and/or undertake goals for growth and development. The specifics of the plan are determined by the teacher. The plan indicates the specific goals and activities to be undertaken by the teacher and any agreed upon assistance and support to be provided by the administration. All teachers are expected to complete a PGP as part of the normal evaluation process. These plans are to be submitted no later than Oct. 31 of each year.

    c. Formal observations shall be conducted. A formal observation is one which is followed by specific written feedback to the teacher. Observations may be either announced or unannounced. The teacher has the option to schedule at least one of these two observations with the evaluator.

        i. Number of Observations: There will be a minimum of two (2) formal observations per evaluation. There shall be at least sixty (60) calendar days between the first and last observations.

        ii. Duration of Observations: The duration of an observation shall be a complete and uninterrupted lesson by a qualified evaluator.

        iii. Written or oral feedback shall follow each formal observation within ten (10) business days to assure each employee has the opportunity to receive and react to observations, judgments, and recommendations. If the evaluator determines an area of concern or need following a formal observation, the evaluator must have a face-to-face conference with the teacher.

        iv. The requirement of a second classroom observation for a continuing teacher whose teaching performance based on the first classroom observation places the teacher in one of the two highest performance classifications for the current school year is waived, unless the teacher requests a second observation.

v. Preliminary Notice of Inadequacy of Classroom Performance: If a teacher's classroom performance is inadequate, as defined in Governing Board policy GCO, the teacher shall be placed on a remediation plan and shall be provided with a Preliminary Notice of Inadequacy of Classroom Performance.

vi. Observations and Preliminary Notice of Inadequacy of Classroom Performance: The last observation may follow the issuance of a preliminary notice of inadequacy of classroom performance and be used to determine whether the teacher has corrected inadequacies and has demonstrated adequate classroom performance. An observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more.

vii.

d. All teacher evaluations are to be completed no later than May 15 of each year. Specific deadlines regarding teacher evaluations (probationary, continuing) are contained in the The Teacher Evaluation System: Suggested Implementation Guidelines for Administrators.

I. Evaluation/Due Process

1. Inadequacy of classroom performance – Governing Board Policy GCO

A teacher's classroom performance is inadequate if the teacher is designated in the lowest performance classification rating of *ineffective* pursuant to A.R.S. 15-203 in one (1) or more of the components/indicator statements set forth in the District's teacher evaluation system. A teacher's classroom performance is also inadequate if the teacher is designated in the second lowest performance classification rating of *developing* pursuant to A.R.S. 15-203 in three (3) or more of the components/indicator statements set forth in the District's teacher evaluation system.

2. Improvement Plan

The purpose of the improvement plan is to provide a specific plan for a teacher whose performance does not meet District standards as defined below. The plan, allowing a minimum of 30 days for improvement to be demonstrated, shall be developed by the evaluator with input from the teacher. The Improvement Plan must specify:

a) The specific competence area(s) needing improvement;
b) Action(s), behavior(s), and time lines for improvement;
c) Expected outcome(s);
d) Administrative assistance to be provided;
e) Teacher comments (optional).

If a teacher receives two ratings of "developing" in any major area on the teacher evaluation instrument, an Improvement Plan shall be developed.

3. Remediation Plan with Preliminary Notice of Inadequacy of Classroom Performance

If a teacher receives an "ineffective" rating or three or more ratings of "developing," the teacher shall be placed on a Remediation Plan with Preliminary Notice of Inadequacy Performance per Governing Board Policy GCO.

The plan, developed by the administrator for the teacher, must specify:

a) Specific areas of inadequacy of performance (statement of the problem);
b)The level of performance necessary to eliminate the identified inadequacies (statement of expectations);
c) Time line;
d) Statement of assistance to be provided;
e) Teacher comments (optional).

The teacher shall be allowed not less than forty-five (45) instructional days following notice to eliminate any identified deficiency, as indicated in the Preliminary Notice of Inadequacy Performance (Ref. ARS §15-538 A. B. & C.)

A continuing teacher shall be given the opportunity to improve under his/her Improvement Plan prior to being placed on a Remediation Plan with Preliminary Notice of Inadequacy of Classroom Performance.

J. Experimentation and Innovation

Plans for continuous improvement of instruction are expected by our community and supported by our strategic plan. In light of that, we want to provide a process by which site leadership teams research, identify, plan, implement, and evaluate continuous program improvements.

1. Planning Parameters

a. Every effort will be made for program improvements which impact staffing to be planned in such a way as to not cause any employee to lose his/her current position. It is understood that this parameter does not apply in any District determined Reduction In Force plan. Schools are expected to use existing vacancies in order to minimize staff disruptions.

b. Teachers and parents will have the opportunity to be involved in any planning process used to develop continuous improvement proposals.

c. Fairness and equity will be considered in all aspects of the proposal. Concerns with the proposals will be addressed through informal and, if necessary, formal grievance process.

2. Process Guidelines

a. A proposal must be submitted to the Superintendent with a copy to the president of the Association. If there are plans that impact the TEA, the Superintendent and the president of the Association will meet to discuss the proposal. If there is disagreement on a recommendation, the Association can submit a written statement/materials explaining its position to SLT or Governing Board along with the appropriate District Administrator's recommendation.

b. Each proposal will include the following:
- Summary of the proposal rationale will include educational research, verification of need supported by local data, documentation of level of staff support, and how the proposal is connected to the Site Improvement Plan.
- Staffing implications
- Financial implications
- Potential impact on other sites
- Timeline
- Method for determining success of the proposal

c. The status of requests for program implementation will be determined within 30 calendar days and communicated to the appropriate individuals or groups.

d. Proposals cannot be implemented prior to placement of certificated staff in the affected category on the surplus list.

3. Existing certificated positions will not be filled with non-certificated personnel unless the above process has been followed and approved.

K. Mentor Program

1. All teachers in their first and second year of teaching (in total years of experience, i.e. protégées) will be assigned a Beginning Teacher Coach (mentor) by their building administrator in conjunction with the Beginning Teacher Coach Coordinator and or coordinator/director of Professional Development.

2. Professional Development Credit

Protégées who work with their Beginning Teacher Coach as related to the implementation of the Arizona Professional Teaching Standards may earn up to 30 hours of professional development credit.

L. New Teacher Induction/Orientation

It is the professional responsibility of all new teachers to the District to participate in Scottsdale's New Teacher Induction program including*:*

- A three (3) day new teacher orientation before the first day of school for all teachers new to Scottsdale and an additional two (2) days of professional development for new teachers with less than three years of teaching experience which may occur on Saturday or after school.
- New Teacher Induction Program classes and classroom coaching for first year teachers conducted throughout the school year. Teachers earn professional development credit for participation in these classes. Attendance at these classes is an expectation of a first year teacher's professional responsibility. The classes and follow up coaching support the developmental needs of beginning educators as well as continuous school improvement.

SEA will be provided an opportunity to become a part of (included) a portion of the five days to present items of professional organizational interest. A second orientation will be offered as needed in the fall for teachers hired after the July/August orientation dictated by hiring patterns.

M. Grading

1. Academic Freedom

a. Academic freedom will be guaranteed to the teachers and students within the District's instructional program, and no special limitation will be placed upon the study and investigation of facts and ideas, except where contrary to statute or Board policy.

b. The teacher may assume full political, religious, and citizenship responsibilities, but will refrain from exploiting the instructional responsibility of his/her professional position.

c. The position of the teacher in the classroom is not privileged as to his/her responsibility for statements which are libelous, slanderous, or which in any way violate the civil rights of others.

d. Academic freedom guaranteed to a teacher requires that material presented to students be relevant to the course and appropriate to the maturity and achievement level of the students. Teachers will at all times strive to promote tolerance for the

views and opinions of others and for the right of individuals to form and hold differing views and opinions.

e. The personal life of a teacher will not be a concern of, and warrant the attention of, the Board except as it may directly prevent the teacher from properly performing his/her assigned functions or be in violation of local, state, or national law.

f. The teacher will encourage the student to study varying points of view and respect his/her right to form his/her own judgment.

2. Issuance of Grades

This provision will be reviewed and aligned with current District practice and Governing Board Guidelines for 2013-2014.

N. Professional Conduct/Code of Ethics

Teachers are expected to follow Governing Board Policy GBEA- Staff Ethics, Policy GBEAA –Staff Conflict of Interest, and applicable standards as addressed in the "Teacher Performance Assessment Instrument-Revised."

1. Tutoring

It will be deemed unethical and unprofessional for a teacher to solicit students assigned to him/her or the parents of such students for the purpose of additional tutoring or private lessons for which a monetary charge is to be collected.

2. Policies Related to Teachers

Policies of the Governing Board and the elementary, middle, or secondary principal's handbook will be available electronically for examination by teachers or citizens.

Governing Board Policies relating to teachers employment, including the Teacher Employment Agreement, will be available electronically to all teachers. A list of additional District documents available to teachers is provided in Supplement A at the end of this section. (This supplement will be mutually developed during Meet and Confer.)

3. Professional Judgment

Teacher organizational affiliation and personal problems should be a private concern and, therefore, students should not be involved in the ideological determinations, disputes, or personal problems of teachers.

4. Notification of Criminal Charges

Should a teacher of the District be formally charged by legal authorities with any felony or misdemeanor, except for minor traffic violations, it is that teacher's obligation to notify the Human Resources Department as soon as possible, but not later than the next day that the District office is open for business.

5. Notice of Subpoena, Summons, or Legal Complaint

Any teacher who is served with a subpoena, summons, or legal complaint on a matter relating to his/her employment or any other matter relating to the District, must notify the District Law Department as soon as possible, but not later than the next day that the District office is open for business.

Article IV- Terms of Employment

A. Professional Day

1. The District and Governing Board acknowledge the commitment of our teachers, with an understanding that most teachers already are performing their duties before and after school. Teachers are expected to be available 15 minutes before the first regularly scheduled class for students begins and 15 minutes after the last regularly scheduled class for students ends. Teachers may be assigned duties during the work day. Duties must be assigned in a fair and equitable manner.

2. Teaching Load

   a. The normal school day for students is no more than 395 minutes.

   b. The daily teaching load in the high school will not exceed five (5) standard periods. It is understood that this limit is conditioned by new staffing patterns which may be developed in an individual school or subject area.

   c. An Extra Teaching Period (ETP) is defined as a full-time teacher teaching beyond a 1.0 FTE. A teacher receiving additional compensation for the ETP would have the contract begin the first day the teacher has the extra period with students and would be calculated on a per diem basis for actual days worked. Pay is based on the proportionate amount of the base salary schedule.

   d. Teachers split between a middle school and a high school will teach a maximum of 5 periods per day.

   e. At the elementary level, each art, instrumental music, and vocal music teacher will be assigned one class period per week for the purposes of coordinating extracurricular programs, projects, or activities. However, it is understood that such a period may or may not be permitted depending upon the scheduling difficulties at the affected school. Middle school principals shall make every effort to develop schedules for life management, industrial arts technology, and art teachers which place their planning periods either at the beginning or the end of their teaching day or adjacent to their lunch period.

3. Daily Building Attendance Procedures

A proper request procedure for teachers leaving school early will be implemented by each building principal with input from the building liaison committee or department chairs as appropriate.

If a teacher finds it necessary to secure permission to leave the school early, such permission shall be predicated on the following:

a. The classroom activities can be properly supervised;

b. The proper request procedure is followed with the building administrator; and

c. The need to leave is an unusual need, and one which does not occur with regularity.

4. Absence which occurs with regularity is cleared through the Human Resources Department as a regular procedure rather than through the local building.

B. Preparation Time

The equivalent of five (5) planning periods per week (equal in length to a standard class period) will be provided for all classroom teachers during the school day. Planning period configurations that vary from a standard length period at a site must be agreed to by the majority of staff affected at the site. A standard period is set at 45 minutes for elementary school.

It is a reasonable expectation for each teacher to have an uninterrupted preparation period each day. Recognizing that emergencies and/or unusual situations may arise which require a teacher to cover a class or attend a meeting during a planning period, principals may assign teachers to this task. The temporary use of a teacher in this manner is not to be abused by frequent or continual assignment. Should it be necessary for a teacher to give up a prep period to cover for an absent teacher when a substitute is unavailable, teachers will be paid one fifth (1/5) the sub pay. If an instructional assistant is used to cover a teacher's prep, and that assistant is not available, then any teacher that gives up their prep period will be paid as if a substitute is unavailable.

C. Teacher Planning Days

Teacher planning days shall be agreed upon between the District and SEA and will be noted on the official District calendar.

D. Class Size

1. The Board recognizes that class size is a significant factor in the quality of the educational program and should be established at a level designed to ensure effective teaching.

2. The Board will, therefore, limit class size to a maximum of thirty-one (31) students per class in grades K-1; thirty-three (33) students per class in grades 2-3; and thirty-six (36) students per class in grades 4-12. Lower maximums shall exist in individual classes as they are defined in the staffing allocations for elementary and middle schools and in the Secondary School Program of Studies. Middle school science classes shall be limited to 33 students per class. Every effort will be made to limit high school science classes to the number of permanent lab stations in the classroom, but no more than 32 per laboratory-based class.

Every effort will be made to provide equity for scheduling classes and number of students, especially for classes of the same subject/grade level that may have large discrepancies of numbers.

3. Safety factors will be considered in establishing class sizes with the aim of minimizing the number of students in any situation which the principal, with input from the liaison committee, determines to be potentially hazardous.

4. When a regular education class has twenty-three (23) or fewer students assigned, its status will be reviewed by the administration and the teachers involved for possible elimination, combination, or consolidation. Written justification may be required to maintain a class of less than twenty-three (23) students.

5. In the area of special education, the Governing Board will limit the student-teacher ratio in programs as follows. The number reflects the maximum total number of students carried on a teacher's register at any one time. With the exception of Speech, Hearing and Visually Impaired resource teachers, half-day kindergarten/preschool students count as .5 students in determining the following ratios:

Hearing Impaired (itinerant) 1200 min. service, 300 min. travel/plan per week			
Visually Impaired (itinerant) 1200 min. service, 300 min. travel/plan per week			
SUCCESS			14
Adaptive PE			37
Life Skills Center-Mild/Moderate			
Elementary			12
Middle School			12
High School			12
Life Skills Center-Severe/Profound K-12			8
Language Learning Center			14
Academic Learning Center (ALC)			14
Academic Behavior Communication Center (ABC)			12
Autism SC			
Elementary	Low 6	High	8
Middle School	Low 8	High	10
High School	Low 8	High	10
PANDA Preschool			10 Disabled
Autism PANDA			6 Disabled

6. Student Contacts (LRC, Speech & Language)

a. In the special education Learning Resource Centers, the Governing Board will limit the average class loads per teacher using the following factors and formula:

	Student Factor		Contact Factor
Elementary	K-5	19	32
	K-6	19	32
Middle School	6-8	19	42
	7-8	19	46
High School	9-12	19	37

Formula: Total Students/Student Factor = SF staffing (to nearest tenth)Total Contacts/Contact Factor = CF staffing (to nearest tenth)
SF staffing + CF staffing/2 = Allocated Staffing in .1 increments

A contact is defined as one LRC student for a standard IEP period, 45-60 minutes (depending on the school schedule).

In order to increase a student's contact time on the IEP, the teacher and the multi disciplinary team must first review student progress and determine the reasons for any lack of progress. If the reasons for lack of progress indicate a potential IEP change, an IEP meeting will be held to consider such a change.

Inclusion students are those students whose needs are similar to those typically placed in self-contained programs. Given the extensiveness of the assistance and accommodations these students may require, the school's multidisciplinary team, along with administration and site-based input, may choose to reduce the number of students in that student's regular class, increase planning time or in other ways assist the regular education teacher in accommodating the needs of this student and the other students in the class. Additionally, the special education teacher's class loads may be reduced upon review by the District Placement Review Committee (weighted student count).

b. In the speech language program, a contact is defined as one student for 30 minutes of IEP time. When a student can only be scheduled for individual therapy (as determined by the IEP team and IEP), that student shall be considered as one (1) contact for 15 minutes of IEP time. The Board will limit the average class load per speech pathologist using the following factors and formulas:

	Student Factor	Contact Factor
K-12	46	92
PANDA	38	76
Autism PANDA	34	68
Bilingual	32	64

Formula: Total Students/Student Factor = SF staffing (to nearest tenth) Total Contacts/Contact Factor = CF staffing (to nearest tenth) SF staffing + CF staffing/2 = Allocated Staffing in .1 increments (rounded to the nearest tenth .05+)

Autism/SC	Student Factor	Contact Factor
Level I	44	88
Level II	14	56
Level III	12	48
Level IV	10	40

7. Classes in the library will be limited to no more than the equivalent of six (6) full periods (45 minutes) per day. In order to continue general library services (i.e. circulation) even when classes are being taught, every effort will be made to provide assistance. At elementary and middle schools, general school assistants provided by M&O funding shall be assigned a minimum of ten (10) hours per week to support the media center during the normally scheduled school day.

   If on campus, it is deemed important for the library to be open before and after school for student and teacher access, the librarian will be exempt from AM/PM duty.

   Certified Librarians will not be used for preparation time more than the equivalent of ten (10) full periods (45 minutes) per week.

8. In the Language Acquisition Program, the Board will limit the student contact hours to the following levels:

Language Acquisition Elementary ILLP	250
MS/HS Language Acquisition ILLP	300

   The above student contact hour limits in Language Acquisition and the criteria for allocating instructional assistants will be reviewed annually by the District and the Association.

9. Gifted staff will be based upon a combination of areas identified as gifted-non-verbal, verbal, and quantitative-enrollment and contacts. The targeted staffing ratio will be 92:1 at Elementary school and 165:1 at Middle school. Gifted staffing at the elementary levels will be allocated in .5 and 1.0 FTE.

10. Any member of the IEP team, including the classroom teacher, may query the appropriateness of placement of a special education student.

11. Student to Counselor ratios will be targeted at 450:1 for high school and 450:1 for middle school. As middle school and high school counselors vacate positions for resignation, retirement, transfer, etc., counselor allocations will be adjusted to move toward the target ratios. If after adjustment the allocations allow for vacancies, existing middle school and high school counselors will be administratively transferred. Administrative transfer will be based on targeted allocation, student enrollment, and the Staffing Criteria Worksheet within the affected school. Allocation adjustment and transfers will continue until the target ratios are achieved.

12. Elementary special area teachers (art, music, PE) will teach no more than six (6) periods per day.

13. Elementary & middle school Art and P.E. teachers and high school photography will see a maximum of 35 students per period, no more than 210 student contacts per day.

14. Elementary and middle school band, chorus, orchestra and general music will be limited to 300 student contacts per day.

15. Reasonable limits for space and safety will be considered when staffing Career and Technical Education and Art. Every effort will be made to limit classes to the number of permanent lab stations in the classroom, but no more than 36 per laboratory-based class.

16. Teachers and administrators are encouraged to work cooperatively to develop flexible schedules which meet the needs of students, but do not increase the average weekly student-teacher (individual) load and which provide adequate staff to meet class size requirements.

17. eLearning teachers shall have a class limit of 25 students per lab period, maximum student load of 165 students. Credit Recovery or Modified courses will have double the students for maximums and limits.

18. Class size limits listed in the Teacher Employment Agreement may not be exceeded when allocating teachers to school sites. Class size limits are conditioned by scheduling difficulties, and/or new and innovative programs in the following ways:

    a. Due to scheduling difficulties, it may be necessary to exceed a class size limit during some class periods. This is allowable provided scheduling options which would not exceed class size limits are not possible and the average daily (individual) student-teacher load for the teacher(s) involved is not exceeded. The average daily student-teacher load for an individual teacher is calculated by multiplying the class size limit by the number of standard periods the teacher teaches in a day.

    b. New and innovative programs which teachers have helped develop and in which teachers have agreed to participate may exceed class size minimums or

maximums provided agreement to participate can be demonstrated for the teachers involved.

19. School-Year Student Enrollment Surplus

a. It is understood that each spring, sufficient staff will be allocated, based on projected student enrollment, to allow class sizes to fall within the limits listed in this section. If during a school year student loads increase to levels described below, then one-fourth of the value of a six-hour aide ($12,000/4 or $3,000 for full school year) will be prorated for the time the overage exists and will be made available to each of the affected teacher(s). This payment will be retroactive to the first day of the overage. When scheduling options which would not exceed class size limits are not possible throughout the entire grade level, subject or content area, then the appropriately prorated amount will be made available to each teacher.

b. This prorating will be based on a thirty-six week school year. Adjustments must also be made for affected teachers with less than a full-time contract and for teachers affected in only part of their assignments.

   As an example, at the elementary level, if a student load increased to and remained at the level described below with twenty-two full weeks remaining in the school year, then 22/36ths of $3,000 or $1,833 would be made available to each affected teacher. At the high school level, if a student load increased to and remained at the level described below with seventeen weeks remaining in the semester, that 17/18th of $1,500 or $1,417 would be made available to the affected teacher.

c. Teachers must report excess student load in writing to their supervisor within 30 school days of the start of the overage to be eligible for the School Year Student Enrollment Surplus Stipend. The Administration will have ten (10) working days from written notice of surplus enrollment to rectify the situation. If the class size is still over the limit, then the teacher(s) may individually or collectively fund any one or combination of the following: aide time, additional certificated staff, additional salary stipend, and/or other appropriate and feasible expenditures.

d. The appropriately prorated amount will be made available to each teacher when:

   1. At an elementary classroom in regular education, the number of students exceeds the class size limit for more than one half the school day. The excess student load must be maintained for at least twenty (20) consecutive school days.

