

Jeffco Public Schools Master Negotiated Agreement



Effective August 1, 2024 - July 31, 2028

ASSISTIVE TECHNOLOGY CONSULTANTS, AUDIOLOGISTS, BEHAVIOR ANALYSTS, SPECIAL EDUCATION AREA COORDINATORS, GIFTED & TALENTED COORDINATORS, MENTAL HEALTH COORDINATORS, MOTOR COORDINATORS, TRACK COACHES, SPEECH LANGUAGE PATHOLOGISTS, TECHNOLOGY COORDINATORS, COUNSELORS ON SPECIAL ASSIGNMENT, SCHOOL COUNSELORS, DDI COACHES, DEANS, DIGITAL TEACHER LIBRARIANS, EARLY LEARNING SPECIAL EDUCATION COACHES, FOOTBALL COACHES, YEARBOOK SPONSORS, EVALUATION COACHES, GYMNASTICS COACHES, CHOIR DIRECTORS, SCHOOL PSYCHOLOGISTS, SOCIAL WORKERS, HEARING/VISION ASSESSORS, INNOVATION COACHES, ESL INSTRUCTIONAL COACHES, SPECIAL EDUCATION INSTRUCTIONAL COACHES, LACROSSE COACHES, BILINGUAL INSTRUCTIONAL COACHES, JCEA PRESIDENTS, OCCUPATIONAL THERAPISTS, SWIM COACHES, PHYSICAL THERAPISTS, OUTDOOR LAB EDUCATORS, OUTDOOR LAB COORDINATORS, REGISTERED SCHOOL NURSES, ESL EDUCATORS, DIVING INSTRUCTORS, SCHOOL PSYCHOLOGISTS, SCHOOL SOCIAL WORKERS, SOCIAL EMOTIONAL LEARNING SPECIALISTS, STUDENT SENATE SPONSORS, TENNIS COACHES, WORK-BASED LEARNING SPECIALISTS, SPEECH / LANGUAGE PATHOLOGISTS, PROGRAM SPECIALISTS, INDUSTRIAL ARTS TEACHERS, SPECIAL EDUCATION TEACHERS, GOLF INSTRUCTORS, MATH INTERVENTIONISTS, WRESTLING COACHES, READING INTERVENTIONISTS, THEATER SPONSORS, VOLLEYBALL COACHES, SIGNIFICANT SUPPORT TEACHERS, CENTER BASED LEARNING SPECIALISTS, TITLE 1 READING INTERVENTIONISTS, EARLY CHILDHOOD TEACHERS, HOME BOUND TEACHERS, AUTISM SPECIALISTS, STEM TEACHERS, ADAPTIVE PHYSICAL EDUCATION TEACHERS, ART TEACHERS, MUSIC TEACHERS, PHYSICAL EDUCATION TEACHERS, ELEMENTARY TEACHERS, ESL TEACHERS, SECONDARY TEACHERS, GIFTED & TALENTED TEACHERS, INSTRUMENTAL MUSIC TEACHERS, FIELD HOCKEY COACHES, HEARING DISABILITY TEACHERS, BAND DIRECTORS, BASKETBALL COACHES, MULTIPLE DISABILITIES TEACHERS, TEEN MOTHER TEACHERS, VISUAL DISABILITY TEACHERS, PROFESSIONAL LEARNING SPECIALISTS, EDUCATIONAL TECHNOLOGY SPECIALISTS, SKI INSTRUCTORS, LITERARY INTERVENTION SPECIALISTS, OUTDOOR LAB COORDINATORS, CURRICULUM SPECIALISTS, CHEERLEADING COACHES, FORENSIC SPECIALISTS, TEACHERS ON SPECIAL ASSIGNMENT, LIBRARY SERVICES COORDINATORS, ICE HOCKEY COACHES, CENTER BASED TEACHERS, CURRICULUM & CONTENT SPECIALISTS, CHOIR INSTRUCTORS, THEATER TECHNICIANS, SWIM INSTRUCTORS, CROSS COUNTRY COACHES



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PREAMBLE

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

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

Our partnership supports collaborative processes that include open communication, consensus-building and shared leadership. We believe that the best decisions which support student achievement are made in an environment that includes mutual trust, respect, understanding, cooperation, and support.

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

We will work collaboratively to meet the evolving demands of students and their future employers. Tools and workplaces change at a significant pace and so too will the skills needed by educators and the configurations of schools.

We honor diversity, respect, and civility among students, parents, citizens, and staff and encourage innovation, choice, appropriate risk-taking, and adaptation to changing conditions. Our community has an increasingly diverse population with regards to ethnicity, religion, language, sexual orientation, gender identity, cultural backgrounds, age, socio-economic status, national origin, and people with different abilities. We strive to create a welcoming environment for all.

The Board and the Association commit to remedying inequities and ensuring the fair treatment and equitable access to a quality education for all students within the District.

The Board and the Association further commit to remedying inequities and ensuring the fair treatment and equitable access to employment opportunities for educators of color within the District.

The Board recognizes it must take historical, social, and institutional factors into account in educating students of color and attracting and retaining educators of color, in order for the District to achieve and maintain racial educational equity for all students and racial employment equity for all educators.

The Board and the Association agree and are committed to promoting the success of all students and working actively to eliminate institutional and structural policies and practices that perpetuate inequities among racial groups and thereby contribute to disproportionality of outcomes and access amongst students of color and educators of color.

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

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

The Jefferson County Public School District and the Jefferson County Education Association believe that this Master Agreement reflects these beliefs and provides the basis for a quality education for all the students of Jefferson County. Therefore, we agree that this Preamble is to be the vision and framework on which the articles contained in this Agreement are built.

Article 1

1 Definitions

1-1 The term "educator" will mean all non-administrative personnel licensed by the Colorado State Department of Education including but not limited to teachers in residence, alternative licensure teachers, classroom teachers, teachers on special assignment, counselors on special assignment, special services providers, resource teachers, instructional coaches, nurses, mental health providers, counselors, deans, digital teacher librarians and part time teachers, as defined in Section 1-11. The term "educator" will not include persons who teach less than part-time, guest teachers or educational assistants.

1-2 If a new position or job title is created which is responsible for the same or similar work duties as a position(s) listed above, and for which a Colorado State Department of Education license is required, then such new position or job title will be considered an educator. Any position which is included in the JCEA bargaining unit and subsequently moved to a different non-JCEA employee group will be moved only after consultation with JCEA.

1-3 "Teacher" is defined as any person who holds an interim, alternative, initial or professional teacher license and who is employed by the District to instruct, direct or supervise an education program. C.R.S. 22-63-103(11)

1-4 The term "Board" will mean the Board of Education of Jefferson County School District R-1 in the State of Colorado.

1-5 The term "Association" will mean the Jefferson County Education Association.

1-6 The term "School District" or "District" will mean the Jefferson County School District R-1 in the State of Colorado.

1-7 The term "Superintendent" will mean the Superintendent of Jefferson County School District R-1 in the State of Colorado.

1-8 The term "workweek," unless specified otherwise in other sections of the Agreement, will be a period of time of forty (40) hours of teaching and school-related duties falling from Monday through Friday.

1-9 The term "school day" will mean the continuous period of time each day an educator is assigned teaching and school-related duties. "Student day" is the time when students are in attendance at school.

1-10 The term "business day" will mean Monday through Friday unless a District holiday. A "business day" may not be a scheduled day for educators.

1-11 "Continuous service" will mean the length of service as a full-time contracted educator of the District, including time spent on a short-term approved leave in accordance with Article 13 of this Agreement.

1-12 The term "part-time educator" will mean all non-administrative personnel, licensed by the Colorado State Department of Education, who teach half or more, but less than all, of a workday for ninety (90) or more days, or one semester or equivalent time as determined by the annual school calendar; or who teach full-time ninety (90) or more days, or one semester or equivalent time, but less than a full contract year.

1-13 The term "guest teacher" will mean an educator who normally performs services as an employee of a school District for four (4) hours or more during each regular school day but works on one continuous assignment for a total of less than ninety (90) regular school days, or one semester or equivalent time as determined by the annual school year calendar of the District in which the educator is employed during an academic year. "Guest educator" also means an itinerant educator who normally performs services as an employee of a school District for four (4) hours or more during each regular school day but works on two or more assignments for a total of less than one hundred ten (110) regular school days during an academic year.