2. During any semester at the middle or high school level the number of students served by the teacher divided by five yields a quotient that exceeds the appropriate class size limit by one. Five periods equals a full load at the middle school and high school. When a teacher holds an additional 1/5 teaching period contract, the divisor must be adjusted accordingly.

Note: Advanced placement and international baccalaureate classes will be excluded from this calculation.

3. During any semester at the high school, the number of students served by a guidance counselor exceeds the limit by fifteen.

4. During any semester in a special education self-contained classroom, the class size limit is exceeded by two and maintained for a minimum of twenty (20) instructional days.

5. During any semester in an itinerant Visual Impaired or Hearing Impaired special education or itinerant program, the case load limit is exceeded by more than 100 minutes per week.

7. During any semester in an LRC program when the allocated staffing result exceeds .2 over existing staffing and is maintained for twenty (20) consecutive school days.

8. During any semester with a Speech Language case load when the formula allocated staffing result exceeds existing staffing by .1, and is maintained for twenty (20) consecutive school days.

9. During any semester in elementary or middle school P.E., the student load exceeds 240 and is maintained for twenty (20) consecutive school days.

10. During any semester in elementary or middle school band, chorus, orchestra, or general music, the student load exceeds 330. A second appropriately prorated amount will be made available when the student enrollment exceeds 360 and is maintained for twenty (20) consecutive school days.

11. During any semester in elementary or middle school Career and Technical Education or Art, the number of students served by the teacher divided by six yields a quotient that exceeds the appropriate class size limit by one and is maintained for twenty (20) consecutive school days.

e. In each case a second appropriately prorated amount will be made available when the excess student load reaches twice the number required to trigger the initial allocation. In no case will student loads be allowed to exceed twice the number required to trigger the initial allocation.

f. It is the responsibility of the teacher(s) to track student load. The teacher(s) must report excess student load in writing to their principal, or the Special Education Director if a special education program, who will verify the excess and promptly notify the assistant superintendent of Human Resources so that funds can be made available to the teacher(s).

g. If a site management team/administrative group shifts a proper District allocation from the intended use to an alternative use of staff, the affected parties must agree with the change and verify in writing that they were consulted and do agree. If an overload results from an agreed-to shifting of staff allocation, no enrollment surplus monies will be granted. (Alternate use of staff cannot jeopardize an unassigned teacher's position.)

h. eLearning teachers will be eligible for an overage once the eLearning teacher has more than 165 students for the first 20 days of the semester. Overages for eLearning teachers will be based on new students into the program at $100 per student enrolled for a minimum of 11 days. If a teacher reaches 165 students at any time beyond the first 20 days of the semester, the overage will be granted based on new students enrolled for a minimum of 11 days.

E. Certified Staffing Ratios

1. District tentative staffing levels shall be established by the appropriate Assistant Superintendents, with the advice of the Association, as early as possible during the second semester. Staffing allocations and the Staffing Criteria Lists by category will be forwarded to each principal, the Special Education Director, Executive Director for Elementary Schools, Executive Director for Secondary Schools and the Director of Gifted Education for posting by the date established by the Transfer Committee, as early as possible. Normal timelines indicate staffing ratios are established by the end of February. Should staffing ratios be established beyond the end of February, the District and Association will work collaboratively to establish the appropriate staffing timeline.

2. Exempted Programs

   Each year prior to staff adjustment by site, site administrators will be allowed to name and justify a limited number of special programs and their accompanying teacher(s) to be exempt from the transfer process. This will be done in writing to the Assistant Superintendent/Superintendent with a copy to the Association and will include the rationale for the request along with qualifications and requirements for those teachers holding the positions in the program. The program must have been in existence at the site at the beginning of the current school year and the accompanying teacher(s) must

have been responsible for the program from the beginning of the year. When making the decision, the appropriate Assistant Superintendent will consider the advice of the Association. The program must be within the realm of regular teaching contractual responsibilities, i.e. excluding supplemental contracts or voluntary leadership roles. This process is intended to preserve unique programs and not entire schools or instructional strands. In years when a reduction in force (RIF) is necessary, no programs will be exempt from the process.

F. Duty-Free Lunch

An uninterrupted duty-free lunch period of not less than thirty-five (35) minutes daily will be guaranteed, except in case of emergency.

G. Work Year/Calendar

1. Beginning/End of the School Year

   The Association and Administration recognize the importance of adequate preparation of the educational environment. Adequate preparation time at school will be scheduled from the time available prior to the first student day. Each school's management team will ensure that time provided is adequate to accomplish school goals and teacher preparation.

   End of the year check out is designed to inventory District property to prevent loss of equipment and prepare rooms for any summer work. Each school shall develop guidelines and procedures through site based decision making, for end of the year check out and staff participation at end of year activities, including graduation and promotion. These agreed upon guidelines shall be communicated to staff no later than May 15 of each school year.

   Final pay will be distributed with the last regularly scheduled pay for teachers.

2. The school calendar shall consist of 180 days for students. Returning teachers will report Aug. 5, 2013 and work a contract of 182 days.

   The First Day of School - The first day of school will be a legal day for all students and a full day for all teachers.

   Last Day of School - The last day of school will be a legal day for all students. Elementary grade reports will be issued on that day.

   Last Day for Teachers - The final working day for teachers will be a full required day.

   The 12 month eLearning calendar includes 231 work days for 12 month teachers.

H. Inclement Weather/Acts of God

Teachers may be required to modify work schedules due to acts of inclement weather or other applicable circumstances. Teachers shall be compensated per provisions of the Teacher Employment Agreement should they be required to work beyond the stated contract.

I. Substitutes

Procedures in the Event of Teacher Absence

a. Positions which are vacant because teachers are temporarily absent or on leave will, where possible, be filled by teachers who have fully met the appropriate subject matter certification requirements of the State of Arizona.

b. When a teacher is absent, the teacher will call or access the District's AESOP System. AESOP can be accessed by calling (602) 952-1230 or going to https://subfinder.susd.org/logOnInitAction.do AESOP is available on a twenty-four hour basis. All absences so recorded are considered as one day absences, with substitutes being released daily.

   If a specific return date was given when calling in an absence, the substitute will be retained until the stated date of return.

   In the case of long-term illness, a teacher may arrange with the Human Resources department to secure a substitute for an extended period of time.

   If a teacher is unable to reach the above number due to malfunctioning of equipment, or if an emergency arises after 5:45 a.m., the teacher will call his/her principal or the appropriate employee in Human Resources.

   Teachers will follow this procedure even if they do not require a substitute teacher.

c. The Governing Board will, at all times, maintain an adequate list of substitute teachers. Once a teacher has reported unavailability, it will be the responsibility of the administration to make necessary arrangements.

d. Principals will keep a record of teachers who cover classes in emergencies to ensure an equitable sharing of these assignments.

e. Teachers have the right to excuse themselves from such an assignment when a reasonable explanation is given to the principal. Should a disagreement exist, the teacher will cover the assignment and may submit the matter to grievance.

J. Electronic Use Agreements

Each certificated employee is expected to follow the Technology Use and Privacy Guidelines as outlined in Appendix A.

K. Employee Protection/Safety

Certified employees are expected to follow appropriate safety guidelines including Governing Board Policy GBGB-Staff Personal Security and Safety, Policy GBGCB-Staff Health and Safety, Emergency Response Plans (ERP), and other applicable state and federal law.

1. Teachers will not be asked to work under unsafe or hazardous conditions or to perform tasks which endanger their health or safety.

2. The right of the individual to protect himself/herself and others consistent with the law will not be denied to any teacher.

3. Teachers will immediately report in writing to their principals or immediate supervisors all incidents involving physical force toward themselves or any individual occurring on school premises or during school-sponsored activities elsewhere. This report will be forwarded to the Superintendent or his/her designee who will act in appropriate ways as liaison between the offended party, law enforcement, and the courts.

4. When it can be demonstrated that an absence of a teacher arises out of or from an assault or injury which occurred on school premises during the performance of professional duties and is not the result of the negligence of the teacher, the teacher will not forfeit any general leave related to the injury for the remainder of the school year.

5. A.R.S. §15-507 makes it a class three misdemeanor to strike or use abusive language to a teacher on school premises.

L. Assignments

1. All contracted teachers will be given notification of their tentative school assignments before the end of the current school year. Teachers will also be informed if their specific assignment cannot be determined by the end of the current school year. This does not include teachers on the unassigned list.

    a. All newly employed teachers will be notified of their assignments for the ensuing school year upon employment.

    b. The building principal will formally notify classroom teachers of their tentative projected classes and/or tentative projected subject assignments and room assignments by the end of the school year.

c. In the event that changes in such class and/or subject assignments or building assignments are necessary after August 1, 2012, all classroom teachers affected will be notified promptly. The Human Resources department will promptly notify the Association of such changes. All classroom teachers will leave summer addresses and telephone numbers with their principals. Upon the request of a classroom teacher affected, the changes will be reviewed as soon as feasible by the appropriate District administrator. If the classroom teacher is not satisfied that such changes are necessary, the assignment procedure herein defined will be subject to the grievance procedure beginning at Step II.

d. Principals will assign classroom teachers in the area(s) of their teaching certificates and/or their major or minor fields of study and/or in their area(s) of competence.

2. Reassignments

a. Midyear Voluntary Transfer
Teachers will be considered for voluntary midyear transfers to other positions which may be vacant at the end of the first semester and for which they are certified. Such transfers will only be approved where there is minimal disruption of classroom instruction. If the transfer is denied due to disruption of classroom instruction, then that position will be filled with a teacher who will be issued a terminating contract. This position will be opened during the voluntary transfer period to all qualified District personnel. Midyear postings will be made.

b. Voluntary Reassignment
Vacancies that occur after the last teacher day of the traditional school year shall be posted for three (3) days, beginning on the first Monday of June and each Monday thereafter in the Human Resources department, and shall be filled pursuant to the provisions of this Teacher Employment Agreement.

Prior to the first day of school, those teachers who are currently under contract and who are interested in transferring to their previous school may request to do so if an appropriate position is available. Such reassignments will occur only if approved by the sending and receiving principals and the Superintendent.

3. Loss of Enrollment

If, due to unforeseen changes in enrollment, the number of teaching assignments is reduced at a site after the beginning of the school year, individual teachers will be declared unassigned according to the District staffing rubric in the grade level, subject

area, department, or in special education by program within the affected schools. These teachers will be reassigned according to category, ranking, and teacher preference.

4. Administrative Transfer

When it is in the best interest of the total educational program, the administration may transfer a teacher. When such a transfer is initiated:

a. As soon as feasible, if the teacher has indicated disagreement with the assignment, a written rationale will be given to the teacher and to the Transfer Committee Co-chairs.

b. Upon request, a meeting shall occur between the Assistant Superintendent of Human Resources, the teacher involved, and the teacher's representative in which the reasons for the administrative transfer will be discussed. If the teacher wishes to appeal the administrative transfer after meeting with the Assistant Superintendent of Human Resources, he/she may request a meeting with the appropriate member of the Learning Leadership Team or the Superintendent.

c. Such transfers will not be arbitrary or capricious.

5. Exchange Teacher Agreements

The District is willing to participate in Exchange Teacher Agreements with other school districts throughout the United States or in foreign countries as provided in the State Statutes of Arizona. Requests for participation in exchange teacher programs must be approved by the building principal and the appropriate District administrator. Such requests will not be unreasonably denied.

6. <u>Guidelines for Teachers Serving Two or More Schools</u>

a. The Board recognizes that because of enrollment patterns, it may be necessary to assign a teacher to two or more schools. The number of such assignments should be kept to a minimum wherever possible.

b. Teachers serving more than one school will meet with each principal involved to assure they carry no larger load in subject area assignments, duty assignments, professional meetings, and community activities than the teacher assigned to one school. Unless they are excused by the principal, they shall attend one open house and one parent-teacher orientation meeting in each of their assigned schools per year. Full time teachers split between elementary schools and either a middle school or high school will teach no more than 5 periods (classes) per day.

c. Travel time for teachers who may be required to serve in more than one school will be exclusive of lunchtime and planning period.
d. The evaluator for traveling teachers will be determined by the supervising principals and communicated to the traveling teacher and the Human Resources department prior to September 30. Traveling teachers will not be evaluated more frequently than other teachers. At no point should a teacher serving two or more schools be expected to attend more than the required total number of faculty meetings, in-services, or early release activities that are expected for teachers serving a single school site.

e. Traveling Teachers are not expected to perform before and after school supervisory duties. Traveling teachers are still required to participate in professional development activities and staff meetings as delineated in a split teacher assignment. Traveling teachers are responsible for participating in Professional Learning Communities/Collaborative Teams. It is appropriate, however, that these opportunities are content areas and may include a team at the District level as opposed to the site level. Should traveling teachers be members of a District level collaborative team, we would relieve minimum time commitments by 20% (7 hours).

f. Teachers serving more than one school shall have reserved parking in order to expedite their arrival/departure at schools. Traveling teachers should work with site administrators to secure this parking at the beginning of the year.

g. Teachers serving more than one school within a day and having predictable and regular travel will be reimbursed for mileage per established District procedures.

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h. Wherever possible, teachers should be assigned in areas that are their expertise. A music certificate indicates that teachers technically can teach any of the music programs (band, vocal/general music, strings). Should there be any concerns, these need to be addressed on a case by case basis. Every effort will be made to provide appropriate room and storage for teachers.

i. Every effort shall be made to provide appropriate storage for traveling teachers.

M. Transfer

1. Philosophy

The transfer policy is intended to honor a teacher's commitment and service to the children of the District while insuring that the needs of the students and the programs that serve those students are met. The following transfer process is based on the premise that any movement of teaching staff must be legal, consistent, able to deal with unforeseen circumstances, timely, and non-discriminatory.

2. Definitions

   a. Unassigning is that process by which the teachers with the least points per the Staffing Criteria Lists in a category at each site are identified when the number of allocation positions is decreased.

   b. Vacating is that District process by which openings are created for those teachers with higher ranking per the Staffing Criteria List, across categories, by certification and qualification. *This provision may need to be redefined.*

   c. RIFing is that process by which teachers are identified who will not receive a contract due to reduction in force as determined by the *Governing Board in the budget process and by teacher ranking on the Staffing Criteria List*.

   d. Assigned teachers are those teachers whose positions have not been affected by loss of enrollment or staffing allocations.

   e. Unassigned teachers District-wide are those teachers who will have a position within the District but not necessarily at their current site.

   f. Unassigned vacated teachers District-wide are those teachers who will have a position within the District but only in a specific category as determined through the vacating process.

   g. RIFed teachers are those teachers who have been notified they will not receive a contract due to a reduction in force and, therefore, will not be guaranteed a position within the District.

   h. Qualified means holding a certificate or endorsement in that area and considered Highly Qualified as determined by the Arizona Department of Education.

   i. Transfer Committee is the committee that will coordinate and monitor the transfer process. It will consist of equal numbers of individuals representing the administration and the Association. One administrative designee and one teacher will serve as co-chairs. Members will be mutually agreed upon and will be appointed in September by the Superintendent and the president of the Association.

      Transfer committee will convene no later than Sept. 15 of 2012 to review the transfer process and to establish dates and time lines for the spring transfer process .

      The Transfer committee will make recommendations to Meet and Confer no later than Dec. 31, 2012.

3. Staff Adjustment by Site

   Based upon tentative staffing allocations, principals will identify the number of needed sections in each content area, discipline, or grade level. District-wide programs in Special Education, Language Acquisition**,** Gifted, Title I, Career and Technical Education (CTE), Elementary Band and Strings, eLearning, and Community Schools will follow these practices and will operate as a District-wide school with the respective director acting as the principal. The full number of staff allocated must be designated within each site. The staff adjustment period will run for two weeks with dates to be established by the Transfer Committee. District-wide staffing shall be distributed and posted no later than two weeks after the posting of school-based staffing. District-wide programs will hold a second staff adjustment period for two weeks in May.

   Principals will post the number of sections projected for the next year's schedule and the staff assigned to the sections. These assignments will be made by the staffing criteria worksheet within each category. Teachers are not to be identified as unassigned from their existing assignment, unless that assignment or any portion thereof is surplus, during the staff adjustment period. Teachers may apply for any vacancy within their site for which they are certified and have the necessary credit hours in the content area. During the site adjustment period, an elementary teacher may apply to move to a different position at his/her school with or without going through the interview process used at that school.

   By the end of the site adjustment period, principals will inform all teachers at their site of their tentative assignment for next year. Based on the time line established by the Transfer Committee, principals will send to Human Resources their tentative assignment list, an accurate list of vacancies and names of teachers who are unassigned by site.

4. Staffing Categories for Site Adjustment

   These categories will be reviewed and revised by the Transfer Committee prior to Staffing for 2013-2014.

   In determining unassigned teachers by site, the following categories will be used:

   i. Elementary Classroom (may be K-5, K-6 depending on the school)

   ii. Middle School by content areas (7th and 8th grade)

      1. Language Arts
      2. Reading
      3. Social Studies
      4. Math
      5. Science

iii. Middle School 6th Grade (to be used during site adjustment only at Middle Schools with 6th grade)

iv. Special Subject Teachers K-8

v. High School by Department 9-12

vi. Gifted K-12

vii. Vocational

viii. High School Band

ix. Language Acquisition K-12

x. Special Education Teachers by Program

1. Hearing Impaired K-12
2. Visually Impaired K-12
3. Learning Resource Center K-6
4. Learning Resource Center 7-12
5. Speech/Language K-12
6. ALC
7. SUCCESS K-12
8. ABC K-6
9. Life Skills Center K-6 (Elementary Mentally/Multiply Handicapped Program)
10. Life Skills Center 7-12 (Middle/High School Mentally/Multiply Handicapped Program)
11. PANDA Pre-School
12. Adaptive PE K-12
13. Autism
14. Language Learning Center (LLC)

If a unique program has been in existence for one year or more, and is planned to continue the following year, then that program will be considered a separate category for the purpose of staffing and assignment. When such program ceases to exist, the teacher(s) will be placed on the unassigned list and can participate in staff adjustment by site prior to voluntary transfer. When a teacher is initially hired or placed in a program that does not fit into a staffing category listed above, that teacher will declare in writing to Human Resources their preferred staffing category. Final category placement will be made in consultation with the appropriate assistant superintendent and the Association.

In determining an individual teacher's category, an exception to the above may be made when the Superintendent, with the advice of the Association, determines

that the individual's demonstrated teacher performance, unique background, or experience justify such an exception.

5. Assistance to transferred teachers

   All teachers who are transferred, voluntarily or involuntarily, either from one primary subject area to another primary subject area or two or more grade levels, are eligible for in-service. After consultation with their administrative supervisors, they may be expected to attend District provided in-service training for not more than ten (10) clock hours during their first school year in the new teaching position. These teachers either will be released from their teaching duties or be reimbursed at $20.00 per hour for this in-service training. The in-service training must be related to the requirements of the new teaching assignment.

   Administrative transfer of teachers will be done as early as possible prior to the beginning of the school year. Any transfers that occur from two weeks before school starts through the school year will be given assistance by the District in moving from their previous assignment to their newly assigned location.

6. Steps for Teacher Transfer After Site Adjustment

   a. Unassigning - Based on tentative staffing levels and using the District Staffing Criteria List, teachers may be identified as unassigned by site based on the projected teaching assignments at each school site.

   Following the timeline established by the Transfer Committee, but no later than the third Friday in March if reduction in force is necessary, the Human Resources department will compile a listing of unassigned teachers.

   b. A teacher with a lower Staffing Criteria Worksheet ranking may be retained if it can be demonstrated to the Superintendent, in writing, by the principal that in his/her professional judgment, the total duties, responsibilities and/or qualifications expected of that teacher (excluding supplemental contracts) cannot be performed by any remaining member of the staff. In making a decision, the Superintendent will consider the advice of the Association.

   c. Replacement teachers for 1) released Association presidents, 2) Career Ladder Peer Evaluators, 3) Teachers on Assignment, 4) teachers on health or other personal emergency leaves of less than one full year, and 5) teachers on military leave, are automatically identified as unassigned when the leave/released teacher returns. If the leave/released teacher does not return, the replacement teacher will retain the position subject to the normal rules of the Staffing Criteria Worksheet.

   d. Teachers who return to the classroom and are not designated as returning from Career Ladder or a District-wide staffing category shall be designated as unassigned in the category most recently taught as long as they are appropriately certified and Highly Qualified.

e. Any teacher may voluntarily declare him/herself unassigned during site adjustment. This declaration must be in writing to both the site administrator and Human Resources. The teacher must understand that by voluntarily declaring him/herself unassigned from the site, he/she is relinquishing all rights to his/her former position but is still guaranteed placement in the District. A person on an improvement plan or remediation plan must have approval of the Superintendent or designee to declare him or herself unassigned from a site.

f. Vacating

If reduction in force is necessary, vacating will be done across categories and certification, by District staffing criteria worksheet scores, on a District - wide basis in order to create a sufficient number of positions to place as many of the unassigned teachers with the highest rubric scores within the staffing category as staffing allocations permit. The Human Resources Department will vacate positions no later than the last working day in April.

7. Voluntary Transfer

a. Principal Appointment - To the extent possible, prior to the beginning of the voluntary transfer period, the Superintendent will make all principal appointments for the following year. The Human Resources department will immediately prepare, and have posted in one or more locations in each school, a list of all the principals and their assigned schools for the forthcoming school year.

b. Prior to the posting of vacancies, principals, under the auspices of the appropriate assistant superintendent, may meet with the Human Resources department to group partial vacancies for schedule and travel time considerations. Every effort will be made to appropriately match partial positions to create jobs considering calendars, geographical locations, subject, grade level and percentage of assignment.

c. Vacant positions will be posted electronically following the time line established by the Transfer Committee in the Human Resources Department.

d. As new vacancies occur, they will be posted electronically as often as practicable.

e. All teachers, except those who have been notified of the District's intent not to reemploy them, who are interested in transferring to a vacant position in any category as posted, must contact the principal, or other hiring administrator as appropriate, for an interview during the voluntary transfer period.

Principals or other hiring administrators have the option of either interviewing for open positions and must then interview all internal applicants or choosing from the unassigned listing without interviewing any applicants. If one internal applicant is interviewed, then all internal applicants must be interviewed. Principals or other hiring administrators will identify the selected teacher no sooner than three (3) working days following the first day of posting. By the end of the next working day after filling a position, the principals or

other hiring administrators will make telephone contact with the selected teacher, make telephone contact with the other applicants (if interviews occurred) to inform them of the decision, and complete the transfer as required by Human Resources.

f. Transfers across categories will be permitted only if they do not result in the need to further unassign, vacate or reduce in force (RIF) another teacher. Transfers across category must be approved by the Transfer Committee co-chairs.

g. Teachers who have not been accepted for positions for which they have applied will be given, upon written request, the reasons, in writing, why they were not selected by the principals or other hiring administrators.

h. The voluntary transfer process will be monitored by the Transfer Committee co-chairs.

i. Teachers may utilize the grievance process if they believe there has been a violation of the Transfer process or other provisions regarding teacher assignment.

8. First Unassigned Teacher Placement

a. Following the close of the voluntary transfer period, those unassigned teachers who have not been placed in positions will be assigned to the remaining vacant positions. The site administrators with vacancies remaining, the appropriate assistant superintendents, and an Association representative will meet to match unassigned teachers with remaining vacancies taking into consideration the teacher preferences as indicated on the assignment preference sheet filed with Human Resources. If more than one job matches a teacher's preference sheet, then the teacher will be consulted prior to the placement.

b. When any unassigned teacher is certified for only one position remaining on the vacancy list, that position will be removed from the vacancy list until it is offered to that teacher.

c. Once an unassigned teacher has been matched with a vacancy, the site administrator will call the teacher selected for their site as soon as possible to welcome him/her.

d. Every teacher for whom there is a vacancy needs to accept an assignment. If a teacher does not accept an assignment, the District has no further legal obligation to provide him/her with a teaching position.

e. If the teacher declines the position, that position will then be returned to the vacancy list and the regular unassigned teacher placement process.

f. If reduction in force is necessary, additional unassigned teacher placement sessions may be scheduled as a part of the Teacher Transfer Timeline established by the Teacher Transfer Committee.

g. Following the first unassigned placement, contracts may be offered to new employees in order to fill any remaining vacancies in those areas where there are no currently certified unassigned or eligible part- time teachers.

9. Communication

a. Any problems identified during the transfer process will be addressed by the Transfer Committee.

b. Prior to each unassigned teacher being notified of his/her status in the transfer process, the Transfer Committee will review the list of teachers and their status as well as the listing of all vacancies issued by the Human Resources department.

c. All unassigned staff will be notified by the Human Resources department of their status in the transfer process and will be invited to a meeting to review the process.

d. If reduction in force is necessary, all staff will be notified by the Human Resources department of their status in the transfer process by April 8. Along with the notification of status, Human Resources will forward to each unassigned teacher an Assignment Preference Form. A meeting will be held for all unassigned teachers to explain the process and answer any questions. A meeting will also be held at a separate time for all reduction-in-force teachers to explain the process and answer any questions.

e. All unassigned teachers must complete an Assignment Preference Form declaring preferred grade/subject area, preferred location, etc. This form must be submitted to Human Resources before the First Unassigned Teacher Placement.

f. During the transfer process, each transfer between school sites will be documented by an epar, which will be initiated by the principal making the selection.

g. Schedule flexibility - Every attempt will be made to follow the dates outlined in this section, established by the Transfer Committee. However, if situations should arise making these dates impractical, alternate dates will be established by the Transfer Committee through consensus agreement.

h. In the event District schools are closed, the timelines and procedures for transfer may be modified with the agreement of the administration and the Association.

N. Staff Meetings

Faculty meetings and in-service training meetings held during school hours to which teachers are specifically assigned will be considered an integral part of the school day, and all teachers excused from regular duties to attend such meetings will attend unless otherwise excused by their building administrator or designee for good cause within the limits established in Article IV, S (12).

O. Position/Assignment Description

Position descriptions will be maintained and updated for all positions covered by this agreement. All position descriptions will be reviewed, revised, and rewritten as required or requested by Human Resources.

1. Department Chairpersons (Academic Deans, Content Coordinators);

   a. Purpose - Experienced and outstanding teachers at the high school level are a source of much valuable guidance and assistance for the total instructional program, and should be utilized whenever possible.

   b. Selection - Department chairpersons will be selected through one of the following processes. The department and principal must mutually agree on the process to be used. Process #1 will be used by default if the department and principal cannot reach consensus.

      Process #1—The department will nominate candidates (two minimum, three maximum). The principal will select the chairperson from the department nominees.

      Process #2—The principal will nominate candidates (two minimum, three maximum). The department will select the chairperson from those nominees.

      Process #3—The department will elect the chairperson from a list of all qualified candidates.

   c. The selection process will take place on an annual basis. Using a District-developed instrument, each department will evaluate the position annually, submit nominations by May 1, and select the chairperson by May 15. The department chairperson position will be for one year and the contract will be issued on a one-year basis only.

   d. After a department chairperson has served for at least one semester, and a majority of department members determines that the chairperson is not performing duties (Article IV, O, 1, f) satisfactorily, the chairperson will be recalled through the process outlined below. If at any time during the year, the principal determines that a department chair is not performing duties, the principal may initiate a recall. However, the chairperson must be given, in writing, the specific reasons for recall, specific criteria for improvement, and thirty days for improvement. If sufficient improvement is not evident at the end of thirty days, the recall will be finalized, the chairperson will be notified in writing and the process for selecting a new chairperson will be initiated.

   e. Qualifications

      i. Master's Degree or equivalent

ii. A minimum of three years successful teaching experience at the secondary level

iii. Three semester hours credit in each of the following areas:

1. Instructional Methods
2. Supervision
3. Curriculum

iv. Leadership ability

v. Rapport with teachers and administrators

vi. Training in the areas of teacher supervision and evaluation

(Note: If no member of the department meets these qualifications, then all members are eligible to be considered for the position. Qualifications i, ii, iii, and vi will be verified through the Human Resources Department in consultation with the SEA. However, Personnel files remain confidential.)

f. Position responsibilities will include the following:

i. Assisting in the improvement and assessment of instruction

ii. Assisting teachers in developing curriculum

iii. Assisting in organizing and implementing in-service training content for teachers

iv. Preparing, with the department members, budget recommendations for the department

v. Coordinating the responsibilities of paraprofessionals, if applicable

vi. Assisting the principal in the selection and assignment of department members

vii. At the request of the principal or a teacher, providing input for purpose of improvement of quality of instruction

viii. Directing the implementation of the District's Mission, Strategic Plan, and core curriculum

ix. Facilitating curriculum articulation within the complex and across the District; aiding in the incorporation of subject matter scope & sequence within the department.

g. Department chairpersons will receive financial remuneration of $500 per teacher. For purposes of receiving financial remuneration, a department will consist of a minimum of 4 members including the chair. Department chairs may also earn up to 15 hours of professional development credit per semester.

h. By department option, any department may reconfigure to accomplish the District Mission Statement or the Strategic Plan.

i. By department option, the fine arts or the practical arts department may divide into two areas of responsibility and share the chairperson pay.

j. Each year, any departments with less than four members will reconfigure by October 1.

k. Department chairs will not be encouraged to teach additional classes beyond 1.0 FTE unless circumstances deem this as the most appropriate solution.

l. Elementary and middle school lead teachers will get up to 45 hours for professional development credit.

m. An ad hoc committee shall be established to review and make recommendations for duties and responsibilities of department chairs at the high school, lead teachers/team leaders at the middle school, and lead teachers/team leaders at the elementary school. The recommendations shall include the following:
    - Duties and responsibilities
    - Selection process
    - Evaluation process
    - Compensation

2. Learning Resource Center and Life Skills Center Department Chairpersons

a. This job is a special education posted position with an approved job description.

b. The Learning Resource and Life Skills Center Department Chairpersons have dual responsibilities to special and regular education.

i. The Learning Resource Center and Life Skills Center Chairpersons will be .8 of a normal Learning Resource Center teacher. For High Schools with a life skills program and no Life Skills Center Chairperson, the Learning Resource Chairperson will carry a .6 caseload.

ii. The Learning Resource Center and Life Skills Center Chairpersons are on the certificated salary schedule and will have financial remuneration in the same manner as department chairpersons.

iii. When there is a demonstrated need and special education funds are available, the Learning Resource Center Department and Life Skills Center Chairpersons may be offered an extended contract for

additional days prior to the opening of school and after the close of school.

iv. Learning Resource Center and Life Skills Department Chairpersons may be eligible to work up to ten (10) additional days to fulfill their assigned duties. Said additional days must have prior approval and funding from the Director of Special Education if department chairs are to be compensated. These days are granted only if budget permits.

3. Athletic Directors

Selection procedure for athletic directors is the same as for department chairpersons.

4. Teachers On Assignment

Job descriptions for school-based and District-wide teachers on assignment are on file with Human Resources. Specifics within the job description will be mutually agreed upon by both the Principal/Director and TOA. The TOA's duties must be less than 50% administrative, and the individual will be evaluated as a teacher.

The Principal/Director is responsible for the selection of the TOA through the normal teacher selection process used at each site.

a. Work day and workload are commensurate with that of classroom teachers.

b. District Wide Teachers on Assignment are on the teacher salary schedule.

c. Additional responsibilities beyond the general contract will be compensated as delineated in the Teacher Employment Agreement.

d. Teachers on Assignment may work up to an additional ten (10) days in addition to the regular contract and will receive a supplemental contract according to the schedule for those days if the program budget permits. Said work must be approved by the supervisor.

e. All District-Wide and school-based teachers on Assignment are required to substitute ten (10) days. This includes Special Education, Career Ladder, Language Acquisition, Teaching and Learning, Technology and school-based instructional coaches.

5. Teacher Assignment – Alternative Education

In recognition of the unique challenges associated with alternative schools, teachers assigned to Alternative Education realize that meeting the educational needs of the student population may require an approach that varies from the traditional approaches for elementary, middle and high schools.

a. Teachers assigned to Alternative Education shall be considered as a distinct category for the purpose of teaching load, class size and planning periods.

b. Planning periods may be structured in a non-traditional manner as long as the equivalent number of five (5) planning periods is met per week.

c. Teachers will be PBIS trained.

d. Teachers will mentor students as needed.

e. The maximum student load shall not exceed 150 students per teacher at any given time. During the course of a semester the teacher may have a cumulative total that exceeds 150 students based upon student enrollment and withdrawl into the program.

6. Teacher Assignment – Community Schools

a. Pre-K or community schools is a distinct staffing category.

b. Contract status will be consistent with all teaching positions.

c. In recognition of the unique challenges associated with the SUSD early childhood program, teachers assigned to work within community schools realize that meeting the educational needs of their students requires adherence to the Arizona Department of Health Services regulations.

d. The professional expectation that teachers be available to parents 15 minutes before (and after) school hours is reasonable and teachers should accommodate the expectations of parents/guardians seeking conferences during this time. Teachers working for Community Schools shall have planning time before or after school in order to be in compliance with Department of Health Services Guidelines for supervision and licensure.

e. At Early Childhood campuses, Pre-K teachers will have a duty free lunch on early release days, appropriate for the schedule and in compliance with DHS.

P. Job Share

Job sharing positions are available to 4 pairs of elementary teachers for the purpose of enhancing the educational process and learning environment in a non-traditional approach. Job sharing operates under the belief that in some instances children can benefit from a highly selective pairing of teachers sharing a full time position, working together using their individual strengths to provide for the socio-educational needs of children.

1. Applications

Teachers must apply as a pair and complete the following steps:

a. Prepare an application packet with the following:
    - A letter of principal support
    - Letters of parent support (or support as evidenced by school survey reports)
    - An applicant letter which provides evidence of above average classroom performance, how the job share meets the goals of the school improvement plan, and how the job share will enhance the educational process and learning environment for the students involved

b. Send the application packet to the Human Resources department to be received no later than February 1.

c. Interviews of the paired teachers by the Professional Development Approval Committee will be planned through Human Resources and held between February 16 and March 13 for applicants meeting the job share requirements. A rank order list and applicant packets will be forwarded to the Superintendent for final decision. The interviews will focus on the following:

    - How the job share will enhance the educational process and learning environment for the specific grade level
    - Planning for the utilization of the participating teachers' individual strengths
    - Planning for consistency in classroom management styles and communication.

2. Qualifications

Job share opportunities will be available to teachers that meet the following criteria:

a. Must have reached continuing teaching status prior to the time of application

b. Must have met the performance standards for the past 3 years as demonstrated by principal evaluation.

3. Limitations

Teachers applying as pairs may not substitute a partner after application procedures begin with the submission of the application packet to Human Resources.

a. It is understood by all applicants that the job share contract is a full school year commitment; mid-year transfers will violate the terms of the job share position.

b. Continuation of job shares is not automatic from year to year. Participants must reapply annually.

c. The number of elementary job shares allowed for the 2013-2014 school year is 4 positions (4 pairs).

4. Previous position/returning to previous position

   Job share participants will be given the opportunity to return to their previous position upon the conclusion of the school year, maintaining their status as a full time District employee with no losses or breaks in benefits or status. Notification will be made to the new teacher of the intent to rehire the job share participant for the next year.

Q. Full Time/Part Time

Certified positions generally are staffed on a full-time equivalent basis. Less than full time positions will be adjusted by percentage of FTE for compensation and benefits as designated by eligibility.

1. All .4 or greater part-time teachers will be allowed into the voluntary transfer process as long as they do not displace an unassigned teacher's position. Previously continuing status teachers who voluntarily reduce their contract (due to family illness, etc.) and wish to go back to full time, will be included in the unassigned teacher placement after all unassigned teachers are placed if they have not successfully garnered a full time job during the voluntary transfer period.

2. Teachers who are .4 or greater part-time, who have been with the District for five years and have satisfactory performance, will be allowed into unassigned teacher placement at the end of their fifth year if they are unable to obtain a full-time position during voluntary transfer. They will be placed into any available position for which they are qualified and have been satisfactorily evaluated in each of the past five years of service.

R. Facilities/Rooms/Supplies

1. To ensure that teachers have adequate facilities, the District will, within budget limitations, allocate funds to provide the following:

   a. Classroom storage for instructional materials and supplies

   b. A serviceable desk and chair

   c. A file cabinet

d. Locked storage space for personal belongings

e. A dictionary in every classroom

f. Adequate instructional board space

g. Teacher copies of all texts used in the classroom

h. A teaching area which is appropriate in size, nature, and configuration for the designated instructional program

i. A teaching area for special education which is appropriate in location, size, nature, and configuration for the designated instructional program

j. The location of special education classrooms will remain constant unless any proposed changes are discussed with the following persons: the building principal, affected special education teachers, affected classroom teachers, and the appropriate Program Administrator.

k. Adequate work area containing proper equipment and supplies to aid in the preparation of instructional materials

l. Telephones available to teachers which will provide a reasonable degree of privacy

m. Well-lit, clean, and appropriately furnished lounge areas. Such areas will be separate from work areas.

n. Clean teacher restrooms

o. Private dining area for teachers

p. Appropriate instructional technology, which includes a computer, access to district computer networks and applicable software and other equipment necessary for the teaching assignment

2. Each building in the District will develop a procedure for providing teachers reasonable access to their building both during and after regular school hours, which takes into account the unique features of the building. The procedure will include the use of keys and will follow the guidelines established by the Board.

3. Use of school communication systems (announcements, auto calls, e-mail, etc.) should be used with discretion and should not interrupt the teaching program. It is recommended that a special time should be set aside each day for regular school announcements.

4. A teacher's desk and its contents are not to be subject to search by any administrator unless there is a threat to life or property, or unless the administrator is accompanied by the teacher.

5. Books and Other Instructional Materials and Supplies

   a. Within budget limitations, the Board will allocate funds to provide library books, instructional materials, supplies and equipment to support the instructional program of the District. Building meetings will be held in each school to determine teachers' priorities for the expenditure of budget allotments.

      Sometimes, however, students may be given the opportunity to voluntarily work on personal projects which may require student expenditures. In such cases, the teacher will submit the following to the principal prior to initiating a student-funded activity:

      i. the objectives for the activity

      ii. the cost of the individual project(s)

      iii. the method of informing parents about the activity

      iv. the relationships of the activity to the student's grade

      v. the method of accounting if money is collected by the teacher.

      The principal will review and evaluate the information provided by the teacher and approve or disapprove the project(s).

   b. Textbooks and other instructional materials and supplies will be selected by special committees in accordance with the Textbook Adoption Procedures of the State of Arizona, the Secondary School Textbook Policy of the District, and other Governing Board adopted textbook and materials/ supplies guidelines. The guidelines for such special committees shall be as follows:

      i. A separate committee will be established to make recommendations for each subject area.

      ii. School-based teachers will constitute a majority of each such committee.

      iii. The recommendations of such committees will be published and distributed to all schools.

      iv. The recommendation of each committee will be submitted with the signatures of all members of the committee to the assistant superintendent for Teaching and Learning.

v. The recommendation will then be submitted to the Superintendent for the recommendation to the Governing Board.

c. Special education self-contained students will be considered in a building's projected enrollment for determining supplies and materials in special subjects (art, music, P.E., library, life management, industrial arts technology) and other building services (nursing, custodial, etc.).

d. Textbooks and instructional materials in all subject areas and at all grade levels will be selected so as to show the cultural diversity and pluralistic nature of American society. All instructional materials selected should be relevant to the subject area and grade level for which they are chosen.

e. Teachers are responsible for approving all instructional materials which they permit students to utilize for instructional purposes unless the materials have been selected through Governing Board approved procedures. Teachers will be aware of all materials being utilized for instructional purposes by students in teaching situations under their direct supervision.

f. Teachers will be responsible for completing inventories, distribution and collection of all textbooks and other instructional materials and supplies assigned to them.

S. Other Duties as Assigned

Teachers are expected to:

1. Be available to students who may be seeking assistance before and/or after school.

2. Be available to parents who may wish to discuss a school related problem.

3. Inform students and parents at the beginning of each marking period of the times they will be available for appointment.

4. Be available to meet with staff specialists, *i.e.*, reading, math, language arts, music, art, physical education, special education, etc.

5. Be available to meet with administrative and supervisory personnel for conferences, in-service training, and faculty meetings

6. Be available to meet with colleagues whose functions require cooperative planning and effort

7. Maintain adequate planning, classroom order, and organization

8. Be available for reasonable and essential supervisory duties, including supervisory duties prior to the start of the school day

9. Be active participants at their school site. Middle School Team Leaders, Elementary Grade Level Chairs, committee membership or similar roles, shall be voluntary. These additional responsibilities and the means for accomplishing these duties (i.e., school business time, staff development credit) shall be mutually developed by the teacher and the administrator.

10. Attend Open House or Parent Orientation Meetings
    All teachers will attend not more than one open house and one parent orientation meeting in their assigned schools per year. High school Commencement will be assigned in an equitable and reasonable fashion on a rotational basis by the building principal with advice of the Commencement committee and faculty designees.

11. Comply with local building sign-out procedures during their scheduled duty-free lunch periods.

12. Remain after the end of the regular workday, without additional compensation, for the purpose of attending faculty or other professional meetings. Schools may utilize up to fifteen (15) hours for this purpose during the school year.

13. Observe the same workday as classroom teachers when their assignments are other than regular classroom teachers. Time will be allowed to these teachers for the purpose of performing the non-student contact tasks, including daily planning periods, which are a part of their assignments. Individual schedules will be arranged with and approved by the building principals or their designees as needed. Time will be allowed to these staff members to leave the campus for conferences or other purposes with the specific approval of the principal.

14. Participate in the evaluation of the instructional aides assigned to his/her program where instructional aides or paraprofessionals are utilized. Whenever more than one teacher utilizes the services of an instructional aide or paraprofessional, one teacher will be designated to participate in the evaluation of that aide with input from the other teachers. The designated administrator shall serve as the evaluator.

15. It is expected that teachers should post daily lesson objectives in the classroom. The principal/AP may require lesson plans based upon observed concerns.