1-14 The term "contract year" and "work year" will be the number of days an educator is contracted to work each year.

1-15 The term "Professional Practices Evaluation Rating" will also be known as the PPER and those terms may be used interchangeably in this Agreement. It refers to that portion of an educator's evaluation that is derived from the body of evidence by the administrator(s) using the assigned rubric.

1-16 Personnel files means and includes home address, telephone numbers, financial information, including JCEA dues deductions, and other similar personal, demographic information maintained because of the employer-employee relationship. Personnel file requests are an exemption to CORA.

Article 2

2 Reservation of Management Rights

2-1 The Board and the Association recognize that the Board has certain powers, discretions, and duties that, under the Constitution and laws of the State of Colorado, may not be delegated, limited, or abrogated by agreement with any party. Accordingly, if any provision of this Agreement or any application of this Agreement to any educator covered hereby will be found contrary to law, such provision or application will have effect only to the extent permitted by law; but all other provisions or applications of this Agreement will continue in full force and effect. The parties agree to address such provision or application as a mutual opener at the next regularly scheduled bargaining session or, if mutually agreed, prior to the next regularly scheduled bargaining session.

2-2 The District and the Association will carry out the commitments contained herein and give them full force and effect.

2-3 In case of any direct conflict between the express provisions of this Agreement and any Board or Association policy and procedure currently in effect and not incorporated in this Agreement, the provisions of this Agreement will control.

Article 3

3 Association Relationship

3-1 The Board recognizes the Association as the exclusive bargaining agent representing all educators as defined in Article 1 in matters involving wages, hours, working conditions and other terms and conditions of employment affecting educators until July 31, 2028. The term of this Agreement will commence August 1, 2024, and will expire on July 31, 2028, unless extended through the negotiation process outlined in Article 4.

3-2 All rights and privileges granted to the Association under the terms and provisions of this Agreement are for the exclusive use of the Association and will not be granted to any other educator organization which seeks to represent educators in the matters set forth in Section 3-1. The granting of these rights and privileges will in no way be construed to diminish or impair the rights, powers and discretion of the Board or administration vested in Colorado law.

3-3 The District will release the president of the Association from the president's regular assignment during their term of office. The Association will reimburse the District for the president's salary, plus the actual cost of all PERA contributions, the cost of all benefits, and all other expenses incidental to the president's employment with the District. A representative from financial services will meet with the JCEA President to offer advice on tax withholdings. If applicable, the president will maintain non-probationary status and will maintain all rights and privileges of an educator in accordance

with the Agreement, including applicable vertical salary increases and/or longevity increases provided during the president's term. The District will collaborate to find a mutually agreeable position at the end of the JCEA president's term in office.

3-4 The president of the Association, as well as JCEA and CEA staff who have requested approval by the principal or District administrator will have the right to visit schools/central departments. The Association will coordinate visits with the principal, the principal's designee, or central department supervisor by sending a calendar invite at least 24 hours in advance with a stated purpose for the visit and length of visit, and any JCEA leader participating in the visit will be identified. All visits will be conducted in a manner that does not disrupt the educational process in the school or central department.

3-5 Subject to the use restrictions as set forth in District policy GBEE (Staff Use of the Internet and Electronic Communications), and any other applicable District policies, the Association will have the right to use school and District facilities and may use school communication facilities including but not limited to bulletin boards and email and physical mail boxes at work sites and District communication facilities limited to bulletin boards, physical mail boxes, District's general email system, and the "pony" for inter-building deliveries. The District will problem-solve with the Association to support timely delivery of Association electronic communications.

3-6 The Association will have the right to have an Association representative(s) at each building. The Association representative will not be subject to any disciplinary or punitive actions due to their participation as representative. The Association Representative will have the right to carry on Association business when it does not interfere with any educators' responsibilities for teaching and/or other school activities. Association Representatives will be released from duties when needed to represent an educator in a grievance. If coverage cannot be arranged, the meeting will be rescheduled. (Reference 19-1-5)

3-7 The District conducts work with many committees and groups, which engage educators and the JCEA for support and input. The District will request nominees from JCEA for committees which allow for educator representation. The District will seat JCEA appointees to committees equal to other stakeholder groups that are specific to collective bargaining provisions, specifically benefits plan committees and voluntary retirement plan committees, and the performance evaluation committee (1338). Other committees which will accept appointments from the Association include, but are not limited to, the teacher advisory committee for teaching and learning and the calendar committee. Superintendent committees may consider JCEA

recommendations, however, composition of Superintendent committees remains the charge of the Superintendent or designee.

Any committee membership structures defined by rules, bylaws, or statutes, will not be superseded by this article. Each July, the District will supply the Association a list of active committees and any available information regarding membership/appointment timelines. In the event that a new committee is created which requires educator representation, the District will notify the Association. The Association may inquire at any time about the provisions of committee membership and current committee membership.

3-8 The Board agrees that it will not discriminate against any educator with respect to hours, wages, or any terms or conditions of employment by reasons of membership (or lack thereof) in the Association, participation (or lack thereof) in any lawful activities of the Association, or institution of any grievance, complaint or proceeding under this Agreement.

3-9 The District agrees to support a school and workplace climate conducive to teaching and learning that is free from harassment and bullying behavior, defined as a pattern of written or verbal expressions, physical or electronic acts or gestures that are intended to coerce, intimidate, or cause any physical, mental, or emotional harm. Complaints arising pursuant to this article are subject to the grievance process. The person who is the subject of the complaint or anyone who reports to that person will not investigate or decide the outcome of the complaint.

3-10 The Association will be provided the time, not to exceed fifteen (15) minutes, and opportunity to present during required portions of new employee orientation and educator induction in order to welcome new employees, introduce them to the Association's mission, and invite eligible employees to join. The appropriate District departments will coordinate new employee orientation and induction planning with the Association and invite Association representatives to such meetings.

3-11 Dues Deductions

3-11-1 As a ministerial function performed at the direction of the JCEA and its member educators pursuant to the JCEA membership agreement, the District agrees to deduct association dues from the paycheck of each educator for whom the JCEA has certified to the District, in accordance with section 3-11-2, that it has such educator's individual and voluntary written authorization to deduct dues. The District agrees to transmit such dues to the JCEA or its designated agent. Upon the transfer of dues to the JCEA, the District's responsibility with respect to such deductions will cease. The District recognizes that dues deduction is part of the employee's personnel file and is not subject to Colorado Open Records Act (CORA).

3-11-2 On or before the 15th day of each month, the JCEA will certify in writing to the District the educators for whom JCEA has individual and voluntary written authorizations to deduct dues. Upon deducting such dues, the District will provide to JCEA a written report of the dues deducted from each of the educators identified by the JCEA. The District will respond promptly to any inquiries from the Association about data in the monthly dues deduction report.

As required by the JCEA membership agreement, the District agrees that it will begin, end, or modify dues deduction for certified member educators exclusively at the direction of the Association. In return, JCEA will indemnify and hold harmless the District and its directors, employees, and agents from and against any and all claims, demands, and causes of action that arise out of any dues deductions. Certifications to start, end or modify dues deductions received by the District after the 15th of the month will be processed the following pay period.

3-11-3 The JCEA will certify in writing to the District the current rate of membership dues. The District will be notified of any change in the rate of membership dues forty five (45) days prior to the effective date of such change.

3-12 The District will provide the Association with a list of all educators in the bargaining unit each month including names, employee id numbers, job title, worksite, department name, original hire date, contract type, FTE, and District email address. New hire information will be provided as soon as it is available in the same manner July 1, and August 1.

Article 4

4 Negotiation Procedures and Successor Agreement

4-1 Conducting Negotiations

4-1-1 The provisions of this Agreement will become effective August 1, 2024 and will continue and remain in full force and effect until midnight, July 31, 2028. Except as set forth below.

4-1-2 Pursuant to Colo. Rev. Stat. 22-32-110(5), all provisions of this Agreement pertaining to compensation and benefits, including but not limited to salary advances and cost of living allowances; employee health and welfare benefits and the District contribution towards those benefits; additional performance pay; additional coverage pay; outdoor lab pay; and sick leave payout, will be subject to reopening each year of the Agreement unless otherwise negotiated by the parties.

4-1-3 The Board, through its designated representatives, will meet with representatives of the Association and will negotiate for the purpose of modifying this Agreement. In addition to annual negotiation of compensation and benefits, each party to this Agreement will have the option to submit two (2) articles of their choice for negotiation in 2025, 2026, and 2027. The intent to negotiate and the two articles to be discussed will be communicated between the parties by February 1, of each year. In addition, each year the parties agree to correct clerical errors, such as typographical errors or the addition or omission of a word, number, or phrase. The parties can agree to enter into MOUs on issues that may arise at any time.

4-1-4 Written requests for negotiation of a successor agreement may be submitted by either party to the other through their respective representatives. Such written requests will be submitted no later than February 1, 2024. Such requests will specify the subject matter to be considered and will include any subject or matter which either party deems important to the welfare of the educators and/or the School District. A written acknowledgment of the request will be made within ten (10) business days of the receipt of the request.

4-1-5 Each year, the Board and the Association, through their representatives, will develop jointly, reduce to writing, and mutually approve the procedures for negotiations. Negotiations will be conducted at times and places mutually agreeable to the negotiators named by each party, provided that the first meeting will be held no later than the 1st day of March. The parties may extend the date of the first meeting by mutual consent. The parties will attempt to reach agreement in early May to allow for a ratification vote before the end of the school year. It will be the duty of both parties to negotiate in a timely fashion and in good faith.

4-1-5-1 Good faith bargaining means, entering into discussions with an open and fair mind and a sincere purpose to find a basis for agreement; being prepared for a full, free and rational discussion of the issues; and the willingness to make best efforts to reach a negotiated agreement. It does not compel either party to agree or to make concessions on a specific issue.

4-1-6 During negotiations, the Board and the Association, through their representatives, will present relevant data, exchange points of view, and make proposals and counterproposals. Counterproposals will be presented at the subsequent session when possible. The parties will track tentative agreement on specific language proposals, or portions thereof, as bargaining progresses. Upon request of either party, the other will make available for inspection its records and data pertinent to the subject of negotiations. JCEA reserves the right to protect confidential information about members.

4-1-7 Either party may utilize the services of outside consultants and may call upon professional and lay representatives to assist in the negotiations.

4-1-8 Negotiation sessions between the bargaining teams will be conducted in accordance with applicable statutory requirements.

4-1-9 The parties agree that bargaining sessions will be scheduled during educators' working hours only as a last resort. If bargaining must occur during educators' working hours, as determined by mutual agreement of the parties, the District will provide guest teachers as needed.

4-1-10 When an unforeseeable event occurs which could have an ongoing and substantial impact on working conditions, the parties agree to meet in a timely manner to discuss any changes in working conditions necessitated by the event.

4-2 Adopting Agreements

4-2-1 Tentative Agreements reached as a result of negotiations will be reduced to writing and presented to the Board of Education and the Association membership as soon as practicable upon the conclusion of negotiations. The Association will have twenty (20) business days from the date that the Tentative Agreement has been presented to its membership in which to advise the Board in writing of the acceptance or non-acceptance of said Tentative Agreement. Absence of a written reply within this allotted time will constitute ratification.

4-2-2 If the Association membership does not ratify the tentative agreement the parties will meet to determine next steps.

4-2-3 Within thirty (30) business days following ratification by the Association, the Tentative Agreement will be presented to the Board. The Board may vote to accept or reject the ratified Tentative Agreement. If approved, the Final Agreement will be signed by the Board and the Association. If the Board rejects the Tentative Agreement, the parties will meet to determine next steps.

4-3 Impasse Resolution

4-3-1 Either party may declare impasse if no progress is being made on the matters to be negotiated. Any issues still in dispute at the time of impasse will be submitted to mediation for the purpose of inducing the District and the Association, through their representatives, to reach a voluntary agreement.

4-3-2 The parties will select a mediator from available sources, including the Federal Mediation and Conciliation Service. In the event that the parties are unable to jointly agree upon a mediator, the mediator will be selected in the following manner:

4-3-2-1 As agreed upon before negotiations begin, or immediately after demand for or submission to mediation, the American Arbitration Association or the Judicial Arbitrators Group will be requested to submit simultaneously to each party an identical list of five (5) persons experienced in mediation of educational matters. Within five (5) business days of receipt of

the list, each party will strike any names to which it objects, numbering the remaining names in order of its preference, and exchange the list with the other party. If a party does not exchange the list within the time specified, all persons named therein will be deemed acceptable to that party.

4-3-2-2 From among the persons who have been approved on both lists, and in accordance with the designated order of mutual preference, the parties will select a mediator.

4-3-2-3 If the parties fail to agree upon any of the persons named, or if those named decline or are unable to act, or if for any other reason an appointment cannot be made from such list of names, the American Arbitration Association or Judicial Arbitrator Group will appoint a mediator from its other members without submitting additional lists.

4-4 Conducting Mediation

4-4-1 The mediator will have the authority to hold meetings, make procedural rules, and set the dates and times for meetings, which will be conducted in closed sessions, except as required by law.

4-4-2 The mediator will meet with the District and the Association, through their representatives, either separately or together, to mediate the disputes.

4-4-3 To the extent that a Tentative Agreement is reached as a result of mediation, the procedures provided in Section 4-2 will then be followed. If mediation fails in whole or in part, the process will move to fact finding.

4-4-4 The costs of mediator services, including per diem expenses, if any, and actual and necessary travel expenses, will be shared equally by the Board and the Association.

4-5 Conducting Fact-Finding

4-5-1 The parties will select a fact finder from available sources, including the Federal Mediation and Conciliation Service. In the event that the parties are unable to jointly agree upon a fact finder, the fact finder will be selected in the same manner as set forth in Section 4-3-2.

4-5-2 The parties will prepare a list of all items agreed upon to date as well as those items to be submitted to fact-finding. Each item being submitted to fact-finding will show the last position taken by each party. This list will be signed by the spokesperson or chief negotiator of both negotiating teams and presented to the fact finder.

4-5-3 The fact finder will have the authority to hold meetings, make procedural rules, and set the dates and times for meetings, which will be conducted in closed sessions, except as required by law. The fact finder will hold at least one meeting with the parties to discuss

procedural rules and other matters relevant to any hearings to be conducted.

4-5-4 The parties will be permitted to be represented during fact-finding by attorneys or advocates. All communications with the fact finder will be through the parties' attorneys or advocates. Each party will copy the other on all written communications to the fact finder. There will be no ex parte communications with the fact finder.

4-5-5 The fact finder will produce a report containing the findings of fact and recommendations within twenty (20) business days of the final meeting. Findings of fact and recommendations are non-binding on the Board of Education.

4-5-6 Within five (5) business days after receiving the fact-finding report, the parties will meet to discuss the report. Public release of the report may be made any time after the conclusion of such a meeting.

4-5-7 The respective parties will take official action on the report of the fact finder no later than thirty (30) business days after the meeting described in Section 4-5-3.

4-5-8 The costs for the services of the fact finder, including per diem expenses, if any, and actual and necessary travel expenses, will be shared equally by the Board and the Association.

4-5-9 Either party may request that an official transcript of all or part of the testimony taken at the fact-finding hearings be made and a copy of any transcript will be provided to the fact finder. The party requesting a transcript will pay the costs thereof, except that if the other party will request a copy of any transcript, it will share equally the entire cost of making the transcript.

4-5-10 If there are unresolved issues after fact-finding, the Board will decide the unresolved issues.

4-6 Maintenance of Status Quo

4-6-1 Provided the parties have begun the impasse resolution procedures set forth above prior to midnight on July 31, 2024, the terms and provisions of this Agreement will remain in full force and effect until the earlier to occur of (1) the parties enter into a successor Agreement, or (2) the parties complete the impasse resolution procedures, and the Board acts pursuant to Article 4-5-9 above.

Article 5

5 Time Management

5-1 In order to be effective, educators need time to plan, time to teach, time to collaborate with fellow educators, time for professional learning, time to analyze the impact of instruction on student learning, time to differentiate between students who come to the classroom with varying skill sets and

social-emotional needs, and time to communicate with all classroom stakeholders.