Elementary and Middle School Duty Schedule

16. It is recognized that the age and maturity of elementary and middle school pupils creates an essential need for reasonable supervision during hours when pupils are not in a classroom.

17. The building principal will meet with the liaison committee when developing the duty and recess schedule.

18. All teachers not excluded by other policy will be eligible for duty assignments.

19. A final copy of the duty assignments will be maintained in each school.

20. On rainy days, classroom teachers shall open classrooms fifteen (15) minutes prior to the start of school to provide for early arriving students. In times of emergency, it may be necessary for principals to assign classroom teachers to student supervisory responsibilities during what would otherwise be unassigned time periods. The temporary use of a classroom teacher in this manner is not to be abused by frequent or continual assignment.

Other considerations:

20. Participation in extracurricular activities will be voluntary and will be compensated according to the rate of pay of the reimbursement for additional assignments.

21. The number of out-of-school-hours for fine arts performances will be determined by the building administration, in consultation with members of the fine arts teaching staff, and considering the special needs of each school community.

22. Student Involvement

    High School - Students who are involved as teacher assistants can gain much, both educationally and in appreciation of the teacher's role. These students may be capable of assisting others to learn through reading, preparation of learning materials, etc. Lab assistants, team managers, etc., are examples of advantageous involvement of students where opportunities can be offered to that student for important incidental learning.

    Elementary and Middle School - The opportunities for involving students, particularly in the upper grades, to assist other children in the learning process, should be encouraged. Such activities as reading for appreciation to lower grade children, assisting in the library, serving as P.E. assistants and team managers are useful.

Nothing in this section may be interpreted as releasing teachers from their supervisory responsibilities with regard to students.

T. Summer School

Summer School Hiring Practices – Community Education, Classroom Based

The following process shall be followed with respect to summer school hiring for classroom based courses:

1. Applicants will be scored based on the following rubric (110 points possible):
   - Teachers will score 10 points if they taught the course for which they applying to teach during the most recent school year.
   - Teachers will score one (1) point per yeaer for each year of summer school experience up to five (5) points.

2. 75% of available positions (rounded up) in each content area will be filled based on rubric points. The remaining 25% of positions would be filled through an interview process. The number of interviews to be conducted will equal the number of remaining available positions plus two. In the event there are five or less remaining applicants, all applicants will be granted an interview.

Summer School Hiring – Community Education, eLearning

The following process shall be followed with repsect to summer school hiring:

1. Applicants will be scored based on the following rubric (110 points possible):
   - Teachers will score 10 points if they taught the eLearning course for which they applying to teach during the most recent school year

2. 75% of available positions (rounded up) in each content area would be filled based on points. The remaining 25% of positions would be filled through an interview process. The number of interviews to be conducted will equal the number of remaining available positions plus two. In the event there are five or less remaining applicants, all applicants will be granted an interview.

Meet & Confer will review this process in the fall 2013 for possible adjustments.

U. Outside Employment

Certified employees are required to follow Governing Board Policy GCR, Nonschool Employment by Professional Staff Members, and Regulation GCR-R, Nonschool Employment by Professional Staff Members for employment outside of the District. Additional information concerning outside employment for coaches is contained in the SUSD Athletic Handbook.

V. Release from Contract

Teachers may be released from contract during the school year. The conditions for release include 1) the availability of a suitable replacement, 2) the nature of the teaching position, 3) extenuating circumstances and 4) maintaining the strength of the instructional program.

Human Resources will examine requests for release from contract on a case by case basis and will make every effort to accommodate the teacher wishing to be released. In rare instances where the teacher does not meet conditions as stated above, the teacher may be held in the position until the completion of the contract.

Article V- Employee Rights

A. Grievance Procedure

In order to provide a means to effectively resolve employer/teacher disputes and provide a basis on which to build a sound teacher/employer relations program, the following grievance procedure is established:

For purposes of this policy, a grievance is defined as any cause of complaint arising between the District and its teachers and/or their representatives with reference to a condition of employment.

While the following procedures provide for a systematic processing of grievances, the doors of the administrative offices are open at all levels to any teacher and/or teacher-designated representative wishing to discuss a concern with any member of the administration.

1. Informal Procedure

Each teacher and/or teacher-designated representative will discuss the grievance informally with the teacher's immediate supervisor in an attempt to resolve the complaint. <u>This procedure is required prior to filing a formal grievance.</u>

2. Formal Procedure

Should a grievance not be resolved at the informal level, then the teacher and/or teacher-designated representative will complete the following steps in filing a formal grievance:

<u>Step I.</u>
The teacher and/or teacher-designated representative will present the grievance in writing to the administrative superior (in case of a school, the principal) within ten (10) working days following the completion of the informal procedure. A written response will be given the aggrieved by the administrative superior within five (5) working days of the receipt of the grievance.

<u>Step II.</u>
If not satisfied, the teacher and/or teacher-designated representative may appeal the administrative decision in Step I, in writing, to the appropriate District administrator within five (5) working days of receipt of the Step I administrative decision. Prior to a written response, a face-to-face conference may occur between the grievant and/or representative and the appropriate District administrator. Human Resources will notify the grievant as to whether or not a face-to-face conference will be scheduled. A written response will be given to the aggrieved by the appropriate District administrator within five (5) working days of the receipt of the appeal.

<u>Step III.</u>
If not satisfied, the teacher and/or teacher-designated representative may appeal the administrative decision in Step II, in writing, to the Superintendent within five (5) working days of receipt of the Step II administrative decision. The Superintendent or designee(s), prior to written response, will meet face to face with the aggrieved and/or teacher-designated representative and the administrative superior. Then a written

response will be given to the aggrieved and the administrative superior by the Superintendent or designee(s) within ten (10) working days of receipt of the appeal.

Any deadline at any step may be extended by mutual agreement.

3. General Provisions

a. Where a teacher's organization represents an aggrieved teacher, it is understood that the organization will process only those grievances which it feels are legitimate.

b. A teacher who has filed a grievance concerning a personnel action about to be taken which the teacher feels is detrimental personally or professionally may appeal to the Human Resources department requesting the action not be taken pending the outcome of the grievance. It is the responsibility of the Human Resources department to assure that all actions affecting District personnel are consistent with District personnel policy and sound employer/teacher relation practices.

c. In the case of a teacher appealing an action as outlined above, the Human Resources department will recommend to the administrator, and ultimately the Superintendent, that the administration drop any personnel action which it feels is not consistent with District policy and sound employer/teacher practices and consequently would be overruled through the grievance process.

d. The Association may be present at all levels of the procedure, including the arbitration hearing, in order to keep abreast of decisions affecting overall personnel policy. The District will notify the Association of all formal grievances.

e. All notification specified in Steps I, II and III above will be either hand-delivered to the teacher and/or teacher-designated representative or sent by certified mail, return receipt requested.

f. Extension of time limits may be made by mutual consent. However, if the administration fails to respond within the prescribed time limits (when there has been no mutual extension) the grievance will automatically be processed to the next step. If the teacher and/or teacher-designated representative fails to appeal within the prescribed time limit (when there has been no mutual extension) the grievance will be dropped.

g. By mutual agreement between the administration and the teacher and/or teacher-designated representative, a step or steps may be omitted in processing of a grievance.

h. Any grievance may be dropped by the teacher and/or teacher-designated representative at any time by so designating to the administrator in writing.

i. No reprisals of any kind will be taken against any participants in the grievance procedure by reason of such participation.

j. In the event that a grievance is initiated close to the end of the school year, every effort will be made to resolve the grievance prior to the last day of required teacher attendance for that school year.

k. Grievance proceedings will not be placed in the personnel files of the teacher, nor will they be utilized in the promotional process or any recommendation for job placement.

l. All involved parties will have access to records and files of all unprivileged information necessary to the determination and processing of any grievance. Approval for access to the teacher's personnel file must be provided by the teacher. This authorization will identify the teacher's representative(s).

m. Forms for appropriate filing of a grievance, notice of appeal, and request for arbitration will be mutually agreed to by the Association and the District. These forms will be made available through the SUSD website. When a grievance is filed, the principal will call the Human Resources department for a grievance number. Grievance numbering shall include the semester, year, organization designation and sequence number. For example, the first grievance filed by the SEA will be numbered as follows: Fall-2011-SEA-1.

o. Copies of grievance, response, and appeals will be sent to the Association.

B. Advisory Arbitration

Only those grievances which are an alleged violation, misapplication, or misinterpretation of the Teacher Employment Agreement will be submitted to impartial advisory arbitration.

1. If not satisfied, the Association may appeal the decision of the Superintendent to impartial advisory arbitration. The administration and the Association will follow the American Arbitration Association process to select an arbitrator within ten (10) working days following receipt of the Superintendent's decision. The decision of the arbitrator will be presented to the Governing Board for its consideration and action at the next regularly scheduled meeting of the Governing Board. Governing Board action will be final.

2. The expense of the arbitrator will be borne equally by the District and the teacher and/or the Association.

3. A court reporter may be engaged to take a hearing transcript. If mutually agreed, the expense will be borne equally by the District and the teacher and/or the Association. If not mutually agreed, the party requesting the court reporter will bear the total cost with the transcript being that party's sole property.

4. Arbitration hearings will be limited to eight (8) hours of presentation by each side.

5. The arbitrator will not have the right to change, modify, or amend the Teacher Employment Agreement of the District. The decision and award, including findings relative to the decision, will be presented in writing to the parties involved and the award will not be in conflict with applicable laws and/or Governing Board policy.

C. Dispute/Complaint Procedure

See Article III, Section H for evaluation issues. Other concerns or complaints should be referred to the appropriate policy to address the issue or concern.

D. Discipline

Unless otherwise indicated, certified discipline shall be administered according to Governing Board Policy GCQF, Discipline, Suspension, and Dismissal of Professional Staff Members.

E. Suspension/Termination

Suspension or termination of certified employees shall be according to Governing Board Policy GCQF for allegations of unprofessional conduct. For performance issues, Governing Board Policy GCJ, GCO, Regulation GC-RA shall be followed, along with Arizona Revised Statutes §15-501, §15-538, §15-538.01, §15-539, §15-540, §15-541, §15,544, §15-545, §15-546 and §15-547.

F. Rights During an Investigation/Protection from Self-Incrimination

Employees covered under this agreement are expected to cooperate fully during District investigations. SUSD shall follow statutory provisions regarding mandatory reporting of suspected child abuse and other areas that require mandatory reporting. In some instances, law enforcement or Child Protective Services may conduct investigations independent of the District. In these instances, the District shall follow legal guidelines as delineated in State Statute and the Maricopa County Multi-Disciplinary Protocol. Employees may access an employee advocate during an investigation. The advocate's primary role is to assist the employee in understanding his/her rights, procedural issues, and to assure fairness of the applied process.

G. Personnel Files

1. All District teacher personnel files will be maintained under the following conditions:

a. All materials placed in the District teacher personnel files and originating within the District will be available to the individual upon request for inspection.

b. Material which concerns a teacher's conduct, service, character, or personality will not be placed in a teacher's file unless he/she has had an opportunity to read such material. The teacher will acknowledge that he/she has read such material by affixing his/her signature to the actual copy to be filed. The appropriate District administrator will also initial, and a copy will be issued to the teacher. Such signature does not necessarily indicate agreement with the content of such material.

   Where a teacher refuses to sign such material, the administrator will call the teacher and have the material read to him/her before a witness who will then sign a statement indicating that the teacher had it read to him/her. A refusal to be on hand for the reading of such a statement before a witness will be regarded as insubordination.

c. The teacher will have the right to answer any material filed. The answer will be submitted to the administrative superior, reviewed by the assistant superintendent of Human Resources, and attached to the file copy.

d. All references obtained on the basis of confidentiality for the purpose of initial employment or promotion, originating either outside the District, or within the District, will not be subject to this agreement and, therefore, will not be available for inspection by the teacher.

e. All materials must be dated at the time they are placed in the files.

f. A teacher may be accompanied by his/her representative when reviewing his/her file.

2. Release of Information

All inquiries or requests from outside the District for information regarding teachers or former teachers of the District must be submitted in writing**.** As per ARS§15-537.I, "copies of the assessment and evaluation report of a certificated teacher retained by the governing board are confidential, do not constitute a public record and shall not be released or shown to any person except:

a. To the certificated teacher who may make any use of it.

b. To authorized District officers and employees for all personnel matters regarding employment and contracts and for any hearing which relates to personnel matters.

c. To school districts and charter schools that inquire about the performance of the teacher for prospective employment purposes. A school district or charter school that receives information about a certificated teacher from the evaluation report and performance classifications shall use this information solely for employment purposes

and shall not release to or allow access to this information by any other person, entity, school district or charter school.

d. For introduction in evidence or discovery in any court action between the Governing Board and the certificated teacher in which either:

    i. The competency of the teacher is at issue.

    ii. The assessment and evaluation were an exhibit at a hearing, the result of which is challenged."

H. Parent Complaint Procedure

When a parent makes a complaint about a teacher, it is expected that building administrators redirect complaints to teachers as the first step in addressing the issue per Governing Board Policy KEB, Public Concerns and Complaints about Personnel. The matter should be referred to a parent/teacher conference. If a parent/teacher conference cannot be scheduled in the near future, or when some action is to be taken, then the administrator should attempt to host a meeting with those involved. In cases where a parent/teacher conference may not be appropriate, the teacher and administrator will develop an appropriate response to the complaint.

In cases involving allegations of unprofessional and immoral conduct as defined by Governing Board Policy GCQF, Discipline, Suspension and Dismissal of Professional Staff Members, a parent/teacher conference may not be appropriate. In those instances, the District will afford the teachers all required due process as delineated in Governing Board Policy GCQF Discipline, Suspension and Dismissal of Professional Staff Members, and provisions in this agreement.

I. Drug Testing

Certified employees will follow Governing Board Policy GBEC, Drug-Free Work Place and Regulations GBEC-EA, GBEC-EB, Drug-Free Work Place. Any reasonable suspicion of being under the influence may result in submission of drug testing.

J. Reduction in Force/Recall

1. Reduction in Force shall be based upon the staffing categories by assignment, with the final determination of teachers to be reduced per the implementation requirements as established Article IV, Section M.

2. The District will make phone contact with all teachers being recalled. If there is no successful phone contact, the District will give written notice of recall by sending certified letters to the affected teachers at their last-known addresses. It is the responsibility of such teachers to notify the Human Resources department of any change in address. Any teacher so notified must respond within fourteen (14) calendar days of receipt of the notice concerning their acceptance or rejection of the offered positions.

3. No new teaching appointments will be made by the District while there are reduction in force teachers who are certified, highly qualified and willing to fill the vacancies.

4. All benefits to which teachers are entitled at the time of termination due to reduction in force will be restored to those teachers upon their return to active employment with the District, and such teachers will be placed on the appropriate step of the salary schedule based upon their previous contract step.

5. Teachers who were notified of the District's intent not to reemploy them due to reduction in force will be moved to the unassigned list as positions for which they are certified become available, provided no other teachers on the unassigned list have the appropriate certification. An Assignment Preference Sheet will be forwarded to them at the time of notification.

6. Reduction in Force (RIF) will be done District-wide by Human Resources based on the staffing criteria worksheet, across categories and certification, no later than April 11. Teachers identified as RIF may not participate in the rest of the staffing process until they are recalled.

K. Seniority

Seniority shall not be used as a criterion to determine assignment in case of Reduction in Force. Seniority may impact the number of years an employee receives credit for recognition for Scottsdale Honors Its Own.

L. Scottsdale Honors Its Own

By September 15th of each school year, the Superintendent will, with the advice of the president of the Association, appoint a committee of five (5) teachers, three (3) administrators, and two (2) classified employees to plan and implement an annual event honoring all District employees who have served the District for 15, 20, 25, or 30 or more years; or (3) who have won awards/honors pertaining to excellence in their profession. The committee will include representation from the different employee groups in the District.

M. Personal/General Rights

Nothing in this agreement shall impede the constitutional rights of employees as they exist independent of the position they hold as a certificated employee.

N. Political Activities

Employees are expected to follow Governing Board Policy GBI, Staff Participation in Political Activities, and regulation GBI-R, Staff Participation in Political Activities.

Article VI – Salary and Benefits

A. Salary Schedule

Salary schedules for all employees covered by this agreement are included in Appendix D.

1. The traditional salary schedule for the 2013-14 school year has been agreed upon and set forth as a salary schedule for teachers. A salary schedule consisting of the steps included in columns A through G of the traditional salary schedule has been agreed upon and set forth as the salary schedule for school nurses.

The traditional salary schedule acknowledges the value of:

- Attaining professional growth through continuing education and staff development
- Length of a teacher's service
- Career earnings inherent in this salary schedule

2. The Career Ladder salary schedule for the 2013-2014school year has been agreed upon and set forth as a salary option for teachers. (See Appendix F)

The Career Ladder salary schedule acknowledges the value of:

- A performance based system of compensation
- Increasing student growth through teaching excellence
- Attracting and retaining teachers and compensating them for their excellence

3. The certified, nurses, occupational therapists, social workers and physical therapists salary schedules are part of the Teacher Employment Agreement and distributed to all teachers.

B. Placement, Hiring

1. Credit will not be given for substitute teaching experience by any definition. Credit for hours and degree for former District employees will not be less than their previous contract. In areas of critical teacher shortage, partial or full experience may be granted upon the recommendation of the principal and approval of the Superintendent. In these cases, step placement will be determined by the Superintendent. Internal equity will be a consideration in such placements. No consideration will be given to correcting any past differences in salary which may result from changes made pursuant to this paragraph.

2. Before the employment of a teacher is recommended to the Governing Board, the teacher must provide verification of prior teaching experience to the Human Resources department in order to receive a contract reflecting credit for that experience. Any additional experience must be officially verified by the teacher prior to October 1st to be paid for that experience in the current year.

3. It is the intent that teachers with one or more years of experience shall advance vertically one step each school year for the duration of these teachers' policies. Teachers who have been served with a Notice of Inadequate Classroom Performance as stipulated in A.R.S. §15-538, A.R.S. §15-538.01, and A.R.S. §15-539 will not be eligible for movement on

the salary schedule until the notice is removed due to improved classroom performance. At the time that the notice is removed, the affected teacher's contract will be amended to reflect movement consistent with that given to other teachers, prorated for the remainder of the contract year. Assistance and feedback are available to any teacher who has been served with a Notice of Inadequate Classroom Performance.

Note: Because of salary schedule conversions & changes, steps are not necessarily indicative of years of experience.

4. Pending available funds, changes may be made to this schedule to address inequities.

5. Teachers will be paid the full amount of their pay at the end of each pay period. The first payroll will include only returning teachers and those teachers who have been approved on a Governing Board agenda and have signed final papers by the Wednesday of the week prior to the first pay period. Direct deposit for new teachers can begin after their first pay period.

6. Employees must determine their pay options for deferment for the 2013-2014 contract year. This choice selection will be in the employment contract issued each year. Once this pay selection is made, it cannot be revoked for the remainder of the contract year. The option will be delineated as 9 month option or balance of contract. If an employee fails to choose a pay option, the employee will automatically be given a 9 month contract payment option. Once an employee makes a payroll option selection, (s)he will not be required to reselect in future years unless the employee wishes to change the payroll option.

7. Employee information including calendar, salary schedules, pay options, salary information, date of hire and other records are available on the SUSD website and in the employee's iVisions module.

C. Years of Service Credit

The District may grant up to seven years of experience for placement. Experience must be in the same type or similar position. Exceptions may be made by the Superintendent.

D. Longevity

The District recognizes the importance of retaining its employees. When budget restraints prevent salary advancement, the District will note years of experience for employees.

E. Performance-Based Pay

The District participates in two distinct pay for performance programs for teachers; Career Ladder and Pay for Performance (301).

1. Career Ladder guidelines and eligibility can be reviewed on the Career Ladder web page.

2. Pay for performance – (Prop. 301)

School Improvement Plan (SIP)

The SIP meets a variety of interests represented by various stakeholders. The intent of the SIP is to place equitable parameters around professional responsibilities for teachers, to meet the needs of parents and students.

- Teachers are expected to log a total of 36 hours of time for PLC activities. Up to 30 of these hours may be used for professional development credit and recertification. Early release days may count toward this end. Teachers will have flexibility in how these hours can be accrued.
- Principals may use up to fifteen hours total during the contract year for the purpose of staff meetings or additional professional development activities.
- Planning periods are designated for teacher use and may only be interrupted for emergency. Teachers are encouraged to use this time for teacher-directed activities including common planning time for teachers. Administrators will not direct the use of planning time except as may be needed to conference with teachers regarding teacher evaluation processes (pre-conference, post-conference). It is recommended that grade-level meetings during personal plan time will be scheduled collaboratively among colleagues.

This plan constitutes the pay for performance plan for 2013-2014.

PLC and Collaborative Team Definitions

- **Collaborative Teams:** A group of people working interdependently to achieve a common goal for which members are held mutually responsible. Collaborative teams are the fundamental building blocks of PLCs.
- **Professional Learning Communities:** Educators working collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improve learning for students is continuous job-embedded learning for educators.