5-2 The parties acknowledge that educators work outside the scheduled workweek to accomplish tasks to support learning and teaching. The parties agree that striking a work and personal life balance is in the best interests of educators and students.

5-3 Each school will utilize the Operational Leadership Team (OLT), established pursuant to Article 10-5, to collaboratively develop daily, weekly, and annual schedules to accommodate the various demands on educators' time. In establishing schedules, the OLT must ground all decisions in research-based ideas focused on increasing student academic success. While following District policy and guidelines, a school may consider ideas such as, but not limited to, modified contact days and varied scheduling (traditional, block, blended learning structures, late start, early dismissal, extended day, etc.). The schedule designed by each school otherwise must adhere to the following parameters:

5-3-1 The schedule must align with the academic year schedule developed and publicly released by the District.

5-3-1-1 Through the fall of 2024, District leadership will collaborate with the transportation department and middle school stakeholders including educators to address concerns with middle school start times and variability in student contact time. The workgroup will provide suggested revisions to the Superintendent and Board of Education by December 2024 for their consideration and potential implementation during the 2025-2026 school year.

5-3-2 Except as set forth below, the work year will not exceed one hundred eighty-five (185) days. If a licensed professional and their supervisor mutually agree that the educator will work beyond 185 days, the educator will earn the per diem rate of 1/185th of their annual salary for each additional day worked.

5-3-2-1 Secondary counselors and Social Emotional Learning Specialists will work one hundred ninety-five (195) days per year, unless the educator and immediate supervisor mutually agree to a different schedule and will be paid at the per diem rate for days worked over one hundred ninety-five (195).

5-3-2-2 Digital Teacher Librarians will work one hundred ninety-one (191) days per year, unless the educator and immediate supervisor mutually agree to a different schedule and will be paid at the per diem rate for any days worked over one hundred ninety-one (191).

5-3-2-3 TOSA positions will have the required number of contract days included as part of their job description. By the end of the 24-25 school year, TOSA job descriptions will be reviewed, with TOSA input, and the number of required days will

be revised to align with the current responsibilities of the job. Required hours/days over the 185-day work year must be paid at the per diem rate.

5-3-2-3-1 In order to prepare for supporting teachers across the District, including welcoming newly hired Jeffco teachers to induction, Teachers on Special Assignment (TOSAs) in a central role may work additional days. These days and the method of compensation will be agreed upon between the TOSA and the supervisor. Compensation for the additional days may be addressed in one of two different ways. 1) Currently required days over the 185-day work year must be paid at the per diem rate or 2) Up to five additional days beyond the 185-day calendar may be offset by comp days during the regular school year. These comp days will be agreed upon by the individual TOSA and their supervisor.

5-3-2-3-2 TOSAs who currently work an extended year, agreed to at the time of hire, will continue to work that schedule.

5-3-2-4 Except as set forth below, the OLT will develop schedules that account for no more than forty (40) hours over the course of the workweek, including a daily thirty-minute duty-free lunch, and an additional 22.5 hours per school year as noted below. Licensed professionals will have the autonomy to schedule the remainder of the workweek for themselves in a manner that best addresses the demands on their time and the needs of their students. Nothing contained in this paragraph is intended to limit the ability of a licensed professional to volunteer for school-directed activities that occur outside of the 40-hour work week, nor is the language permission for an educator to choose to work remotely during the teacher workday, without permission of their school administrator.

5-3-2-5 Instructional Coaches, including, but not limited to, Dual Language Coaches and Innovation Coaches, will work one hundred ninety-one (191) days per year, according to a schedule mutually agreed upon by the Instructional Coach and immediate supervisor. Any additional days worked over one hundred ninety-one (191) days are optional. If the instructional coach and immediate supervisor mutually agree to additional days worked over one hundred ninety-one (191) days, the instructional coach will be paid at the per diem rate.

5-3-2-6 Any other changes to the common District educator calendar, either additional days or a different schedule of the 185 days, will be determined in collaboration with the Board-appointed calendar committee that proposed the original calendar, which includes JCEA representatives per Article 3.

5-3-3 The principal and department supervisors will have the right to require that each licensed professional work up to 22.5 hours per school year outside of the 40-hour work week, without additional compensation, to enhance relationships with parents, guardians, the community, and/or to support the educational mission of departments and schools. The additional 22.5 hours may be scheduled by the OLT and will include activities such as, but not limited to, parent-educator conferences, Back-to-School Nights, Open House, PTA meetings and graduation. If hours remain after parent and community events are scheduled, the remaining hours may be used for other purposes to further the educational mission of the school or department. Recognizing that each educator role has varying requirements and expectations, a differentiated approach to scheduling the additional 22.5 hours is appropriate. Educators that are assigned in more than one location will divide their 22.5 hours based on their job assignment and develop schedules for their 22.5 hours in collaboration with their supervisors annually before the end of August.

5-3-4 There will be a minimum of fourteen (14) District-wide non-contact days that will be used for educator-directed professional activities, educator-directed plan time, and District or building-directed professional learning. Regional or articulation area meetings of educators with similar curricula are encouraged on District-wide non-contact days for vertical and horizontal team meetings. Of the scheduled non-contact days, five (5) days will be scheduled before the start of the school year, at least two (2) days immediately after winter break in January, and one (1) day after Spring Break. The remaining six (6) days will be scheduled throughout the school year with priority toward the end of grading periods. A minimum of one (1) day each semester will be reserved for District-directed learning. All other non-contact days will be scheduled in collaboration with the school's OLT and at least sixty percent (60%) of each individual day, or block of days, will be reserved for individual educator-directed activities. Educator-directed time within the workday should be conducted in the designated building unless otherwise approved by the supervising administrator.

5-3-5 Educators will have a minimum of thirty (30) minutes for a duty-free lunch, exclusive of passing and inter school travel time. Lunch is considered part of the forty-hour work week. Licensed professionals may leave the building during their duty-free lunch provided their absence does not interfere with scheduled duties.

5-3-6 At least two hundred twenty-five (225) minutes of each week will be allocated by the OLT for uninterrupted, individually directed planning time. This time will be in a minimum of forty (40) minute blocks within the student day and thirty (30) minute blocks on days with modified schedules. SPED Educators will receive at least three hundred (300) minutes each week allocated by the OLT for uninterrupted individually directed planning time, which may also include student observation, assessment, and evaluation writing. An additional thirty (30) minutes for all educators will be allocated during

the workweek. Every effort will be made to ensure educators receive planning time every day.

5-3-6-1 Collaborative planning time, including PLC/DDI team time, is essential to well-planned, responsive instruction and is a District expectation. Educators should engage in collaborative conversations with colleagues and administration to determine a consistent schedule for collaborative time within the forty-hour work week. Required building meetings should be scheduled within the forty-hour work week and should not impact individually directed planning time. However, this article is not intended to prevent an educator from choosing to use their individually directed time for collaborative planning nor should an educator be required to use the time scheduled for individually directed time if another option is preferable.

5-3-7 In the time before and after the student day, educators are not required to supervise students, except for arrival and departure procedures. Any activities after the student day such as clubs, enrichment, tutoring, extra help sessions, etc. are voluntary. Educators will make every effort to schedule meetings (IEPs, 504s, READ Plans, ALPs, etc.) within the 40-hour workweek. Meetings outside regular hours may be arranged, when mutually convenient, to ensure all parties can participate. Educators will have the autonomy to schedule the remainder of the workweek for themselves in a manner that best addresses the demands on their time and the needs of their students. Time before and after the student day can be used for educator planning when not scheduled for collaborative planning, meetings, or other activities determined by the Operations Leadership Team

5-3-8 An educator who uses their planning period, at the request of an authorized administrator, to cover a class due to an unfilled guest teacher request in the system, will be compensated at 20% of the daily base guest teacher pay for each clock hour of coverage, not to exceed the daily guest teacher rate. Additionally, in the absence of a staff member, educators requested by an authorized administrator to serve in a paraeducator role that is essential to the success of students with needs identified in an educational plan will be compensated at 20% of the daily base guest teacher pay for each clock hour.

Educators will be compensated for taking on additional students due to the lack of a guest teacher with the proportion of the daily base guest-teacher rate that otherwise would have been paid to the guest teacher which aligns with the proportion of students added to their class. Guest-teacher coverage pay will be made automatically without the need for educators to request it. Educators who are not classroom teachers will also be compensated, despite not having planning time labeled on their schedules.