F. Extra Curricular Pay

1. Definitions

   a. Supplemental – additional compensation paid in the form of a fixed amount issued as a contract for specific responsibilities with determined beginning and ending dates. Examples include coaching, department chairs.

b. Stipend – additional compensation paid in the form of a fixed amount for a designated purpose, qualification or achievement issued as a contract or part of the certified contract. Examples; National Board Certification

c. Hourly Rate – additional compensation paid on an hourly basis for performing additional work, paid upon the completion of the work submitted on a time slip or other hourly tracking mechanism.

d. Exceptions – an additional pay amount not listed in the TEA, which must have approval from the Assistant Superintendent of Human Resources and the SEA President/designee.

2. Supplemental Pay Schedule

a. A four-grade supplemental pay schedule was established for the 1999-2000 school year. Coaches, department chairpersons, fine arts teachers, and other areas were placed on the supplemental pay schedule according to their grade at the column which represented the next highest dollar amount from their current supplemental contract. Column A of the Supplemental Pay Schedule has been eliminated. For the 1999-2000 school year only, coaches with 0 to 1 year experience were on column B. All other coaches received their appropriate horizontal move.

b. All persons paid according to the supplemental pay schedule will move vertically one step forward each year in which they are assigned to the same position or to a similar position. High school people will receive credit for contracted middle school experience in the same or similar positions.

c. Any person who leaves their supplemental position may return to the same or similar position and salary step.

Example: A person on Column C who leaves the position and returns, would be placed on Column D.

d. Supplemental contracts will continue to be issued at grade 5 to those Head Librarians who held this contract in the 1992-1993 school year until these individuals relinquish these positions.

e. Beginning 2007-2008, the supplemental pay schedule shall be adjusted at the same percentage as any adjustments to the base teacher salary.

3. Athletics

a. No teacher will coach any interscholastic activity in a school to which he/she does not have a teaching assignment unless he/she has the written permission of the principal(s) of the school(s) to which he/she is assigned. The permission must include a statement that the coaching assignment will not interfere with the individual's teaching assignment. The assignment must not require the provision of

paid substitutes on more than two occasions during any single athletic season. Any additional assistance may be requested of the Superintendent or his/her designee.

b. High school head coaches must have a current State Department of Education teacher, substitute, or coaching certificate on file.

c. Athletic contracts that were in place prior to the new schedule in 1995 are grandfathered amounts. If a person stops coaching and returns, (s)he will be placed on the current schedule.

d. Coaches will receive total credit for years of service in that sport.

e. Coaches changing position from assistant to head, or head to assistant, will receive total years of District service in that spot.

f. A person may not receive more than one athletic contract per season.

g. Athletic Directors may coach one (1) sport per year.

h. If a head varsity coach is forced to leave a position prior to the season or during the first half of the season due to a medical emergency of the coach or his/her family, as verified by the principal and athletic director in consultation with the coach, he/she will be allowed to return to the same position the next season and remain on the same step. If the coach has completed the majority of the season, then upon his/her return the next season, he/she will be placed on the next step.

i. Paid coaches of varsity sports engaged in post-season Arizona Interscholastic Association State Play-offs will receive $150 per week stipend for practice and competition. Head coaches and varsity assistants will be paid in sports for which the entire team qualified. For sports that qualify individuals, the head coach will be paid; and if four or more team members qualify, Varsity assistants will be paid.

j. Spirit Line - A school will have a maximum of two District paid contracts. Schools may choose one of the following options: a) Head Pom and head Cheer, or b) Varsity Spirit Line and J.V. Spirit Line.

G. Extra Duty Pay

GENERAL EDUCATION STIPENDS

$150	Honors Festivals: Strings & Dance (2) max. 2 days, Band (3) max. 2 days, Vocal Music (2) 2 days max.
$300	Coordinate Fine Arts Festivals: Visual Arts (1), Theater (1), Dance (1), Vocal Music (2), Strings (2), Band (3)
$500	MS Drama Director
$800	MS Science Inventory & Safety Specialist (3)

$1,200 HS Science Inventory & Safety Specialist

$3,000 National Board Certification (National Board for Professional Teaching Standards)
Beginning the fiscal year the certificate is awarded, a stipend of $3,000 per year, for the duration of the certification, will be awarded to any teacher who achieves National Board Certification. For the first year the certificate is awarded or recognized, the stipend will be prorated for the portion of the contract year for which the certification has been recognized by the District.

$500 Department Chairs – Minimum of four (4) teachers for a department
Per teacher (Example: 4 teachers = $2000)

SPECIAL EDUCATION STIPENDS

$1,500 Certificate of Clinical Competence (CCC) provided funding is available through Special Education funds. A stipend of $1,500 per year, for the duration of the certification, will be awarded to any teacher who obtains and continues to renew certification. For the first year the certificate is awarded or recognized, the stipend will be prorated for the portion of the contract year for which the certification has been recognized by the District.

$4,000 Bilingual SLP, OT

HOURLY RATES

$25 General hourly rate for certified employees

$20 Professional Development (for each hour of instruction, one hour of planning is compensated)

COMMUNITY SCHOOLS

$30 Certified Teachers – night school, summer school

$35 Summer School Supervisor

$25 General hourly rate for certified employees

SPECIAL EDUCATION

$40 Extended School Year – OT, PT, SLP

$30 Extended School Year – Teachers

$30 Homebound Teachers

$40 Homebound SLP

Employees covered under this agreement may work additional days as determined by the director of Special Education. Said work shall be compensated at the daily rate.

LANGUAGE ACQUISITION

$30 Teachers

TITLE I

$30 Summer School – Teachers

TITLE III
$30 Summer School – Teachers

TITLE VII
$30 Summer School – Teachers working in Native American Education
After School – Teachers providing direct academic services, including tutoring

TUITION TAX CREDIT, GIFT FUNDS
$30 Teachers providing direct academic services including tutoring

INSTRUCTIONAL IMPROVEMENT FUND
$30 Teachers providing direct academic services including tutoring

REIMBURSEMENT FOR ADDITIONAL ASSIGNMENTS IN STUDENT ACTIVITIES AREA

1. All teachers who are qualified for the specific job will be considered.

2. The principal will have the right to decide the number of teachers required.

3. The principal will have the right to select the teacher used within the established guidelines.

4. Participation by teachers in these activities will be voluntary.

5. Should there be fewer qualified teachers than positions to be filled, the principal has the right to turn to other sources to complete the selection of personnel.

6. No individual will receive "double pay" for an event.

7. The hourly rate for positions filled by certified employees listed herein will be $15.00 per hour.

    a. For Special Olympics, there will be a maximum of six (6) hours per event at county meets and twelve (12) hours per event at state meets. Since Special Olympics involves students from all of the complexes, funds to pay for this position will be drawn from the District auxiliary account.

    b. Specific areas of employment (other areas of activity): All teachers who are qualified for the position will be considered for all duties involving contact with students or which involve some special skill or responsibility. (Examples: Scouts, photographer, judges, directors, starters, clerk of course, ticket takers, ticket sellers, crowd control.)

    c. Specific areas of employment (other areas of activity): All teachers may be used as ticket takers, ticket sellers, crowd control, and safety personnel at all events

where deemed necessary by the principal, such as club dances, plays, band concerts, and student performances held in the various high schools after regular hours. (Exceptions: Those events that are predominantly adult-oriented and adult-attended, though the performers may be students, still need supervision which will be determined at the discretion of the principal.)

d. Seventh-Eighth Grade Dance Extra Pay:

   i. Each dance must be sponsored by a teacher.

   ii. The sponsor will assume the responsibility of the dance the same as in high school for club and student council dances.

   iii. No less than one other teacher shall be in attendance. Such attendance will be entirely voluntary.

   iv. Teachers, not to exceed two, will be paid $15.00 per hour, with a maximum of three (3) hours per dance.

8. $25 Teachers proctoring exams (PSAT, SAT, etc.) from Student Activities.

COUNSELORS, STUDENT ADVISORS, COOPERATIVE VOCATIONAL TEACHERS AND LIBRARIANS

1. The District will offer supplemental contracts to student advisors, cooperative vocational teachers, and librarians based on District needs and according to a District time schedule. The salaries for these contracts will be computed at a daily rate based upon the individual's annual salary. Within the time schedule established by the District, the student advisors, cooperative vocational teachers, and librarians will be on duty at times mutually acceptable to the individual and principal.

2. High School guidance counselors will work an additional 9 days as part of their contract, paid at per diem. The dates will be 5 days prior to the first reporting day for teachers and 4 days after the last work day for teachers. Counselors will no longer be required to do any trades of days or substitute in classes as part of the strategy to reduce substitute costs and reduce teacher absences. They may be asked to cover absences, the same as any other teacher.

VOCATIONAL PROGRAM

1. Teachers will receive $18.00 per student placed in a COE or COOP position prior to the start of the school year. In the spring, if there is no coordinating period, the teacher will receive $36.00 per student who is in an approved ADE Priority Program for visitation and written evaluation.

2. Coordinating periods will be granted at the rate of one maximum for first semester. Teachers with two COOP or COE classes would retain one coordinating period for second semester. Teachers who have only one COOP or COE class should refer to paragraph G1.

H. Addendum Contracts

Addendum contracts are issued for positions listed in the TEA. Otherwise, additional work that is compensated will be paid through the processing of EPARS, time slips or positions that may be paid through time clocks.

I. Career Ladder

Teachers may be eligible to participate in Career Ladder. Compensation and provisions of the program may be accessed through the Career Ladder Program at http://careerladder.susd.curriculum.schoolfusion.us/modules/groups/integrated_home.phtml?gid=1009207&sessionid=21cb213638a4877acb7c650a66413c24 .

J. Medical Insurance

1. The District offers a Cafeteria benefit program to all certified employees who normally and regularly work a .5 or greater contract. The District will fund insurance for employees hired prior to July 2009 who work between .5 and .75 at a prorated level, commensurate with their FTE. Predicated on sufficient budget capacity and recommendation from the Insurance Committee, the District will pay the maximum available portion of the employee-only health insurance premium.. For 2013-2014, the base health insurance premium is either the High Deductible Health Plan with a $1,500 deductible, or the High Deductible Health Plan with a $2,500 deductible. Each high deductible plan will have a District funded Health Savings Account (HSA) as part of the base plan. For 2013-2014, the District contribution for the $1,500 deductible plan shall be $250, and $550 for the $2,500 deductible plan. There will be a monthly employee contribution of $99 for employees who are enrolled in the PPO plan, $10 for employees enrolled in the $1,500 deductible plan, and $5 for employees enrolled in the $2,500 deductible plan.

   A covered teacher resigning from the District will have insurance continued until the end of the month in which active employment terminates. Employees who resign or retire who have successfully completed their contract and are in good standing shall have health coverage through the end of the fiscal year (June 30).

   These teachers are not eligible to make any changes to their benefit elections during open enrollment or for a qualifying event.

2. Continuation of Group Insurance during Leave of Absence

    a. Teachers who are granted a leave of absence may choose to continue their group medical and dental insurance under the provisions of the Consolidated Omnibus Budget Reconciliation Act (COBRA). The teacher would have to pay the full premium (that is normally paid by them plus the District contribution) plus a 2% COBRA administrative fee. COBRA coverage would be offered for an 18-month period for this type of event.

    b. If the teacher does not return to employment at the conclusion of the leave, the District cannot offer any additional COBRA coverage beyond the original 18 months. However, if the leave of absence is due to personal illness and the teacher becomes qualified for disability under the Social Security Act, he/she may, upon proper notice to the District, be eligible for an additional eleven (11) months of COBRA coverage.

    c. Teachers who elect to continue their group medical and/or dental insurance under COBRA must make monthly payments to the District's COBRA Administrator by the first of each month.

    d. The District will continue to pay premiums for the teacher's group basic life insurance for up to six (6) months of leave. Teachers who wish to continue life insurance beyond this (6) month period may apply for a conversion policy through the life insurance carrier. However, if a teacher is disabled at six (6) months of leave, he/she may apply to the carrier for waiver of premium and continuation of the policy during the period of disability, subject to approval of the carrier.

    e. Specific information on insurance coverage during leave of absence will be provided to teachers by the Human Resources department in conjunction with leave approval notification.

K. Dental Insurance

SUSD offers two Dental coverage options to eligible employees, a prepaid plan and a traditional dental plan. Employees may purchase dental coverage for themselves and their dependents.

L. Disability Insurance

1. Short-Term Disability
   The District will offer the opportunity to purchase short-term disability insurance for certified employees. Employees are responsible for paying premiums of these policies.

2. Long-Term Disability

A long-term disability insurance program is furnished for all certified employees through the Arizona State Retirement System.

M. Vision Insurance

SUSD offers vision coverage to eligible employees. Employees may purchase vision coverage for themselves and their dependents. Vision coverage includes benefits for eye examinations, lenses, frames and contact lenses.

N. Workers' Compensation

Workers' Compensation benefits are payable to all employees without regard to liability in the case of injury, disability, or death as the result of occupational hazards if the claimed injury or illness is deemed compensable in accordance with procedures established by the Industrial Commission of Arizona (ICA).

In order to establish possible rights to Workers' Compensation insurance, employees must immediately report all accidents or injuries occurring on the job, however minor, to their supervisor or designee. Failure to follow this procedure may result in the loss of workers' compensation benefits for injuries related to that incident. The supervisor shall report the incident to Risk Management within twenty-four (24) hours. Procedures for reporting and seeking treatment for accidents or injuries are established and published separately by the District's Legal/Risk Management department.

Employee absences for work-related injuries/illnesses are charged against an employee's general days. For absences that extend past seven (7) calendar days, the employee is paid 2/3 of his/her wages (up to the maximum set by state law) from Workers' Compensation insurance beginning on the eighth (8th) day. In addition, if the employee has general leave or vacation hours available, the employee also receives District pay for approximately 1/3 day of general leave or vacation hours. If the absence extends past fourteen (14) calendar days, payment for 2/3 wages and 1/3 credited general leave or vacation hours are made retroactive to the first date of the absence.

Employees absent due to work-related injuries or illness must comply with District policies and procedures for the Family and Medical Leave Act and/or a Board-Approved Leave of Absence. Employees who are on a leave and who are receiving Workers' Compensation benefits shall continue to have the District pay for the employee's health insurance premium.

Employees are returned to alternative/light duty, if available, when a District designated physician authorizes release to alternative/light duty. An employee returning from Workers' Compensation shall submit a written release from the attending physician, subject to approval by a District designated physician. The release must give the date of return to work and stipulate any restrictions to work.

O. Life Insurance

The District will pay 100% of the employee only basic life and accidental death and dismemberment insurance premium for each eligible certified employee. Basic life insurance benefits are as follows:

Active Employees to Age 70:	$25,000
Active Employees Age 70-75:	55% of $25,000
Active Employees after Age 75:	45% of $25,000

P. Flex Benefits

Employees may waive group health insurance coverage upon submission of proof that they are covered under another group health insurance plan. Proof of other group health insurance must be submitted annually to Human Resources during open enrollment. Employees who have currently waived group health insurance coverage will receive $1500 toward optional cafeteria plan coverages, including flexible spending accounts.

Employees hired after June 30, 2004 will not receive the $1,500 from the District even if they are eligible to waive District coverage. The 2013-14 Insurance Committee will review the cost of continuing the monetary award for waiver of District group health coverage as it relates to the overall District budget. They will also review the potential cost to the District for those employees hired prior to June 30, 2004 who do not currently waive District group health coverage but may become eligible to waive coverage in the future. A recommendation will be made by the Committee to the Meet and Confer teams.

Under a cafeteria plan, any flexible benefit deposits made by employees that remain unspent at the end of a benefit year must, by law, be returned to the District. However, it is the practice of the District to add these unspent funds to reduce health insurance premiums in subsequent years.

Q. 403(b), 125 and Other Tax Deferred Options

The District offers a variety of plans to employees covered by TSA, the District's plan administrator. Information regarding available plans and servicing options are available on the District Web site and through iVisions.

R. Resignation – Severance

Teachers who wish to resign from the system will do so in writing, sending a copy to the immediate supervisor and the assistant superintendent of Human Resources. Such resignation will be made prior to the closing of the school year to become effective at the close of that year. Only in an extreme emergency will a teacher resign during the school year, and in that event will give no less than thirty (30) days prior notice. He/she may then be allowed to resign only if a qualified replacement is available to take over as provided by state law.

Teachers who resign after 10 years of service are eligible for reimbursement of unused general leave based upon the following schedule based upon each day valued at the substitute daily rate of pay:

Years of Service	Percentage of Payment
10-14	50%
15+	100%

Savings realized will be applied to the retirement program, the amount to be determined by the 2013-2014 Joint Meet and Confer Team.

S. Retirement

The District will provide a general leave day reimbursement program for all retiring teachers who are at least fifty (50) years of age and who have applied for Arizona State Retirement benefits.

1. Teachers who retire and have used an aggregate of less than 20% of their general leave days granted within the last five years shall receive an additional allocation of ten general leave days added as part of their general leave buy back upon retirement.

2. Teachers who submit a resignation for the purpose of retirement by February 1st of any given school year will receive a thirty percent (30%) buy back of their accumulated general leave days based on their current per diem rate. Payment will be received after June 30th of the current school year.

3. Teachers who submit a resignation for the purpose of retirement after March 31st of any given school year will be required to wait until after June 30th of the following school year to receive this 30% general leave day buy back.

4. In case of death, the balance of the general leave days buyback shall be paid to the estate of the teacher.

Note: The above language may be altered or deleted as per IRS regulations.

5. Retirees who subsequently substitute in the District will be paid the regular daily substitute rate.

6. Phased Retirement Return to Work

   Employees who have retired from the District and are receiving retirement benefits from the Arizona State Retirement System may be rehired by the District based upon a recommendation to hire from the immediate supervisor and approved by Human Resources. Said employees must meet the conditions as set forth by ASRS by working for a recognized and approved company which

contracts with the District and by not being employed in a full time capacity by the District for a twelve month period directly following retirement. Conditions for rehire are as follows:

- The employee is eligible for benefits as stated in the Teacher Employment Agreement.
- The employee shall be considered as a new hire for all benefit purposes including seniority.
- For positions identified for 2013-2014 as "hard to fill" (MS/HS Math, MS/HS Science, Spanish and Special Education), the employee shall be placed at the salary level at 83% of the employee's last salary paid by the District.
- For all other positions, the employee shall be placed at 2% less than the entry level of the position and at the same column that is commensurate with the recognized level at the last salary paid by the District.
- The employee shall be placed in a full time (1.0 FTE) position unless there is benefit to the District for a position less than full time.

T. Leaves of Absence

Employees are eligible for Board-approved leaves of absence as delineated in Governing Board Policy GCCC and Regulations GCCC-EA, GCCC-EB and GCCC-EC.

1. Board-Approved Leaves of Absence (LOA)

The District recognizes that on occasion extenuating circumstances arise that may necessitate absence from duty that is not covered by other specific leave provisions of the District. To address such situations, leave of absence, without pay, may be granted to School District personnel for not longer than one (1) year and in accordance with A.R.S. 15-510

Leave of absence may be requested for, but not limited to, the following purposes:

- For additional education that relates to the employee's primary assignment. A plan of contemplated course work must be presented.

- To provide for an unpaid leave in a situation where the employee will be absent from work because of a reason that conforms to a policy currently in effect but the maximum number of days provided for in that policy will be exceeded.

- For a leave of absence that benefits or is in the best interest of the District, as determined by the Board upon review of the application.

- For leave under the Family Medical Leave Act (FMLA).

A leave of absence requested pursuant to this policy must be approved by the Governing Board. A request for leave of absence shall not be denied by the District if the employee is entitled to the leave under the Family and Medical Leave Act. All other applications for leave of absence may be granted or denied by the District, at its sole discretion.

Certificated teachers only and pursuant to A.R.S. 15-510(E). All rights of continuing status, retirements, salary increments, and other benefits shall be restored at the level earned when leave was granted. All accrued sick, vacation and other paid leave shall be applied to the leave period unless otherwise agreed to by the District.

The leave of absence shall be only for the purpose and duration approved and may not be extended without written approval by the District.

a. Employees requesting a Board-Approved Leave of Absence for personal illness are required to use all available paid leave (including hours from the Sick Leave Bank) prior to an unpaid leave of absence. Employees may voluntarily elect to use their accrued compensatory time.

b. Employees may not request a leave of absence from one position to assume another position in the District. Accepting other employment while on leave of absence without the written permission of the Superintendent or his or her designee is considered a violation of the conditions of leave and will result in a recommendation for termination from District service.

c. Upon receiving supervisory recommendation, the request is forwarded to the Assistant Superintendent of Human Resources for submission to the Superintendent for recommendation to the Governing Board.

    1) Except in the case of emergency, all applications for leave of absence must be on file in the Human Resources department by February 1st. All applications for leaves of absence must state a clear and specific reason for the requested leave and define precisely how the leave time will be utilized if it is granted.

    2) Unpaid leaves of absence of one-half year or more will not be credited to years of service accumulation.

    3) If the reason for a denial of a leave is requested in writing by the teacher, it will be supplied in writing within ten (10) working days of the submission of the request.

    4) Upon return from a leave of absence, the teacher will be placed on the salary schedule reflective of the time missed in unpaid status adjusted for non-accrual.

    5) Leave of absence for partial year.

- The teacher will receive salary advancement, if any, providing a full semester or the equivalent number of days is served in the contract year in which the teacher goes on leave of absence.