The OLT will establish a guest-teacher and paraeducator coverage protocol in a manner equitably distributed among all licensed educators.

5-3-9 To alleviate the guest teacher shortage, inform our work as a District, and to provide a first-hand experience of current teaching and learning conditions, licensed administrators at the District level whose work focuses on instruction, and who have previously worked in a school as an educator or building administrator, are encouraged to guest teach periodically.

5-3-10 Educators who must travel within the workday will be scheduled with adequate time for travel, time for set up and clean up (as agreed upon between educator(s) and administrator), a duty-free lunch, and planning time. All incurred mileage for traveling educators will be paid to educators who submit the appropriate documentation. Mileage for such educators will be paid in accordance with IRS guidelines.

Article 6

6 Professional Learning

6-1 For educators to be as effective as possible, they must expand their knowledge and skills to implement the best educational practices. Professional learning should be designed collaboratively as a part of the school improvement process and aligned with District goals. Systemic practices should be developed to ensure improvements in student achievement.

6-2 The Academic Leadership Team (ALT) will collaboratively determine the topics and schedule for building-based professional learning and will be responsible for ensuring that said learning occurs during the scheduled time. When planning for school-based professional learning, each school should have the autonomy to develop relevant and differentiated professional learning aligned to the school's Unified Improvement Plan (UIP) and tailored to serve students and educators. Facilitators of professional learning should have training and/or expertise in best practices.

6-3 District level professional learning will be aligned with the needs of District and school communities and the instructional skills outlined in the evaluation process. Some District level professional learning may be mandatory but must occur during contract hours or include paid additional duty pay, even if a pre-recorded webinar. When the District designs, adopts and/or implements a District initiative, the District will prioritize and provide adequate training and appropriate time within the contracted time (which may include PLCs, faculty meetings, etc.). If training must occur outside contracted time, teachers will be compensated with additional duty pay. The District will collect educator feedback on professional learning, which will then be utilized to plan future professional learning. The District will provide opportunity for anonymous feedback. Every effort will be made to provide time to complete state mandated training, with no impact to instructional time and no additional cost to the District, within contract hours or as part of the additional 22.5 hours scheduled per article 5.

6-4 All District and school-provided professional learning, mandatory or voluntary, will be granted in-service credit for purposes of re-licensure as per Colorado Department of Education guidelines. When possible, the District will provide professional learning aligned with CDE recertification requirements.

6-5 Professional learning should be aligned with the teaching skills described on the evaluation rubric. Educators may pursue differentiated professional learning opportunities based on their areas of need as identified by the evaluation process, individual growth goals, courses and subject matter taught, and the school improvement plan, including induction and mentoring programs for newly hired educators.

6-6 Professional learning should be relevant to educators and their positions. If the professional learning is not relevant to an educator's role the educator will have opportunities to participate in alternative sessions that are designed for their particular role. Since professional learning topics and schedules are determined in collaboration with ALT, relevance for different groups of educators will be addressed during the planning stage.

6-7 An annual amount of \$62,400 subject to approval of the budget, will be available and managed in the Human Resources Department to provide funds for educators who desire to attend instructional area conferences or other relevant professional learning, with prior approval of the appropriate District administrator. Funds will be distributed in accordance with this article and the guidelines established by the Professional Growth Funds Committee to include registration fees for approved conferences and/or professional learning opportunities, as well as up to two guest teachers' days.

6-7-1 A Professional Growth Committee consisting of four (4) licensed educators appointed by the Association, and one (1) administrator appointed by the Superintendent or designee, will review all applications for professional growth funds and make appropriate recommendations.

6-8 The District will encourage and support educators seeking National Board Certification.

Article 7

7 Evaluations

7-1 Educator Evaluations

7-1-1 One of the most important factors in increasing student achievement is to have an effective educator in every classroom and position.

For purposes of this article, educators include school audiologists, psychologists, nurses, physical and occupational therapists, counselors, social workers, speech language pathologists, orientation and mobility specialists, teachers on special assignment, instructional coaches, deans, and teachers as defined in 1-1, 1-2 and 1-3.

7-1-2 Both parties recognize that evaluations serve as a basis for:

- The improvement of instruction;
- The enhancement of the implementation of programs, curriculum, and best professional practices; and
- The measurement of professional growth, development, and level of performance of educators.

7-1-3 Eligible educators will be evaluated in accordance with state law and this agreement, which may identify different evaluation processes based on the educator's title, position, and job responsibilities.

7-1-4 Educators will be evaluated by administrators who have received training on evaluation processes, procedures, and best practices that will enable them to deliver fair, professional, growth-based evaluations. Instructional Coaches and other licensed educators may observe and provide feedback to another educator. Such feedback will not be included in the evaluation, nor will evaluators disseminate peer surveys to inform the evaluation process.

7-1-5 Video or audio taping can be an effective gauge of performance and may be permitted upon mutual agreement of the educator and the principal and/or their assigned evaluator. Appropriate safeguards should be taken to comply with FERPA. Any monitoring or observation of the work performed by an educator will be conducted openly and with full knowledge of that educator. Therefore, security cameras will not be used as part of the evaluation process except to verify misconduct.

7-1-6 An educator's lack of participation in extracurricular activities outside the assigned workday will not form the basis for a less-than-effective evaluation of the educator.

7-1-7 Concerns from students, parents, colleagues, or other District staff must be vetted and shared with the educator in a timely manner, and the educator must have been given an opportunity to respond in order for the concern to be included in their evaluation.

7-1-8 Any proposed changes or revisions to current evaluation rubrics will include a collaborative process, as well as opportunities for input and feedback from impacted educators and other stakeholder groups, including the JCEA.

7-2 Evaluation Process

7-2-1 Annual Process Review

7-2-1-1 Evaluators will meet with educators by September 30 each year to review the evaluation process, timelines, and required documents.

During this meeting the following will be communicated:

- A. The tools that will be used to measure their performance including:
 - a. The rubric that will be used for their evaluation (based on their defined personnel category) and the Quality Standards identified in the assigned rubric;
 - b. For classroom teachers and school-based special services providers, what is included in the Measures of Student Learning component of the evaluation and how it will be used to inform their evaluation;
- B. How these will be weighed and aggregated to determine final Performance Evaluation Ratings;
- C. If requested, how our local rubrics align with the state's Teacher Quality Standards and Special Services Provider Quality Standards; and
- D. How each component of the evaluation process, including the scoring of the educator's Professional Practices Rubric and Measures of Student Learning contribute to earning or losing non-probationary status

7-2-2 Evaluation Components

7-2-2-1 The evaluation process will begin at the start of each school year and conclude in the spring, no later than mid-May. All educators will be apprised of their level of performance for each indicator on the rubric via a rated observation document on or before January 31 each year, with the exception of those educators on an approved leave or due to other extenuating circumstances. In these instances, the rated observation document will be provided as soon as possible upon the educator's return.

7-2-2-2 Educators will be notified in a timely manner when evaluation evidence, including formal/informal observations, rated observation documents, and/or the final evaluation report are available to be reviewed. In addition, educators will be given a copy of the final evaluation report at least one (1) school day before the conference to discuss it. Such reports must be digitally signed/acknowledged by both parties to indicate only that the report was reviewed.

7-2-2-3 Measures of Student Learning and Outcomes

7-2-2-3-1 Classroom teacher and school-based Special Service Provider evaluations will be based on Measures of Student Learning as required by law. The Measures of Student Learning portion of the evaluation will be determined by the Superintendent, or their designee, with input from the Performance Evaluation Committee, when appropriate.

Educators will be able to create and assign at least fifty percent (50%) of the overall IEG points to their Individual Educator Goals (IEGs).

7-2-2-4 Observation Process for Evaluating Professional Practices

7-2-2-4-1 In accordance with state law, all probationary and non-probationary educators will be formally observed before winter break by their evaluator. In addition, probationary educators will receive at least two formal observations over the course of the school year. The evaluator should spend sufficient time in the classroom and/or observation of assigned job responsibilities to justify the conclusions contained in the observation and/or final evaluation. Generally, this should be a full class period for secondary teachers and an entire lesson from start to finish for elementary teachers.

7-2-2-4-2 Informal classroom visits or observations of meetings and other job responsibilities of varied lengths may provide additional data for the evaluation process. Although each informal classroom visit does not require formal documentation, teachers will be provided feedback from all informal observations if this data will be included as part of their final rated evaluation. As data is gathered over time, teachers will receive updated performance feedback. A conference will be held if performance declines or if either party requests one.

7-2-2-4-3 Special services providers and non-classroom-based teachers will be observed while performing their regular duties. Other data outside an observation may also be gathered and considered to share with the educator in assigning ratings. Post-observation conferences and other meetings to give feedback and share evaluation data will occur unless mutually agreed upon with both the administrator and educator.

7-2-2-4-4 Observations may be scheduled in advance or may be unannounced. Scheduled observations will not require a preconference, but if requested by either party, a conference will occur. After an unannounced visit, a

follow-up visit will be scheduled upon request of the teacher.

7-2-2-4-5 A post-observation dialogue between the educator and the evaluator will be held within five (5) school days (unless mutually agreed upon with both the administrator and educator) after each formal observation for the purposes of delivering constructive, strength-based feedback and identifying any areas of concern related to rubric indicators that could lead to a less-than-effective evaluation.

7-2-2-4-6 Post-observation dialogues will include evidence gathered from the observation and from the educator and will be documented on designated District forms using the current electronic evaluation system. Artifacts such as lesson plans, grade books, parent communications, etc. may be shared with the evaluator by the educator.

7-2-2-4-7 Educators are encouraged to share evaluation feedback with colleagues such as instructional coaches, department chairs or other educators who may be able to assist them with improving their instructional practice and meeting identified goals and outcomes.

7-2-2-4-8 Instructional Coaches may participate in post-observation conferences with the consent of the educator for the purpose of understanding the educator's strengths, identified areas of growth, and any performance concerns in order to provide strategies for improvement and support the educator in meeting their identified goals.

7-2-2-4-9 Educators who are not classroom teachers may be provided additional support from appropriate District personnel in lieu of Instructional Coach support, when deemed appropriate or when requested by the educator or evaluator.

7-2-3 Final Evaluation Reports

7-2-3-1 All educators must receive the final written evaluation report at least two weeks before the last class day of the school year. The final evaluation conference for probationary educators will ordinarily be held by mid-April. Final evaluation conferences for non-probationary educators will ordinarily be held by mid-May.

7-2-3-2 The formal evaluation of educators in a split-school assignment will be completed by an evaluator in the building where the majority of the educational responsibilities occur

unless otherwise agreed to by the school administrators and the educator.

7-3 Notice of Performance Deficiencies

7-3-1 The intent of this section is to provide for identification of, and give notice to the educator of, less-than-effective performance. Additionally, it is to provide resources and support for the improvement of instruction or performance of related services and feedback to the educator on their progress, or lack thereof, toward meeting the identified performance deficiencies. Less than effective performance can lead to dismissal, loss of non-probationary status, or non-renewal. Any feedback, letters of concern and/or improvement plans should be taken seriously by both the educator and evaluator. Evaluators may suggest an educator work on improving skills at any time, without issuing a PIP, and identify appropriate resources to support the educator.

7-3-2 If an educator's final evaluation rating is less than effective, or a rating from a completed observation document results in a less than effective rating, a formal Performance Improvement Plan (PIP) may be written. If a PIP is to be issued, it will be delivered to the educator as soon as the performance deficiencies that led to or may lead to a less-than-effective rating are identified, and not, later than January 31. An educator will have a minimum of six to ten (6-10) weeks to successfully meet the expectations contained in the PIP. At the end of that time, the plan can be ended if expectations have been met or extended if expectations are not being met. A PIP can also be ended earlier if expectations are successfully met.

7-3-3 If performance concerns which were not apparent in previous observations arise after January 31, a PIP can still be issued, but the concerns will be shared with the educator as soon as practicable. If the PIP is issued with less than six (6) weeks until the evaluation will be finalized, it will be continued into the next year. The language in this section does not prevent the District from pursuing non-renewal of a probationary educator's contract.

7-3-4 An educator may provide input to their evaluator on what support they feel they may need, and this input should be incorporated into the PIP. The educator has the right to bring an Association representative, which can be a co-worker at their work site, an Association leader, or Association staff.

7-3-5 Evaluators who have performance concerns about the overall effectiveness of a non-probationary teacher may conduct additional formal observations. If observed performance may lead to an overall rating of less-than-effective, the evaluator will immediately notify the educator and specify which indicators need improvement. A letter of concern may be used to document the performance deficiencies, or the evaluator may proceed with a Performance Improvement Plan (PIP) in accordance with the guidelines outlined in this article.

If a non-probationary educator has been given adequate time, opportunity, and support to address performance deficiencies with a PIP, and the educator is still likely to be less-than-effective on their final evaluation, the educator may be placed on a Remediation Plan. If such a plan is implemented, it will provide additional support, training, and observational feedback.

7-3-6 A written PIP will include the following:

- A. Identification of specific indicators from the rubric that are rated less-than-effective;
- B. Specific recommendations to improve performance in order to achieve an overall effective rating;
- C. Identification of acceptable levels of performance from the rubric;
- D. An improvement timeline including regular conferences at least every two weeks between the educator and evaluator; and
- E. A description of assistance the evaluator will make available to the educator.

7-3-7 After an educator receives a PIP, additional support will be made available to the educator, including but not limited time for peer observation, additional professional learning, instructional coaching, etc. It is the educator's responsibility to take advantage of the additional support. It is the evaluator's responsibility to monitor progress and provide consistent, timely feedback.

7-3-8 Scheduled meetings occurring approximately every two (2) weeks between the evaluator and the educator will be outlined in the PIP. These meetings will address observation data, discuss additional support the educator or evaluator thinks will be helpful, and continue to define effective instruction and/or performance expectations. The educator may supply documentation and data that they believe demonstrates effective performance as measured by the rubric. The evaluator must consider such evidence and discuss its relevance with the educator. If the documentation is not considered effective, the evaluator must explain why it is not effective and provide additional next steps.

7-3-9 If available, an effective or highly effective educator with the same job responsibilities from another work site or the school's instructional coach may be requested by either party to observe the educator and provide peer to peer feedback. When possible, these educators will be provided release time to conduct the observation.

7-3-10 If the evaluator believes the alleged performance deficiencies of an educator justify non-renewal or dismissal, the educator will be

advised of the deficiencies and that failure to correct them may result in a recommendation for non-renewal or dismissal.

7-3-11 If a recommendation for non-renewal or dismissal is made by the evaluator, written notification must be provided to the educator prior to the meeting of the Board at which action is to be taken. Notice of non-renewal of a probationary educator will be provided to the educator prior to June 1, in accordance with state law.

7-3-12 An educator who is recommended for non-renewal or dismissal will be provided a copy of the final evaluation document before the recommendation for non-renewal or dismissal is submitted to the Board of Education.

7-3-13 Nothing contained in this article will limit the District's authority to non-renew a probationary educator. In addition, the District can address performance and misconduct concerns separately, which may result in an educator receiving a PIP to address performance deficiencies in addition to formal counseling or other forms of corrective action to address misbehavior or misconduct.

An educator's failure to meet PIP requirements will not be considered a disciplinary matter if the educator is attempting, in good faith, to meet such requirements. Repeated failure to follow directives and meet required deadlines do not meet the standard of a good faith effort and could be subject to disciplinary actions.

7-4 Performance Evaluation Committee

7-4-1 The Performance Evaluation Committee will include a diverse stakeholder group, as identified by state law. The JCEA will recommend educator representatives to apply to serve on the PEC, with the Board of Education giving the final approval. The committee will be charged with providing input on:

- A. The student growth portion of the evaluation;
- B. The development of the evaluation rubrics for special education and related services personnel, teacher librarians, resource teachers, curriculum coordinators, nurses, instructional coaches, deans, counselors, and all other job titles applicable to this agreement; and
- C. Evaluation improvement opportunities and other systems to improve the overall evaluation process.