- The teacher who does not complete a full semester or the equivalent number of days during the year in which a leave of absence is granted will remain on the same step upon return from the leave of absence.

6) Upon return from a Board-Approved Leave of Absence, teachers will be returned to a teaching position as follows:

    a) Teachers who are on a health or other personal emergency leave of absence of less than one school year shall, upon return from the leave, be returned to their former teaching position (excluding supplemental contracts) except when they request a transfer, or when the position no longer exists due to changes in enrollment or program.

    b) Teachers with seven (7) years in the District who are on a leave of absence of one year for reasons of personal illness or family illness will, upon return from the leave, be accorded every reasonable effort by the District to return them to their former teaching position (excluding supplemental contracts). However, the replacement teacher filling their previous position will not automatically be declared surplus.

    c) All other teachers on leave of absence will, upon termination of the leave, be returned to a teaching position for which they are qualified.

7) When a teacher on full academic year leave of absence intends to return to the District at the termination of the leave, the written notification of his/her intent must be delivered in person or by certified mail to the Human Resources department no later than February 1st of the semester preceding the school year of return. When leaves are taken for other than the approved academic year, the teacher shall provide the above notification by a date determined by the Human Resources department. The teacher who does not report the intention to return by the appropriate date will be considered to have resigned from the District.

8) Teachers on leaves of absence wishing to return to work prior to the expiration of their leaves have no rights to available positions; however, an effort will be made to place them in available positions for which they qualify.

2. Absence With Salary

    a. General Leave Days

1) When regular teachers are absent from their duties for reasons of personal health, bereavement, personal business, religious observance, or family illness, they will be paid full salary for such absences for that period that does not exceed the unused portion of their current and accumulated general leave days.

2) General leave days used for personal business to extend vacations or holidays shall be unpaid and may be subject to disciplinary action. No more than five consecutive days may be used without approval of the Assistant Superintendent of Human Resources (See SUSD Governing Board Policy GCC). Excessive absenteeism may be subject to discipline.

   Excessive absenteeism does not automatically equate to discipline/adverse action, but does provide a qualifier around what is considered "excessive." Legitimate cases, including illness or other circumstances, provide guidance for empathy in working with employees. Excssive absenteeism is defined as using more than ten (10) general leave days per school year or when an employee exhibits an ongoing attendance pattern that may be a sign of potential abuse.

3) Teachers who do not use the full amount of general leave earned in any fiscal year will be given cumulative credit for the unused time.

4) The District may grant additional leave up to five (5) days for teachers for the purpose of bereavement. Requests shall be reviewed on a case by case basis as submitted to the assistant superintendent of Human Resources.

5) The SEA and SUSD have an organizational interest in reducing teacher absences to ensure a quality education for students. The days listed on the following page are established as "high priority" days. This means that unless teachers are on leaves of absence or are preapproved for their absence, the leave day will be unpaid. Consideration for preapproval will be given for the following reasons: Medical, bereavement, civic, professional development, weddings, and special circumstances. See Appendix I for specific details regarding approval criteria.

   An appeal process is available. All appeals must be submitted to Human Resources, attention High Priority Days Committee or emailed to highpriorityappeal@susd.org within ten (10) working days of the pay date containing the unpaid day. All appeal decisions of the High Priority Days Committee are final. No other level of appeal is available.

Fall Semester 2013	Spring Semester 2014
Wednesday, August 7, 2013	Monday, January 6, 2014
Friday, August 30, 2013	Friday, January 17, 2014
Tuesday, September 3, 2013	Tuesday, January 21, 2014
Friday, September 6, 2013	Thursday, January 30, 2014
Friday, October 11, 2013	Friday, January 31, 2014
Monday, October 21, 2013	Friday, February 14, 2014
Friday, November 8, 2013	Tuesday, February 18, 2014
Tuesday, November 12, 2013	Friday, March 7, 2014
Wednesday, November 27, 2013	Monday, March 17, 2014
Monday, December 2, 2013	Thursday, April 17, 2014
Friday, December 20, 2013	Monday, April 21, 2014

b. Other types of leave

1) Bereavement Release

In the event of the death of a staff member or student in the District, the principal or immediate supervisor of said staff member or student will grant an appropriate number of teachers sufficient time off to attend the funeral.

2) Jury/Civic Leave

Teachers will be granted civic leave upon entering leave in the online sub system and receiving approval when summoned to jury duty or other mandatory government summons. This may include up to three (3) days granted for service on governmental committees and boards as approved by the assistant superintendent of Human Resources.

Teachers serving as jurors should obtain from the court a voucher showing the amount of remuneration which the teacher receives for the service. This voucher should be attached to the Cause of Absence Slip. The indicated amount will be deducted from the teacher's salary, as is required by law.

3) Voting

Per ARS §16-402, Regular employees may be released from their normal duties without loss of pay to vote in general elections at the county, state and national levels. Up to three (3) consecutive hours may be authorized by a supervisor prior to the date of the election if there is less than that amount of time between the opening or closing of the polls and the employee's regular times for starting and ending the working day. Release, if desired by the employee, shall be requested prior to the day of the election and the hours of release may be determined at the discretion of the immediate supervisor.

3. Military Leave of Absence

In accordance with ARS 38-610, regular and temporary employees with military obligations may take military leave with pay not to exceed thirty (30) work days in any two (2) consecutive calendar years for training duty or to attend camps, maneuvers, formation or drills. Military leave shall result in no loss of seniority, pay, general or vacation leave or other employee rights per the Uniformed Services Employment and Re-Employment Rights Act. Military leave in excess of thirty (30) workdays is charged to accrued vacation or general leave, by employee choice. Employee shall submit a copy of his/her military orders to his/her supervisor prior to the commencement of leave.

U. Leave Accrual

1. Leave Accrual – Returning Teachers

Teachers who work the months of August through May, ten (10) months, will earn general leave credit not to exceed the total of thirteen (13) days in any given contract year; six (6) of the thirteen (13) annual leave days will be accrued on the first full pay day as shown in the table below.

Teachers starting after the first payday will accrue a prorated upfront credit as outlined in column 2 of the table below.

Accrued general leave will be granted to all teachers at a rate of .5 days credit per payday during the seventh (7th) through the twentieth (20th) paydays based on the school calendar as outlined in column 3 of the table in this section.
Note: Leave is accrued for each pay period provided the teacher is in a paid status for 50% of the pay period. Therefore, in order to accrue the full annual amount of thirteen (13) general leave days, the teacher must be in a paid status for at least 50% of each pay period during the contract year. Figures are based on 100% FTE

Column 1 Employed Prior to pay period	Column 2 Up front credited General Leave	Column 3 General Leave actual rate
1	6.00	0
2	5.35	0
3	4.70	0
4	4.05	0
5	3.40	0
6	2.75	0
7	2.10	.5
8	1.95	.5
9	1.80	.5
10	1.60	.5
11	1.50	.5
12	1.35	.5
13	1.20	.5

14	1.05	.5
15	.90	.5
16	.75	.5
17	.60	.5
18	.45	.5
19	.30	.5
20	.15	.5

Returning teachers who use fewer than five (5) general leave days during the contract year may be eligible for reimbursement for up to five (5) unused general leave days at the sub rate provided they are enrolled in the Sick Leave Bank.

2. Leave Accrual – Teachers hired after July 1, 2006

Teachers who work during the months of August through May, ten (10) months, will earn general leave credit not to exceed the total of twelve (12) days in any given contract year; six (6) of the twelve (12) annual leave days will be accrued on the first full pay day as shown in the table below. Teachers starting after the first payday will accrue a prorated upfront general leave credit as outlined in Column 2 of the table below.

Accrued general leave will be granted to all teachers at a rate of 0.4285 days credit per payday during the seventh (7th) through the twentieth (20th) paydays based on the school calendar as outlined below.

Note: Leave is accrued for each designated pay period provided the teacher is in a paid status for 50% of the pay period. Therefore, in order to accrue the full annual amount of twelve (12) general leave days, the teacher must be in a paid status for at least 50% of each pay period during the contract year. Figures are based on 100% FTE.

Column 1 Employed Prior to pay period	Column 2 Upfront credited General Leave	Column 3 General Leave actual rate
1	6.00	0
2	5.4010	0
3	4.8010	0
4	4.2010	0
5	3.6010	0
6	3.0010	0
7	2.4010	0.4285
8	2.2295	0.4285
9	2.0580	0.4285
10	1.8865	0.4285
11	1.7150	0.4285
12	1.5435	0.4285
13	1.3720	0.4285

14	1.2005	0.4285
15	1.0290	0.4285
16	0.8575	0.4285
17	0.6860	0.4285
18	0.5145	0.4285
19	0.3430	0.4285
20	0.1715	0.4285

Teachers who work part-time and who are not eligible for normal general leave accrual will earn general leave in proportion to the portion of a full work day for which they are employed. If these part-time teachers later become full-time teachers, any general leave which was accumulated will be added to their total general leave.

3. General leave is cumulative without limit at the agreed rate per year.

4. Teachers will be notified of their total accumulated general leave at the beginning of each school year.

5. If a teacher is reemployed within one school year after separation from the District, the previously accumulated general leave days, up to one hundred (100), will be restored to the teacher.

6. If a teacher exceeds all of his/her allotted general leave during an absence, the teacher's pay will be reduced on a daily rate for each day the teacher is in a dock status during the pay period. If a teacher is in a dock status for a period of ten (10) work days, the teacher will need to apply for Absence without Salary as stated in Leaves of absence. Lost pay will not be reinstated if, later in the same year, additional leave is earned.

   Example: General leave is exhausted, and the teacher is absent the day before Thanksgiving. The teacher will lose the daily rate of pay for the day missed.

   Example: Teacher has exhausted general leave and has been absent ten consecutive working days. Teacher is required to apply for leave of absence and does not receive any salary for the days missed beyond the general leave allotment unless granted from the Sick Leave Bank. Teacher is required to submit for a leave of absence.

7. Leave is accrued on an FTE basis.

8. Family and Medical Leave Act

   a. The federal Family and Medical Leave Act (FMLA) entitles an eligible to take up to 12 weeks of job-protected leave during any 12 month period for specified family and medical reasons listed below. The leave may be without pay or with pay to the extent that the employee has applicable accrued leave. The 12-month period is a “rolling” period based on the date the leave is requested to begin and looking backwards at the last 12 months of use.

Family and Medical Leave (FMLA) may be granted:

1) For the birth and care of a newborn child
2) For the placement of a child with you for adoption or foster care
3) If the employee has a "serious health condition"
4) To care for an immediate family member (spouse, child, or parent) due to his/her serious health condition (you will be required to furnish medical certification of a serious health condition)
5) If your spouse, child or parent is on active duty or on call to active duty status in support of a contingency operation as a member of the National Guard or Reserves
6) If you are the spouse, child, parent or next of kin of a covered service member with a serious injury or illness (you will be required to complete the Health Care Provider section of the Leave Request form).

b. Employees employed by the District at least 12 months and who have completed at least 1,250 hours of service are eligible for Family and Medical Leave. Employees who do not qualify for FMLA leave may request a Board-Approved Leave of Absence. If the employee is eligible to receive insurance benefits, the District will continue to pay the employee's health/dental insurance premiums while on FMLA leave. Employees are responsible for paying their portion of the health/dental and other insurance premiums normally withheld from their pay.

c. Employees may request leave under the Family Medical Leave Act to the extent that the employee has not already exhausted his or her FMLA leave.

d. Requests for FMLA leave are to be submitted with 30 days advance notice when the need for such leave is foreseeable. Notice is to be given as soon as practicable when the need to take FMLA leave is not foreseeable ('As soon as practicable' generally means at least verbal notice to the supervisor and Human Resources within one or two business days of learning of the need to take FMLA leave.).

e. For additional information on FMLA, see the Rights and Responsibilities for FMLA (Appendix H). Employees requesting a Family Medical Leave should return paperwork to Human Resources in a timely manner not to exceed 10 business days.

f. Intermittent or reduced schedule leave (reduced hours per day or reduced workweek) may be taken when medically necessary to care for a seriously ill family member or because of the employee's serious health condition. An employee using intermittent leave may be temporarily transferred to an available position for which he or she qualifies and which better accommodates recurring periods of leave. The alternative position must have equal pay and benefits, but not necessarily equal duties.

g. An employee and spouse employed by the District are entitled to a combined total of twelve (12) weeks of leave if the leave is taken for the birth or adoption of a child or to care for a sick parent.

h. Employees are not permitted to engage in unauthorized outside employment while on Family and Medical Leave or a Board Approved Leave of Absence.

i. If the FMLA leave is due to the personal health of the employee, a written physician's release to return to work is required.

j. Reinstatement after Family and Medical Leave Act (FMLA) or Board Approved Leave of Absence

Employees must report their intent to return from FMLA leave or a Board Approved Leave of Absence to the Human Resources department and to their supervisor ten (10) working days prior to the expiration date of their leave. A certified employee who does not report his/her intention to return from a Board Approved leave of absence by the designated date will be considered to have resigned by the District.

V. Leave Buy-Out

Leave Buy-Out provisions are contained in Sections R and S of Article VI.

In the case of death, reimbursement for unused general leave days will be paid to the estate of the deceased teacher. The rate of reimbursement will be the same as that paid to teachers upon retirement.

W. Sick/Medical Leave Bank

The Sick Leave Bank (SLB) will be maintained for all District teachers. Participation shall be on a voluntary basis with employees who wish to participate initially contributing two (2) days of unused general leave to the bank during the month of September. Employees making an initial contribution must have at least five (5) accrued days of general leave at the time of the contribution. Employees not participating in previous years may enroll in the SLB during the month of September of any succeeding year.

1. A Teacher, during his/her initial year of employment, may enroll in the Sick Leave Bank by contributing two (2) days of general leave to the SLB in September. A new teacher making an initial contribution must have at least four (4) accrued days of general leave at the time of contribution.

2. Employees enrolling during the month of September will be eligible to request days from the Sick Leave Bank as of October 1 of that year. Employees who enroll in the bank may not receive days from the Sick Leave Bank due to a pre-existing health condition until they have been enrolled in the bank for 12 months.

3. When days in the bank drop below the minimum balance established, those members wishing to continue membership with the bank will be required to contribute one (1) additional day to the SLB.

4. The following guidelines will be followed in administering this program:

   a) Only those employees contributing to the SLB will be eligible to receive days from the Sick Leave Bank.

   b) Days contributed to the SLB cannot be subsequently refunded unless the SLB is dissolved. An employee's rights to the SLB are discontinued upon termination of employment or retirement. An employee who is rehired may rejoin the SLB, on a voluntary basis, by contributing two (2) more days of general leave during the first thirty days (30) of employment.

   c) An individual may request from three (3) to twenty (20) consecutive days not to exceed forty (40) days per calendar year. An employee may submit an additional request, following SLB guidelines, after the initial grant has been expended. Employees are not eligible to receive days from the SLB for injury or illness covered by Worker's Compensation.

   d) No teacher shall be eligible to receive days from the SLB after qualifying for short-term disability coverage. In the case of a teacher who files a claim and qualifies for benefits under a short-term disability coverage, the SLB will only grant days through the elimination period of the short-term disability policy (e.g., the 15, 30 and 90-day waiting period). If any SLB days were granted beyond the elimination period, the teacher must reimburse the SLB for those days.

   e) A teacher may receive days from the SLB for his or her serious health condition* or a serious health condition* of an employee's immediate family (spouse, parent or child). A serious health condition means an illness, injury, impairment, or physical or mental condition that involves any of the following:

      i. Inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity (for purposes of this section, defined to mean inability to work or perform other regular daily activities due to the serious health condition, treatment therefore due or recovery therefrom), or any other subsequent treatment in connection with such inpatient care; or

      ii. Continuing treatment by a health care provider. A serious health condition involving continuing treatment by a health care provider includes any one or more of the following:

- A period of incapacity (i.e. inability to work or perform other regular daily activities due to the serious condition, treatment therefore, or recovery therefrom) of more than three (3) consecutive calendar days, and any subsequent treatment or period of incapacity relating to the same condition, that involves:

- Treatment two or more times by a health care provider, by a nurse or physician's assistant under direct supervision of a health care provider, or provider of health care services under orders of, or on referral by a health care provider, or

- Treatment by a health care provider on a least one occasion which results in a regimen of continuing treatment under the supervision of a health care provider.

f) Human Resources will be responsible for processing the SLB requests. However, the Sick Leave Bank Committee will be responsible for reviewing any requests that have been initially denied by Human Resources. In addition, the Committee can review requests for days in excess of the 40-day maximum limit in the event an employee has been diagnosed with a terminal illness which is reasonably expected to result in death within 12 months. The SLB committee has the right to request a second medical doctor's opinion from a specified doctor of their choice if they doubt the validity of a medical certification. All decisions of the SLB Committee are final.

   The Sick Leave Bank Committee consists of three (3) teachers appointed by SEA, one (1) administrator appointed by the Superintendent, and one (1) representative from Human Resources.

g) An employee wishing to receive days from the SLB shall submit a written request on the appropriate form and return it to the Human Resource Department. The request should be received prior to the commencement of the leave if the leave is foreseen and no later than ten (10) working days after the employee has returned to work if the leave is unforeseen. The request may be made by another member of the family and/or an administrator. A medical doctor's statement must be submitted with the request to receive days from the SLB.

h) An employee may request from three (3) to forty (40) consecutive days from the SLB. An employee may submit additional requests, following SLB guidelines, after the initial grant has been expended.

i) If the SLB is dissolved, days remaining in the bank will be returned to current participants on a basis prorated by their respective contributions and the number of days remaining at that time.

j) The SLB may consider, on a case-by-case basis, allowing an employee who has not previously contributed to the SLB to receive days from the SLB. The SLB Committee will only consider such cases when:

i. The employee seeking days from the SLB has experienced a catastrophic illness or injury that, at a minimum, would qualify the employee as "disabled" under the Americans with Disabilities Acts, as amended; and

ii. The employee seeking days from the SLB has exhausted all other available leave.

iii. Employees who have exhausted their individual leave bank due to catastrophic illness or injury may be eligible for direct donation from employees as a one-time-only donation. In the event that this occurs, first, the employee shall have two days placed into the sick leave bank from the donated days in order to become a member of the bank during the following year enrollment period. Said donations may not exceed more than five (5) days per person to the employee, and the employee may not accept more than the total number of days allocated per the SLB. Said donated days shall be administered by the SLB Committee.

* As defined by the Family and Medical Leave Act.

X. Employee Assistance Program

The District offers an employee assistance program (EAP) to its employees at no cost to the employee. Access to the EAP is through Human Resources and its Benefits department.

Y. Wellness

The Board, the Association, and the Administration support wellness programs for all staff, as such programs will improve employee health, thereby improving student learning and staff morale as well as reducing employee health insurance costs.

Therefore, by September 15th of each school year the Superintendent will, with the advice of the president of the Association, appoint a committee to advise the District regarding wellness activities. The committee will include representation from the different employee groups in the District.

APPENDIX A
TECHNOLOGY USE AND PRIVACY GUIDELINES

Please read this document carefully. When signed by you, it becomes an agreement between you and the District. Your signature indicates that you have read, understand and agree to abide by the conditions and guidelines established herein.

SUSD provides various Technology Resources to authorized employees to assist them in performing their job duties. Each employee has a responsibility to use the District's Technology Resources in a manner that is respectful of other employees and consistent with the educational goals and objectives of the District. Each employee is responsible to report any misuse of the network to the Executive Director of Information Technology. Each employee is further responsible for the supervision of students using the District's Technology Resources. Failure to follow the District's policies regarding Technology Resources may lead to disciplinary measures up to and including termination. Illegal uses of District Technology may result in referral to law enforcement authorities. SUSD acknowledges that this policy is intended for activity generated by school employees. It is understood that this policy cannot address actions or activities that may be initiated outside of the District.

Technology Resources Defined

"Technology Resources" consist of all electronic devices, including but not limited to, document cameras, projectors, amplification systems, instructional support technology, software, information systems, and means of electronic communication including, but not limited to: personal computers and workstations; mobile computing devices, ; computer hardware; peripheral equipment such as printers, scanners, fax machines, and copiers; computer software applications and associated files and data, including software that grants access to external services, such as the Internet, or the SUSD Intranet; electronic mail; telephones; cellular phones; pagers; smartphones; and voicemail systems or other technology related resources.

Authorization

Access to the District's Technology Resources is within the sole discretion of the District. Generally, employees are given access to the District's various technologies based upon their job functions. The use of the District's Technology Resources may be revoked by the District at any time for any reason.

Use

The District's Technology Resources are to be used by employees for the purpose of conducting District business. Incidental personal use of District computers is permitted as long as the use does not result in any additional cost to the District and does not interfere with the employee's job duties and performance, with system operations, or with any other system user. "Incidental personal use" is defined as incidental, occasional and reasonable use by an individual employee for personal communications. Such personal use must comply with this policy and all other applicable policies, procedures and rules. Should employee usage suggest irregular or inappropriate usage, the employee may be subject to close examination of any records, including cell phone usage, internet usage or other types of tracking. The employee may be held responsible for inappropriate or excessive personal use.