7-5 Annual Evaluator Training

7-5-1 Each year the District will provide mandatory training for all administrators who perform evaluations on the evaluation process, observation and data gathering techniques, ways to provide growth-producing, strength-based feedback, and how to access District

support for individual educators. Administrators who are hired after the training occurs will receive the training as well.

7-5-2 This training will include training and exercises designed to improve interrater reliability within and between buildings. The District will make a good faith effort to improve interrater reliability.

7-5-3 The District will proactively monitor evaluation completion rates. Such data will be shared with the Association upon request.

7-6 Evaluation Appeals

The purpose of this appeal procedure is to provide a fair and expeditious manner for resolving concerns that an educator has regarding their final evaluation. This procedure applies to final evaluator ratings that are considered less than effective.

7-6-1 The grounds for an appeal are limited to the following:

7-6-1-1 The evaluator did not follow established evaluation procedures and the failure to do so had a material impact on the final evaluator rating that was assigned (e.g., an observation was never completed, or feedback was never shared with the educator).

7-6-1-2 The data relied upon was inaccurately attributed to the educator (e.g., data included in the evaluation was from students for whom the educator was not responsible).

7-6-1-3 The educator being evaluated believes evidence was ignored or not considered in the process and this evidence would have a material effect on the final evaluator rating that was assigned.

7-6-2 Step One – Administrator Meeting

7-6-2-1 If an educator is dissatisfied with their evaluator rating, the educator must submit a Step One appeal form no later than twelve (12) calendar days after receiving the final evaluator rating, requesting an informal meeting to discuss and attempt to resolve the concern.

7-6-2-2 The meeting will occur within twelve (12) calendar days of the written request. Both the educator and the evaluator may be accompanied by a representative at the Step One meeting. The educator and the evaluator will attempt to resolve the issue.

7-6-3 Step Two – Community Superintendent Inquiry

7-6-3-1 If a satisfactory resolution of the issue is not reached at Step One, the educator may initiate Step Two with the educator's Community Superintendent by filing a Step Two appeal form directly with the School Leadership department

within seven (7) calendar days of the Step One meeting. A meeting will occur within twelve (12) calendar days of the written request and will be limited to one (1) hour unless extended by mutual agreement. If the educator's Community Superintendent was involved at Step One, a different Community Superintendent will be assigned at Step Two.

7-6-3-2 Both the educator and the Community Superintendent may be accompanied by a representative during the Step Two Inquiry. At the Step Two Inquiry, the educator will have the opportunity to further discuss the grounds of the appeal and submit any supporting documentation. The parties are encouraged to thoroughly discuss the concerns and resolve the issues. If deemed necessary, the Community Superintendent may conduct an independent investigation into matters raised by the educator.

7-6-3-3 The Community Superintendent conducting the meeting will transmit a written response to the educator within twelve (12) calendar days of the Step Two meeting. This deadline may be extended by mutual consent. The Community Superintendent may uphold or elevate the evaluator rating.

7-6-4 Step Three – Chief of Schools Review

7-6-4-1 If a satisfactory resolution of the issue is not reached at the Step Two Inquiry, the educator may initiate a Step Three Review. The educator must file a Step Three appeal form in writing directly with the School Leadership department within seven (7) calendar days of the receipt of the Community Superintendent's written response. The written review request may not contain any new evidence.

7-6-4-2 Upon receipt of a properly completed and timely written review request, the Chief of Schools, or designee, will review all documents submitted at Step Two and then issue a written decision to uphold or elevate the evaluator rating within nineteen (19) calendar days.

7-6-4-3 The determination at Step Three is final. Copies of this decision must be transmitted to the educator, their evaluator, and Community Superintendent.

7-6-5 All documents and proceedings related to the appeal process will be confidential.

7-6-6 All deadlines may be extended by mutual agreement.

7-7 Appeals of a Second Less-than-Effective Rating for Non-Probationary Educator

7-7-1 The following requirements will apply to the appeal process for a non-probationary educator to appeal a second consecutive less-than-

effective evaluation. For purposes of the appeal process, a rating of ineffective and a rating of partially effective are considered less-than-effective and will carry the same consequence. An educator will lose non-probationary status after receiving two consecutive ratings of less-than-effective evaluations. The appeal process will allow for a final determination of the educator's professional practices rating and a final determination of whether that educator retains non-probationary status; it will not serve the purpose of determining employment or termination.

7-7-1-1 If an educator's overall evaluation rating elevates to effective or higher once the student growth data is added, the appeal decision will become moot.

7-7-2 A non-probationary educator who objects to a second consecutive less-than-effective professional practices rating will have an opportunity to appeal that rating to the Superintendent. The appeal process is voluntary and will be initiated only if the educator chooses to file an appeal.

7-7-3 The non-probationary educator will have the burden of demonstrating that rating of effective was appropriate. The grounds for an appeal are limited to the following:

- A. The evaluator did not follow evaluation procedures outlined in this Article and the failure to do so had a material impact on the final professional practices rating that was assigned (e.g., an observation was never completed, or feedback was never shared with the educator); or
- B. The data relied upon was inaccurately attributed to the educator (e.g., data included in the evaluation was from students for whom the educator was not responsible).

7-7-4 An educator must file their appeal to Employee Relations within nineteen (19) calendar days after receiving their final professional practices rating. The appeal process will conclude no more than forty-five (45) calendar days after receipt of the final professional practices rating. These time requirements may be waived by mutual agreement of both the educator and the District.

7-7-5 An educator is permitted only one (1) appeal for the second consecutive less-than-effective evaluation rating. An educator filing an appeal will include all grounds for the appeal within a single written document. Any grounds not raised at the time the written appeal is filed will be deemed waived.

7-7-6 Review Panel and Process

7-7-6-1 An advisory review panel of no more than six (6) members, equal numbers of educators and administrators, will be empaneled to review the educator's evaluation. Members cannot have been directly involved in the evaluation process for

the appealing educator employed at the appealing educators' school or related to the appealing educator. The Superintendent will not be a member of the review panel but will have the authority to appoint administrative members. The Association will select the educator members.

7-7-6-2 Panel members will be selected and trained regarding the evaluation and appeal procedure in a manner designed to ensure the credibility and expertise of the panel members. A process will be developed to ensure continuity of the review panel members.

7-7-6-3 The appealing educator will be given the opportunity to provide evidence to the review panel in writing. The review panel will review any written information provided by the appealing educator prior to meeting to render a recommendation. The review panel may invite the educator or educator's principal to present information or evidence in writing where clarification is necessary; however, the educator and principal will have the right of refusal without prejudice.

7-7-6-4 In order to overturn a rating of ineffective or partially effective, the panel must unanimously find that the rating of ineffective or partially effective was inaccurate, with the potential for submission of a majority opinion to the Superintendent if the panel is not able to reach unanimous consent.

7-7-7 The Superintendent will be the final decision-making authority in determining an educator's final evaluation rating and whether a non-probationary educator will lose non-probationary status. The Superintendent will provide a written rationale for the final determination.

7-7-8 If the Superintendent determines that a rating of less-than effective was not accurate but there is not sufficient information to assign a rating of effective the educator will receive a "no score" and will not lose non-probationary status. However, if in the following academic school year that educator receives a final less-than-effective rating, this rating will have the consequence of a second consecutive ineffective rating and the educator will be subject to loss of non-probationary status.

7-7-9 This appeal process will be the final determination in regard to the final evaluation rating and loss or retention of an educator's non-probationary status.

Article 8

8 Licensed Educators, Resources and Class Size/Case Loads

8-1 The District and the Association have a shared commitment to providing a broad-based, consistent education to all Jeffco students. This includes an educational program that seeks to educate the whole child as well as to support schools in meeting the strategic vision for the District as communicated by the Board of Education and the Superintendent. Principals and educators will work together as outlined in Article 10 in creative ways to ensure a student-centered focus in their buildings.

8-1-1 The District will assure that educators will be assigned to well-ventilated, heated, and properly lighted classrooms when they are scheduled to be at work. When adverse conditions arise, the District will make every effort to improve the situation or, if necessary, release the educators and students, if present. Should adverse conditions arise on a non-student contact day, educators will be given the option to work at an alternative District location or remotely.