Improper Use

1. Harassing, Discriminatory and Defamatory Use

As set forth more fully in the District's personnel policies, the District will not tolerate discrimination or harassment against any individual based on his or her race, religion, color, national origin, gender, sexual orientation, gender identity, age, disability or veteran status – even if the law does not prohibit the conduct. Under no circumstances may employees or students use the District's Technology Resources to transmit, receive, or store any information that is discriminatory, harassing, defamatory, or verbally abusive in any way (e.g., sexually-explicit or racial messages, jokes, or cartoons).

2. Inappropriate Communications with Students or Minor

The District will not tolerate any inappropriate communication with any student or minor. Any such use will result in disciplinary measures up to and including termination.

3. Copyright Infringement

Employees may not use the District's Technology Resources to copy, retrieve, forward or send copyrighted materials unless the employee has the author's permission or is accessing a single copy only for the employee's reference.

4. Unlawful Activity

Employees may not use the District's Technology Resources to engage in any activity constituting or promoting a criminal offense, or potentially giving rise to civil liability, or otherwise violating any law, regulation, or District policy.

5. Conflict of Interest.

Employees may not use any of the District's Technology Resources to further any business activity in which the District has no interest. Employees may not use any of the District's Technology Resources in a manner that results in unauthorized billing or direct costs to the District or that is otherwise contrary to the best interests of the District.

6. Confidential and Proprietary Information.

Employees may not use the District's Technology Resources in any manner that discloses confidential or proprietary information of the District to third parties.

7. Use of District technology resources to influence the outcome of elections.

Employees may not use the District's Technology Resources for the purpose of influencing the outcomes of elections, or to advocate support for or opposition to pending or proposed legislation <u>by initiating such activity through District Technology Resources (see policy GBI-Staff Participation in Political Activities).</u>

8. Other Improper Uses.

Employees may not download material from the Internet or load software or applications that have not been approved for installation on a District computer or network without advanced written permission from the Director of Informational Technology or his/her designee. Employees may not use District Technology Resources to solicit funds; distribute chain letters; sell merchandise or services; collect signatures; or conduct membership drives.

District Access to Technology Resources

All messages sent and received, including personal messages, and all data and information stored on the District's electronic-mail system, voicemail system, or computer systems are District property regardless of the content. As such, the District reserves the right to access all of its Technology Resources including its computers, voicemail, and electronic-mail systems, at any time, in its sole discretion.

External Computer or Storage Devices

Employees may not use personal computers, external devices, or storage devices (hard drives, USB devices, flash drives) to connect with District issued equipment unless authorized by the Executive Director of Information Technology. To protect confidential records, employees are discouraged from using personal computers to maintain confidential information, including student and employee records.

Privacy

Employees should understand that they have no reasonable expectation of privacy with respect to any messages or information created or maintained on the District's Technology Resources, including personal information or messages. The District may, at its discretion, inspect all files or messages on its Technology Resources at any time for any reason. The District may also monitor its Technology Resources at any time in order to determine compliance with its policies, for the purposes of legal proceedings, to investigate misconduct, to locate information, or for any other purpose consistent with its educational goals and objectives.

Passwords

Certain of the District's Technology Resources can be accessed only by entering a password. Passwords are intended to prevent unauthorized access to information. Passwords do not confer any right of privacy upon any employee of the District. Thus, even though employees may maintain passwords for accessing Technology Resources, employees must not expect that any information maintained on Technology Resources, including electronic-mail and voicemail messages, are private. Employees are expected to maintain their passwords as confidential. Employees must not share passwords and must not access coworkers' systems without express authorization. Employees are expressly forbidden to share passwords that would provide access to students for any reason. Upon request from the Executive Director of Information Technology or designee, employees must disclose their passwords to facilitate access by the District. Employees may be required to periodically change their passwords for access to District computers or computer-based resources including email, student information systems, human resource, and financial information systems. Standards for password length and complexity are to be maintained.

Deleted Information

The best way to guarantee the privacy of personal information is not to store or transmit it on the District's Technology Resources. Deleting or erasing information, documents, or messages maintained on the District's Technology Resources is, in most cases, ineffective. All employees should understand that any information kept on the District's Technology Resources may be electronically recalled or recreated even after it has been "deleted" or "erased" by an employee. Because the District periodically backs-up all files and messages, and because of the way in which computers re-use file storage space, files and messages may exist that are thought to have been deleted or erased. Therefore, employees who delete or erase information or messages should not assume that such information and/or messages are confidential.

Internet and Electronic Mail Policy

The District expects that when employees use the Internet or electronic mail during work hours, non-work hours, while on the District's premises, or remotely through the use of the District's computer equipment, they will do so in a responsible manner.

Improper use of the Internet and electronic mail includes, but is not limited to the following:

- Use that is illegal, contrary to the District's best interests, or violates or conflicts with the District's policies, including, but not limited to, the District's policies against discrimination or harassment.
- Use that discloses or leads to the disclosure of confidential or proprietary information about the District.
- Use of electronic mail, social media or other Internet-based communication that is defamatory or offensive in any way, including, but not limited to, racially or sexually explicit messages, jokes or cartoons.
- Use of Internet sites that may damage or interfere with the District's computer network, including use that generates the delivery of "junk" electronic mail.
- Use that violates copyright laws.
- Personal use, and/or use that is not work-related, except that use defined as "incidental personal use".
- Any communications that are in violation of generally accepted rules of network etiquette and/or professional conduct.

Illegal uses of District Technology may/will also result in referral to law enforcement authorities. Improper use of the Internet, electronic mail or other electronic communication may lead to discipline up to and including termination.

Employees have no right of privacy, nor any expectation of privacy, with respect to any aspect of their use of the Internet or electronic mail while on the District's premises, or when accessing the Internet or using electronic mail remotely. The District reserves the right to, at any time, and without limitation, monitor employee use of the Internet, including monitoring Internet sites visited, the number of times those sites are visited and the time connected to each site. The District reserves the right to limit such access by any lawful means available to it, including revoking access altogether.

Confidentiality

Employees should use caution when sending confidential information over the Internet. Employees should make every effort to send messages to verified email addresses only.

Software Use

All software in use on the District's Technology Resources is officially licensed software. No software is to be installed or used that has not been duly paid for and licensed appropriately for the use to which it is being put. No employee may load any software on the District's computers by means of transmission, unless authorized in writing in advance by the Executive Director of Information Technology. Authorization for loading software onto the District's computers should not be given until the software to be loaded has been thoroughly scanned for viruses.

Security

The District has installed a variety of programs and devices to ensure the safety and security of the District's Technology Resources. Any employee found tampering with, circumventing, and/or disabling any of the District's security devices will be subject to discipline up to and including termination.

The District is not liable for employee submission of credit card information or other sensitive data over the internet.

Damage or Replacement of District-Issued Equipment

Employees are responsible for reasonable care and security of District-issued equipment. If an employee is negligent regarding the security and care of said equipment, the employee may be subject to reimbursing the District any and all costs associated with the replacement of said equipment.

I have read and understand the SUSD Technology Use and Privacy Policy and agree to abide by all of the provisions of the Policy.

Print Name:_____

Signature:_____ Date: _____

APPENDIX B
PROFESSIONAL DEVELOPMENT GUIDELINES

I. NEW TEACHER ORIENTATION/MENTOR PROGRAM

Newly hired teachers will participate in the *five day* planned orientation. SEA will be provided an opportunity to become a part of (included) *a portion of the five days* to present items of professional organizational interest. A second orientation will be offered as needed in the fall for teachers hired after the *July/August* orientation dictated by hiring patterns. It is the professional responsibility of all new teachers to the District with less than three years of teaching experience to participate in Scottsdale's *New Teacher Induction* program including*:*

- *5 day new teacher orientation before the first day of school,*
- *B.E.S.T. classes and classroom coaching for first year teachers conducted throughout the school year. Teachers earn professional development credit for participation in these classes. The classes and follow up coaching support the developmental needs of beginning educators as well as continuous school improvement.*

All teachers in their first and second year of teaching (in total years of experience) will be assigned a Beginning Teacher Coach (mentor) by their building administrator in conjunction with the Beginning Teacher Coach Coordinator and or director of professional development.

Professional Development Credit
- Mentees who work with their Beginning Teacher Coach as related to the implementation of the Arizona Professional Teaching Standards may earn up to 30 hours of professional development credit.

II. DISTRICT IDENTIFIED DIRECTION/PRIORITY LIST and APPROVED UNDERGRADUATE COURSES
A. Pre-Approved Courses
For the 2013 - 2014 school year, the following program areas have been pre-approved by the Assistant Superintendent for Curriculum Services with advice from the Professional Development Approval Committee:

1. Instructional Strategies
2. Curriculum Integration
3. Math courses
4. Humanities courses
5. Computer/technology courses
6. Foreign language courses
7. Southwest Studies/Cultural Diversity
8. Language Acquisition courses
9. Gifted courses
10. Chemical abuse prevention
11. Sign language
12. Science
13. Human sexuality education/AIDS
14. Reading
15. Writing
16. Fine Arts
17. PE
18. Inclusion of special needs students
19. Brain Research and Human learning
20. Undergraduate Nursing Coursework (300 level or higher)
21. Career / Technical Education
22. State Standards
23. Data Driven Instruction

B. Prior approval required (by the Professional Development Approval Committee) for any program area not listed above.

III. PUBLICATIONS EVALUATION CRITERIA Points

1. Original research or primary author 5
2. Item must be published within the past calendar year 5
3. If published in a state/national publication 5
4. If the item is usable by others within the District and /or has as its primary focus a topic listed on page 82 II.A. 3 to 5
5. Item related to specific teaching field current in the District. 4

NOTES:

1. Item will not be considered for credit unless criteria 1-5 inclusive equal 15 points.
2. If 15 points or more is attained, credit will be awarded as follows:
    a. a journal article will equal one (1) university semester hour
    b. a juried article will equal two (2) university semester hours
    c. books (150 pages or more) other than workbooks may be granted credit equal to three (3) university semester hours

IV. UNPAID WORK EXPERIENCE GUIDELINES

A**.** Upon recommendation of the principal and with prior approval of the Superintendent or designee, and Association President, credit will be determined for unpaid work experience for teachers at the rate of 15 Professional Development points (1 credit) for 15 hours of unpaid work experience up to 6 university semester credits within a horizontal salary move when the work experience meets the guidelines listed below.

1. Prior notification must be filed with the Professional Development Approval Committee by the teacher and must include a justification statement indicating how the work experience contributes to teaching skills and/or knowledge.
2. A memorandum from the teacher's work experience supervisor must be submitted to the Professional Development Approval Committee within 60 days after completion of the activity and will include:
    a. Description of the activity;
    b. Statement verifying the activity;
    c. Total number of hours of participation;
    d. Verification of unpaid status of activity.

B. CLUBS AND OTHER

Credit for Club Sponsorships and other similar experiences approved at the school level will be limited to a maximum of 15 points per year, per club (1 University semester credit). A total of 45 points (3 University semester credits) may be granted in a horizontal move for unpaid club sponsorships. Credit for club sponsorships must meet the guidelines below.

A memorandum from the teacher must be submitted to the Professional Development Approval Committee within 60 days after completion of the activity and will include:

a. Description of the activity;
b. Statement verifying how the activity benefited students;
c. Total number of hours of participation;
d. Administrator signature of verification that activity was unpaid and was not given for credit for Career Ladder HLTR.

V. UNPAID COMMITTEE WORK GUIDELINES

A. In-District Committee

(1) Credit for District level committee work must be requested by the committee chairperson(s).

(2) Only those District committees identified in policy (SEE SUPPLEMENT C) or approved by the Associate Superintendent, and those building committees recommended and approved by the principal and by the Associate Superintendent will be eligible for points.
(3) Paid curriculum writing is excluded from points.
(4) The chairperson(s) will submit to the Professional Development Approval Committee within 30 days of the completion of the activity the following information:

a. Name of the committee;
b. Names and social security numbers of all persons who should receive credit;
c. Number of clock hours, if under 15.

B. Out-of-District Committees
(1) Points will be awarded for service on city, county, state or national committees or boards of governmental agencies and/or professional subject matter organizations.
(2) Written confirmation of committee participation with a rationale as to how this work contributed to educational professional growth must be submitted to the Professional Development Approval Committee within 60 days of the completion of the committee activity.
(3) Any combination that is of a religious or political nature is not eligible for credit.
C. Limitations for Committee Work
(1) A total of 45 points or the equivalent of three university credits may be granted in a salary move for UNPAID committee work.
(2) Only unpaid committee work is eligible for credit.
(3) Serving one year on an approved committee is limited to 15 points with up to ten additional points granted to the committee chairperson(s).
(4) Site Council Work: A maximum of 30 points may be earned in one year for serving on a Site Council.
(5) Committee work total: A maximum of 90 points (6 university semester credits) from Site Council work and from any other committee work may be used for a salary move.

VI. CONTINUING EDUCATION UNITS

1. One Continuing Education Unit (CEU) will equal 10 contract hours or 10 points in the District staff development program. 1 CEU = .67 of a Carnegie Unit. SUSD uses Carnegie Units as its measure for Professional Development and Salary Moves.

Hour of Prof Dev Seat Time	1.000	1.500	10.000	15.000
Continuing Education Unit	0.100	0.150	1.000	1.500
Carnegie Unit (College Credit)	0.067	0.100	0.670	1.000

VII. OUT-OF-DISTRICT JOB RELATED CONFERENCE GUIDELINES

Out-of-District Conferences must meet all approved guidelines addressed in this section and will be limited to 6 university semester credits per horizontal move**.**
A. Conferences should complement the District Mission and Beliefs, school goals, improvement plan, or professional improvement.
B. All out-of-District conferences and workshops must relate specifically to job assignment and address at least one of the following topics:

. Curriculum
. Instructional Strategies
. Assessment
. Differentiation of Instruction
. Technology

. Action Research
. Leadership
. Brain Based Learning
. Higher Level Thinking Skills
. Multiple Intelligences
. School Safety/Climate

Conferences and workshops which do not address one of the above topics, require prior approval from the Professional Development Approval Committee.

C. All conferences and workshops must be held outside regular school time (not on District released time).

D. If college credit or CEU's are being granted to the individual for attendance, then staff development points may not be claimed.

E. Provision must be made to verify attendance (certificates of attendance, sponsoring agency, registration receipts, programs, schedule of classes, etc.) and must be attached to the Professional Development Request for Approval or Pre-approval form.

F. Points will be granted on the basis of actual time spent in conference or workshop sessions.

G. Points for out-of-District conferences are limited to 90 points (6 university credits) per horizontal move.

VIII. PRESENTATION GUIDELINES

Teachers presenting at workshops, in-services, or conferences either in or out of District, will be awarded Staff Development points on the basis of two times the length of the presentation. If the Staff Development activity occurs during the presenter's normal workday, only one point per each hour of presentation will be awarded.

APPENDIX C
WORK CALENDAR

Scottsdale Unified School District

Engage, Educate and Empower Every Student, Every Day

2012-2013 School Calendar

JULY
First Day (New Teachers) ..... July 31
AUGUST 2012
First Day (Returning Teachers) ..... August 6
Full Day Site Directed Professional Development ..... August 6
Full Day Site Directed Professional Development ..... August 7
First Day of Classes ..... August 8
SEPTEMBER 2012
Labor Day Holiday ..... September 3
District Directed Professional Dev. Early Release ..... September 12
District Recess ..... September 26
OCTOBER 2012
District Directed Professional Dev. Early Release ..... October 3
End of 1st Quarter (Middle/High School) ..... October 12
Fall Break ..... October 15-19
NOVEMBER 2012
Site Directed Professional Dev. Early Release ..... November 7
Elementary Trimester Ends ..... November 8
Veterans Day Holiday ..... November 12
K-8 Early Release Parent/Teacher Conferences* ..... November 14-15
Thanksgiving Recess ..... November 22-23
DECEMBER 2012
Site Directed Professional Dev. Early Release ..... December 19
High School Early Release for Finals ..... December 19-21
End of 2nd Quarter & 1st Semester (Middle/High School) ..... Dec. 21
Winter Break ..... December 24-31
JANUARY 2013
Winter Break ..... January 1-4
School Reconvenes ..... January 7
District Directed Professional Dev. Early Release ..... January 16
Martin Luther King, Jr. Holiday ..... January 21
FEBRUARY 2013
Site/Learning Community Directed Professional Development
Early Release ..... February 6
Presidents Day Holiday ..... February 18
Elementary Trimester Ends ..... February 21
K-8 Early Release Parent/Teacher Conferences* ..... February 27-28
MARCH 2013
End of 3rd Quarter (Middle/High School) ..... March 8
Spring Break ..... March 11-15
District Recess ..... March 29
MAY 2013
District Directed Professional Dev. Early Release ..... May 8
High School Early Release for Finals ..... May 22-24
Graduation ..... May 23
Last Day of Classes ..... May 24
Last Day – Teachers ..... May 24
Memorial Day Holiday ..... May 27
*Dates for parent/teacher conferences at high schools will be communicated from each site

Rev. 6-26-12

JULY
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

MARCH
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

☐ = First/Last Day of School
— = End of Quarter
◌ = Early Release/Professional Dev.
∠ = HS Early Release for Finals
= K-8 Early Release Parent/Teacher Conferences
= End of Elementary Trimester

Early Release Times

ES	12:15	ANLC 11:20
MS	11:20	Cheyenne 11:20
HS	11:20	Mountainside 11:40

1st quarter	-	46 days
2nd quarter	-	42 days
		88 days (1st semester)
3rd quarter	-	43 days
4th quarter	-	49 days
		92 days (2nd semester)

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APPENDIX D
SALARY SCHEDULES

Scottsdale Unified SCHOOL DISTRICT

2013-2014 SCOTTSDALE UNIFIED SCHOOL DISTRICT
CERTIFICATED AND NURSES SALARY SCHEDULE
CERTIFICATED - $33,982 - Combined

Grade	A	B	C	D	E	F	G	H	I	J
				MA+0	MA+12	MA+24	MA+36	MA+48	MA+60	MA+72
Step	BA+0	BA+12	BA+24	BA+36	BA+48	BA+60	BA+72	BA+84		EDD
3	$33,982	$35,001	$36,051	$37,132	$38,246	$39,394	$40,576	$41,793	$43,047	$44,337
4	$34,661	$35,701	$36,772	$37,875	$39,012	$40,182	$41,388	$42,629	$43,908	$45,225
5	$35,355	$36,415	$37,507	$38,632	$39,791	$40,985	$42,215	$43,481	$44,785	$46,129
6	$36,061	$37,144	$38,257	$39,405	$40,588	$41,805	$43,059	$44,351	$45,681	$47,053
7	$36,782	$37,886	$39,023	$40,194	$41,399	$42,641	$43,920	$45,238	$46,595	$47,992
8	$37,519	$38,643	$39,803	$40,998	$42,227	$43,493	$44,799	$46,142	$47,526	$48,953
9	$38,268	$39,417	$40,599	$41,817	$43,072	$44,364	$45,695	$47,066	$48,478	$49,932
10	$39,034	$40,205	$41,411	$42,653	$43,933	$45,251	$46,609	$48,006	$49,448	$50,931
11	$39,814	$41,010	$42,240	$43,506	$44,812	$46,156	$47,541	$48,967	$50,436	$51,949
12	$40,611	$41,829	$43,084	$44,377	$45,708	$47,080	$48,492	$49,946	$51,444	$52,988
13	$41,423	$42,665	$43,945	$45,264	$46,622	$48,020	$49,462	$50,945	$52,474	$54,047
14	$42,252	$43,519	$44,825	$46,169	$47,555	$48,981	$50,451	$51,964	$53,523	$55,129
15	$43,096	$44,390	$45,721	$47,093	$48,505	$49,961	$51,459	$53,003	$54,594	$56,231
16	$43,958	$45,277	$46,636	$48,035	$49,476	$50,960	$52,489	$54,063	$55,685	$57,356
17	$44,838	$46,182	$47,568	$48,995	$50,466	$51,979	$53,539	$55,145	$56,799	$58,503
18	$45,735	$47,107	$48,519	$49,975	$51,475	$53,018	$54,610	$56,247	$57,936	$59,673
19	$46,649	$48,049	$49,490	$50,975	$52,504	$54,079	$55,701	$57,373	$59,093	$60,867
20	$47,582	$49,009	$50,480	$51,994	$53,554	$55,161	$56,816	$58,520	$60,275	$62,084
21				$53,159	$54,719	$56,326	$57,981	$59,685	$61,440	$63,249
22				$54,324	$55,883	$57,490	$59,146	$60,850	$62,605	$64,414
23				$55,488	$57,048	$58,655	$60,310	$62,015	$63,769	$65,578
24				$56,653	$58,213	$59,820	$61,475	$63,179	$64,934	$66,743
25				$57,818	$59,378	$60,985	$62,640	$64,344	$66,099	$67,908
26								$65,509	$67,264	$69,073

Beginning in the 2008-09 contract year, teachers, nurses and SLPs on columns A, B or C at step 9 or greater shall be allowed to continue to move vertically as long as they demonstrate taking at least the equivalent of 3 university credits or 45 points of professional development the first year and complete 100% of the courses or professional development required in order to make a horizontal move after the second year. For an employee on column A, this transition would take a maximum of 6 years. All new hires and employees below step 9 will be required to complete the professional growth requirements or will be frozen.

The base salary for teachers is comprised of the following:
Base salary as determined by the general M&O fund or its equivalent
Classroom Site Fund 011
Classroom Site Fund 013
Due to the reductions of the Classroom Site Fund and approval of the revised pay for performance plan, 2% of base salary includes Fund 012.

eLearning teachers will be paid at their daily rate for all contracted dayts beyond the regular 182 days.

Scottsdale Unified SCHOOL DISTRICT

2013-2014 SCOTTSDALE UNIFIED SCHOOL DISTRICT
SPEECH AND LANGUAGE PATHOLOGIST SALARY SCHEDULE
CERTIFICATED - $39,078 - Combined

SLP Positions are paid 15% additional compensation included in the salary schedule

Grade	A	B	C	D	E	F	G	H	I	J
				MA+0	MA+12	MA+24	MA+36	MA+48	MA+60	MA+72
Step	BA+0	BA+12	BA+24	BA+36	BA+48	BA+60	BA+72	BA+84		EDD
3	$39,078	$40,251	$41,458	$42,702	$43,983	$45,303	$46,662	$48,062	$49,504	$50,988
4	$39,860	$41,056	$42,287	$43,556	$44,864	$46,210	$47,595	$49,022	$50,494	$52,008
5	$40,657	$41,877	$43,133	$44,428	$45,760	$47,133	$48,547	$50,003	$51,504	$53,048
6	$41,470	$42,715	$43,996	$45,316	$46,675	$48,076	$49,518	$51,003	$52,534	$54,110
7	$42,299	$43,569	$44,876	$46,223	$47,609	$49,037	$50,508	$52,023	$53,585	$55,192
8	$43,145	$44,441	$45,773	$47,146	$48,561	$50,017	$51,518	$53,063	$54,656	$56,296
9	$44,009	$45,329	$46,689	$48,090	$49,532	$51,018	$52,549	$54,126	$55,750	$57,421
10	$44,889	$46,236	$47,623	$49,052	$50,523	$52,038	$53,600	$55,208	$56,864	$58,570
11	$45,786	$47,160	$48,575	$50,032	$51,533	$53,080	$54,671	$56,312	$58,002	$59,741
12	$46,703	$48,104	$49,547	$51,032	$52,565	$54,141	$55,766	$57,439	$59,162	$60,935
13	$47,637	$49,066	$50,537	$52,053	$53,616	$55,223	$56,880	$58,587	$60,344	$62,155
14	$48,589	$50,047	$51,548	$53,096	$54,687	$56,329	$58,018	$59,759	$61,551	$63,398
15	$49,561	$51,047	$52,580	$54,157	$55,782	$57,455	$59,179	$60,954	$62,782	$64,667
16	$50,553	$52,070	$53,631	$55,239	$56,896	$58,605	$60,363	$62,173	$64,039	$65,959
17	$51,564	$53,111	$54,704	$56,345	$58,035	$59,777	$61,569	$63,417	$65,319	$67,279
18	$52,595	$54,173	$55,798	$57,472	$59,196	$60,972	$62,802	$64,685	$66,625	$68,623
19	$53,646	$55,256	$56,913	$58,622	$60,380	$62,192	$64,057	$65,979	$67,957	$69,996
20	$54,720	$56,361	$58,052	$59,794	$61,587	$63,435	$65,338	$67,298	$69,317	$71,397
21				$61,133	$62,926	$64,774	$66,678	$68,637	$70,656	$72,736
22				$62,473	$64,266	$66,113	$68,017	$69,976	$71,995	$74,075
23				$63,813	$65,605	$67,453	$69,357	$71,316	$73,335	$75,415
24				$65,151	$66,945	$68,792	$70,696	$72,655	$74,674	$76,755
25				$66,491	$68,284	$70,132	$72,035	$73,995	$76,014	$78,094
26								$75,335	$77,354	$79,433

Beginning in the 2008-09 contract year, teachers, nurses and SLPs on columns A, B or C at step 9 or greater shall be allowed to continue to move vertically as long as they demonstrate taking at least the equivalent of 3 university credits or 45 points of professional development the first year and complete 100% of the courses or professional development required in order to make a horizontal move after the second year. For an employee on column A, this transition would take a maximum of 6 years. All new hires and employees below step 9 will be required to complete the professional growth requirements or will be frozen.

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Classroom Site Fund 011
Classroom Site Fund 013
Due to the reductions of the Classroom Site Fund and approval of the revised pay for performance plan, 2% of base salary includes Fund 012.

Scottsdale Unified SCHOOL DISTRICT

2013-2014 SCOTTSDALE UNIFIED SCHOOL DISTRICT
OCCUPATIONAL AND PHYSICAL THERAPIST SALARY SCHEDULE

OT and PT Positions are paid 15% additional compensation included in the salary schedule

Therapist A	**$49,508**	1-3 years	
Therapist B	**$54,099**	4-6 years	May be eligible for a supplemental up to $3,000 for District Experience
Therapist C	**$59,116**	7-10 years	May be eligible for a supplemental up to $4,500 for District Experience
Therapist D	**$64,698**	11 + years	May be eligible for a supplemental up to $6,000 for District Experience

2013-2014 SCOTTSDALE UNIFIED SCHOOL DISTRICT

SUPPLEMENTAL SALARY SCHEDULE

	GRADE										
STEP	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**
B	$1,120	$1,400	$1,680	$1,959	$2,239	$2,518	$2,799	$3,078	$3,358	$3,638	$6,715
C	$1,204	$1,505	$1,804	$2,103	$2,406	$2,705	$3,005	$3,307	$3,606	$3,908	$7,211
D	$1,289	$1,610	$1,930	$2,249	$2,572	$2,892	$3,212	$3,534	$3,855	$4,179	$7,708
E	$1,373	$1,714	$2,054	$2,394	$2,737	$3,078	$3,419	$3,764	$4,103	$4,448	$8,206

ATHLETICS

GRADE	
4	6th Grade Coach (if funds are available through student athletic fees)
5	Special Olympics Coach (HS - limit two per season), Special Olympics Coach (Elem/MS – limit two)
6	MS Coach (7th/8th Grade)
7	FR Baseball, FR Basketball, FR Football, FR Softball, FR Volleyball, Boys FR Tennis, Girls FR Tennis, FR Wrestling, MS Spirit line
8	JV Baseball, JV Basketball, JV Football, JV Soccer, JV Softball, JV Spirit Line, JV Assistant Track, JV Volleyball, JV Wrestling, District Diving Coach (one each pool), Asst. Swim Coach (if the team number is greater than 35)
9	Badminton, Boys Cross-Country, Girls Cross-Country, Boys Golf, Girls Golf, Head Swimming, 5A Head Swim @1.2, Boys Varsity Tennis, Girls Varsity Tennis, Varsity Asst. Baseball, Varsity Asst. Football, Varsity Asst. Softball
10	Boys Head Soccer, Girls Head Soccer, Head Girls Track, Head Boys Track, Head Wrestling
11	Head Baseball, Boys Head Basketball, Girls Head Basketball, Head Softball, Head Volleyball
12	Head Football, HS Cheerleading, HS Pompon**,** Varsity Spirit Line, K-8 Athletic Director
13	Middle School Athletic Director
14	HS Athletic Director

CURRICULAR, CO-CURRICULAR, EXTRA-CURRICULAR

GRADE	
4	Student Council (MS/), Newspaper/Yearbook (MS/), NJHS (MS) (If not offered as part of the curriculum during the day.) Choral (MS), Band (MS), Strings (MS)
5	Assistant Forensics, Asst. Band, Asst. Choral, Concert Band Director, Jazz Band Director
6	Teacher on Assignment (Elementary), Marching Band Director (HS)
7	Yearbook (HS), Newspaper (HS), Student Government (HS), Drama Asst. (HS)
9	Gifted Coordinator (Middle Schools)
10	Varsity Choral, Orchestra Director, Dance, Head Forensics
12	Drama (HS)

APPENDIX E
COMMITTEES

Approved District-level Committees (contained in TEA)

1. Transfer
2. Professional Development Approval
3. Compensation
4. Sick Leave Bank
5. Teacher Evaluation
6. Wellness
7. Instructional Adoption
8. Effective Schools
9. High School Planning Guide
10. Insurance Committee
11. Curriculum Approval for Computer-Based Resources
12. High Priority Appeal Committee
13. Scottsdale Honors Its Own

Approved Site-level Committees

1. Site Council
2 Staff Development/Liaison
3. Technology
4. Discipline
5. Effective Schools
6. School Improvement (SIP)
7. Intervention Planning Team (IPT)

SUPPLEMENT F
CAREER LADDER SALARY SCHEDULE

In addition to signing a contract for employment with traditional salary amount, a teacher who has qualified for Career Ladder placement will sign a contract addendum to indicate acceptance of placement and commitment to fulfill all Career Ladder requirements during 2013-14.

2013-14 CAREER LADDER SALARY SCHEDULE

	Level 1		Level 2		Level 3	
Step	A	$46,000	D	$56,000	G	$66,000
	B	$48,000	E	$58,000	H	$68,000
	C	$50,000	F	$60,000	I	$70,000
Baseline Cap		$ 1,000		$2,000		$3,000

Due to limited funding, the amount of salary increase in a single year may be capped. The above figures show the target salaries for each step (maximum salary without application of caps).

<u>To Determine Career Ladder Salary (Actual)</u>

1. Calculate BASE LINE CAP:

<u>Level 1</u>

Target Salary - Traditional Salary, OR $1,000 (whichever is less*)

Level 2

Target Salary - Traditional Salary, OR $2,000 (whichever is less*)

Level 3

Target Salary - Traditional Salary, OR $3,000 (whichever is less*)

2. Calculate VARIABLE CAP:

All Levels

(Target Salary - Traditional Salary) X Variable %** = VARIABLE CAP

3. Calculate TOTAL CAP:

BASE CAP + VARIABLE CAP = TOTAL CAP (salary addendum)

4. Calculate CAREER LADDER SALARY*:

TRADITIONAL SALARY + TOTAL CAP = **actual CAREER LADDER SALARY**

* Actual salary cannot exceed Career Ladder target salary.

** For 2011-12 a 5.8% variable was used in calculating Career Ladder salary addendums. Variable % may change for 2013-14 based on number of participants and final Career Ladder budget amount. Addenda will be calculated in the fall of 2013 after all participant data and budget figures are finalized.

APPENDIX G
COLLEGE AND UNIVERSITY DIRECTORY

The following colleges and universities offer coursework acceptable toward certification. General education requirements including Arizona and U.S. Constitution are acceptable from two-year colleges. Professional preparation (education coursework) requirements including reading decoding and reading practicum. Arizona and U.S. Constitution are acceptable four-year colleges.

FOUR-YEAR COLLEGES AND UNIVERSITIES

Arizona State University
Tempe, AZ 85287
602-965-9011

Arizona State Univ. West
4701 W. Thunderbird Road
Phoenix, AZ 85069-7100
602-543-5300

Nova University
8601 N. Black Canyon Hwy
Phoenix, AZ 85021

Ottawa University
2340 West Mission Lane
Phoenix, AZ 85021
602-371-1188

Grand Canyon University
3300 West Camelback
Phoenix, AZ 85017
602-249-3300

Northern Arizona University
Flagstaff, AZ 86001
1-800-255-2916 **

Northern Arizona Universty
2500 N. Tucson Blvd #108
Tucson, AZ 85716
520-323-3191

University of Arizona
Tucson, Arizona 85721
520-621-2211

University of Phoenix
4615 East Elwood
Phoenix, AZ 85004
602-966-7400

Prescott College
220 Grove Avenue
Prescott, AZ
520-778-2090

Prescott College
283 S. Scott Ave
Tucson, AZ 85701

Southwestern Baptist
Bible College
Phoenix, AZ 85032
602-992-6101

Ottawa University
4545 S. Wendler Drive
Tempe, Arizona 85282
602-438-4468

University of Phoenix
5099 East Grant Road
Tucson, AZ 85712
520-881-6512

Western International Univ.
9215 N. Black Canyon Hwy
Phoenix, AZ 85021
602-943-2311

**NAU also offers MA degree courses in the Phoenix area – 602-493-2728 for information.

Correspondence study courses are available from the university offices listed below.

University Continuing Educations
Academic Services, Bldg., Rm 110
Arizona State University
Tempe, Arizona 85287

Div. of Continuing Education
ATTN: Correspondence Study
University of Arizona
1717 East Speedway Road
Tucson, Arizona 85721

Admissions and
Records Education
Dept. of Correspondence
Northern Arizona
Box 4103
Flagstaff, Arizona 86011

College and Universities (continued) - TWO-YEAR COLLEGES

Arizona Western College
P.O. Box 929
Yuma, AZ 85364
928-726-1000

Central Arizona College
Aravaipa Campus
Star Route Box 97
Winkelman, AZ 85292
357-7864

Central Arizona College
Superstition Mtn. Campus
273 Old West Highway
Apache Junction, AZ 85220
480-982-7261

Central Arizona College
Signal Peak Campus
Woodruff at Overfield Rd.
Coolidge, AZ 85228
520-723-4141 (Coolidge)
520-426-4444 (Casa Grande)

Chandler-Gilbert Community College
2626 East Pecos Road
Chandler, AZ 85255
480-732-7015

Cochise College
Route 1 Box 100
Douglas, AZ 85607
520-364-7943

Cochise College
Sierra Vista Campus
901 North Columbo
Sierra Vista, AZ 85635
520-458-7110

Eastern Arizona College
Gila Pueblo Campus
Box 2820
Globe, AZ 85502
928-425-3151

Eastern Arizona College
Thatcher, AZ 85552
928-428-8233

Estrella Mountain
Community College
3000 N. Dysart Rd.
Litchfield Park, AZ 85340
623-935-8000

Gateway Community
108 North 40th Street
Phoenix, AZ 85034
602-435-3000

Glendale Community
6000 West Olive Ave.
Glendale, AZ 85302
623-435-3000

Mesa Community
1833 West Southern
Mesa, AZ 85202
480-461-7000

Mohave Community
1971 Jagerson Avenue
Kingman, AZ 86401
928-757-4331

Mohave Community
1977 W. Acoma Blvd.
Lake Havasu, AZ 86403
928-855-7812

Mohave Community
3400 Highway 95
Bullhead City, AZ 86442
928-758-3926

Mohave Community
N. Mohave Center
480 S. Central
Colorado City, AZ 86021
928-875-2799

Northland Pioneer
1200 East Hermosa Dr
Holbrook AZ 86025
928-542-6111

Northland Pioneer
Little Colorado Campus
Winslow, AZ 86047
928-289-4633

Northland Pioneer
Snowflake, AZ 85937
928-537-7871

Northland Pioneer
Show Low, AZ 85901
928-537-2976

Paradise Valley
18401 North 32nd St
Phoenix, AZ 85032
602-493-2600

Phoenix College
1202 West Thomas Rd
Phoenix, AZ 85013
602-264-2492

Pima Community
1255 N. Stone Ave
Tucson, AZ 85709-3000
520-884-6788

Pima Community
1901 N. Tenth Ave
Tucson, AZ 85709
520-884-6940

Pima Community
5901 S. Calle Santa Cruz
Tucson, AZ 85709
520-884-6577

Pima Community
2202 West Anklam Road
Tucson, AZ 85709-4000
520-886-6666

Pima Community
8181 E. Irvington Rd.
Tucson, AZ 85709
520-886-3331

Rio Salado Community
640 North First Avenue
Phoenix, AZ 85003
602-223-4000

Scottsdale Community
9000 East Chaparral Rd.
Scottsdale, AZ 85250
480-423-6000

South Mountain College
7050 S. 2nd Street
Phoenix, AZ 85040
602-423-6000

Yavapai College
1100 East Sheldon
Prescott, AZ 86301
928-445-7300

APPENDIX H
LOCATION OF DISTRICT REFERENCE DOCUMENTS AVAILABLE TO TEACHERS

Board Policies – Principal's Office, Website

Career Ladder Plan – Principal's Office, Website

Career Ladder Salary Schedule - Appendix F, TEA, Website

Essential Grade Level Objectives – Principal's Office, Website

Policy Supplements – Principal's Office, Website

Professional Development Guidelines- Appendix B, TEA

Site Based Shared Decision Making Guidelines (SBSDM) – Principal's Office

Scope and Sequences – Principal's Office and Appropriate District Coordinator's Office

Sick Leave Bank Procedures – Principal's Office, Human Resources Website

Special Education Procedures Manual – Principal's Office or any Special Education Teacher

The Teacher Evaluation System: Suggested Implementation Guidelines for Administrators - Principal's Office, Teacher's Workrooms, Website

These items are considered part of the Teacher Employment Agreement which can be found online on the SUSD website.

APPENDIX I
HIGH PRIORITY DAY APPROVAL CRITERIA

Absences on high priority days will be unpaid unless principal has verified that the absence meets the preapproval criteria. Principals will verify requests for preapproval based on the reasons and associated criteria listed below. Requests for preapproval must be received two weeks in advance of a planned absence on a high priority day. Consideration will be given for emergencies that arise unexpectedly.

Milestone Celebrations (Major – 10th, 25th, and 50th wedding anniversaries, 80th and beyond birthdays). Must be preapproved at least two weeks prior to the event with a sub request logged.

Freshman College Move In – Must be preapproved at least two weeks prior to the event with a sub request logged. Employee must provide documentation.

Bereavement – Employees must follow the bereavement guidelines set forth in the TEA and request bereavement leave. A preapproval request must include documentation from HR showing the number of bereavement days that were granted.

Civic – Employee must provide documentation for civic responsibility with preapproval request.

Medical – A note from a physician may accompany a request for a preapproved absence or an appeal (employee or family member). If employee or family member did not visit a medical facility then they need to provide a written note from their supervisor stating that they were out for medical reasons for appeal purposes.

Professional development (PD) – Employee must provide proof of PD and acquire preapproval of supervisor if PD is to be charged to general leave.

Religious Observance – Employees should notify their principal at least two weeks in advance if they intend to take a general leave day on a high priority day for the purpose of religious observance.

Weddings – Weddings will be preapproved when an employee is **in** the wedding party or when the wedding is for a son/daughter. Leave must be preapproved at least two weeks prior to the event with preapproval from supervisor and a sub request logged. Employee must also provide documentation showing that they are in the wedding party or that the wedding will be for a son/daughter.

Appeal Process

- Employee must submit an email appeal and supporting documents to highpriorityappeal@susd.org within two weeks of the pay date in which the unpaid day occurred.
- Supporting documentation must accompany all appeals.
- Committee will meet regularly to review appeals.
- Decisions to reimburse will occur on the pay period following the committee meeting.

Scottsdale Unified School District

Engage, educate and empower every student, every day

Education Center
3811 North 44th Street
Phoenix, Arizona 85018-5420

Telephone: 480-484-6100
FAX: 480-484-6293
Web site: www.susd.org

LEGAL NOTICE

The Scottsdale Unified School District No. 48 affirms its intent to comply with all federal and state laws relating to the prevention of discrimination. All courses, services, activities, employment and admission opportunities are offered without regard to race, color, creed, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts, Girl Scouts, Young Men's Christians Association (YMCA), Boys and Girls Clubs and other designated youth groups. This compliance includes, but is not limited to, the regulations of Title IX of the Education Amendments of 1972; the Individuals with Disabilities Education Improvement Act of 2004; Section 504 of the Vocational Rehabilitation Act of 1973; Title VI of the Civil Rights Acts of 1964; the Americans With Disabilities Act of 1990; the Age Discrimination Act of 1974; and federal vocational education guidelines issued to meet a requirement of the Adams v. Califano consent decree.

The vocational education program areas included in the program of studies for school year 2013-2014 are: business/computer technology, family and consumer sciences, industrial technology, health care science, and East Valley Institute of Technology (EVIT) Satellite Programs. A lack of English language skills will not be a barrier to admission and participation in the Career and Technical (vocational) Education programs of the school.

Due process is adhered to in any disciplinary proceedings.

The Compliance Officer for the Scottsdale Unified School District No. 48, with respect to Section 504 of the Vocational Rehabilitation Act of 1973, is:

Dr. Milissa Sackos, Executive Director for Student Services and Grants
Scottsdale Unified School District, 3811 North 44th Street, Phoenix, AZ 85018
Phone (480) 484-6113

The Compliance Officer for the Scottsdale Unified School District No. 48, with respect to Title IX (gender-based discrimination), is:

Dr. Jeff Thomas, Associate Superintendent
Scottsdale Unified School District 3811 N. 44th Street, Phoenix, AZ 85018
Phone (480) 484-6173

The Compliance Officer for the Scottsdale Unified School District No. 48, with respect to Title II, is:

Dr. Andi Fourlis, Assistant Superintendent
Scottsdale Unified School District 3811 N. 44th Street, Phoenix, AZ 85018
Phone (480) 484-6272

The Compliance Officer for the Scottsdale Unified School District No. 48, with respect to all other anti-discrimination laws, is:

Ms. Michelle Marshall, General Counsel
Scottsdale Unified School District, 3811 North 44th Street, Phoenix, AZ 85018
Phone (480) 484-6181

Questions concerning compliance with any of the above should be referred to the above mentioned individuals.

David J. Peterson, Ed.D., J.D.
Superintendent

mws 060313