8-2 To achieve such a broad-based goal, professional educators from many disciplines are necessary, including world language, fine arts, physical education and other elective educators, physical health professionals, mental health professionals (Psychologists, School Counselors, Social Emotional Learning Specialists [SELS], CLDE, Social Emotional Learning Counselors for Gifted and Talented [GT SELC], and Social Workers), Digital Teacher Librarians, special education educators, preschool educators, and educators in core curricular areas such as language arts, social studies, mathematics, and the sciences. Additionally, various District or school-based programs, including summer programs, can provide academic enrichments and vocational skills that enable students to be postsecondary workforce ready in the 21st century.

8-3 Buildings are equipped to use the American School Counselor Association (ASCA) standards, Collaborative for Academic, Social and Emotional Learning (CASEL) competencies, and the District model for Social Emotional Learning (SEL) implementation to help educators and mental health professionals in the development of students' social and emotional needs. To ensure that all students receive necessary assistance to support their social and emotional growth, schools should partner with their building level mental health team, District SELS coaches, or other District-approved organizations based on level of need and support.

8-4 The following educators will be staffed based on the needs of the school and in accordance with best practices identified by the school leadership team, District leadership team, and this negotiated agreement. These guidelines are intended to provide assistance to schools in their allocation of resources to support the learning environment desired by their local community and aligned to the school improvement plan objectives. Educators hired will be appropriately licensed. Principals and the schools' collaborative leadership team may consider placing qualified educators in dual positions or roles which make full use of an educator's training and experience.

8-4-1 Classroom Educators

8-4-1-1 Schools will determine through the collaborative decision-making process as described in Article 10, the number of classroom educators needed to meet the needs of the student and community populations served in accordance with the school's improvement plans and philosophy. This includes educators hired specific to gifted and talented building-level programs.

8-4-1-2 The District will ensure that staff have adequate and equitable resources to deliver instruction appropriate to their specialties and that align with the needs of the students served. This includes resources to support curriculum and standards as adopted by the District with collaboration of educators. Appropriate materials will be provided to schools that have Dual Language and ESL models of instruction. Dual Language schools will be provided Spanish and English instructional resources. Jeffco schools with ESL model will be provided English instructional resources with guidance on how to scaffold instruction to meet the language development needs of students at different language proficiency levels. Before new standards and/or curriculum are implemented, educators will be provided with resources and training to deliver this instruction effectively.

8-4-2 Digital Teacher Librarians (DTL)

8-4-2-1 An educator performing the work of the DTL must hold a valid teaching license and teacher librarian endorsement or must have completed, or be willing to complete, Jeffco Public School's Digital Teacher Librarian (DTL) certificate. Failure to complete the requirements or make adequate progress towards the DTL certification may result in a collaborative review by HR and the Library Coordinator and displacement from the Digital Teacher Librarian position.

8-4-2-2 A Digital Teacher Librarian's responsibilities are outlined in the DTL job description and evaluation rubric. The DTL serves as co-teacher, a licensed instructional partner who supports lesson development and implementation, digital literacy instructor, curriculum specialist, building-based leader of technology and information literacy, and a resource curator and manager who maintains an updated, diverse, and inclusive library collection. The DTL promotes a love of reading. As outlined in Article 10, the DTL will serve on the building ALT. As an instructional partner, a full-time DTL has a flexible schedule that enables them to co-plan and co-teach with building educators. Other responsibilities of a DTL may vary depending on individual school needs. Building administrators will collaborate with DTLs to determine a schedule that best meets the instructional needs for the school and prioritizes the job duties of the DTLs. If additional responsibilities include teaching a class, the OLT must collaborate with the DTL and the impacted

AMP educators as outlined in Article 24. If the DTL is needed to teach a class at the K-8, middle, or high school level, the variance process in Article 16 will be followed. If a DTL is opposed and a variance is pursued, their concerns will be noted in the variance application.

8-4-2-3 DTL's provide the conduit for information about technology between the District, staff, students, and families. Digital Teacher Librarians help to troubleshoot technology hardware and ed tech tools with the purpose of furthering the learning in the classroom. Their role does not extend to repairing devices and hardware.

Throughout the 2024-2025 school year, the Library Services Advisory Council, representatives from the Tech for Ed Leads, and members of School Leadership, and an Executive Director from Teaching and Learning will collaborate with the Executive Director of Enterprise Client Technology Services and Director of Student Technology Services to engage in discussions and seek solutions regarding the DTL workload as it relates to the Tech for Ed program.

8-4-3 Mental Health Providers: School Counselors

8-4-3-1 School Counselors design and deliver a comprehensive school counseling program that aligns to their school's academic mission and unified improvement plan to positively impact student outcomes. They lead, advocate and collaborate to promote equity and access for all students. To achieve this, they utilize the ASCA ethical and professional standards, student standards, and a 4-phased data based decision-making model.

8-4-3-2 School Counselors are required to complete their master's degree from an institution that is accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP). They hold a Special Services Provider License from the State of Colorado that validates their qualifications to provide social/emotional, and postsecondary and academic support to all students. The District and the Association agree that only fully licensed counselors will be assigned to counseling positions within the District as set forth by the Colorado Department of Education.

8-4-3-3 The primary duty of School Counselors is to effectively and efficiently implement the 4-phased data based decision-making model as defined by ASCA: define, deliver, manage, and assess. They leverage universal, targeted, and intensive support to meet the complex needs of their building. To maximize student outcomes, eighty percent (80%) or more of a school counselor's time should be spent providing core curriculum, individual student support, responsive services, referrals, consultation and/or collaboration. Twenty percent (20%) or less of a School Counselor's time should be in program planning and

school support activities. School Counselors are an integral part of the 504 team and are responsible for supporting students on 504 plans and students that are referred for 504 plans. The ALT will collaborate with counselors and will utilize the 504 Coordination Team guidance to identify roles and responsibilities of 504 management. School counselors will not be the sole nor primary writer or paperwork manager unless they have been hired specifically for managing 504's. School counselors will assist in proctoring assessments. They are not to be standardized testing coordinators, either formally or informally. This applies to all standardized tests, including but not limited to College Board tests, PSATs, SAT, Advanced Placement, International Baccalaureate, or required state tests. Counselor time should be prioritized toward serving students and ensuring 9th graders are on track and high school seniors graduate with the postsecondary workforce readiness skills as outlined by the state of Colorado. Therefore, the expectation of supporting assessments should reflect this priority.

8-4-3-4 School Counselors will have adequate time for ongoing professional learning that is relevant to their roles, participate in department and cross District collaboration, and have at least 45 minutes of daily planning time.

8-4-4 Mental Health Providers: Social Emotional Learning Specialist, GT/Social Emotional Learning Counselor, Social Worker & School Psychologist

The District and the Association recognize that Mental Health Providers (Social Emotional Learning Specialists [SELS], Social Emotional Learning Counselors for Gifted and Talented [GT SELC], Social Workers, and Psychologists) are necessary to provide services for students in need. Students are not ready to engage in formal learning until they feel physically and psychologically safe.

8-4-4-1 SPED Mental Health Professionals (MHPs)

To maximize student outcomes, eighty percent (80%) or more of a SPED MHP's centrally funded time should be spent providing direct and/or indirect consultative services to/for students with disabilities including social, emotional, and behavioral instruction and intervention. Twenty percent (20%) of a SPED MHP's time should be spent collecting & analyzing data, conducting assessments, writing reports, and completing legal documentation of services (EzEdMed).

SPED MHPs will be given the opportunity to reserve a dedicated workspace at their primary work location in order to complete such reports and legal documentation of services. Efforts will be made to accommodate these reservations upon request by SPED MHPs.

SPED Mental Health Professionals' primary responsibilities are delivery of special education mental health related services and social emotional evaluation.

8-4-4-2 Social Emotional Learning Specialists (SELS)

Social Emotional Learning Specialists (SELS) are School Mental Health Professionals that hold a SSP license in the area of school psychology, school counseling, or social work. SELS are mental health professionals with unique expertise in tiered social, emotional, and behavioral skills and supports. SELS support school-based implementation of positive school climate and culture and the direct instruction of SEL for all students. SELS also facilitate tier 2/targeted and 3/individualized support for students.

8-4-4-3 GT Social Emotional Learning Counselors (SELC)

SELC's work with students in GT Center Schools. Focus is on providing appropriate instruction to be sure that both the unique academic and social emotional needs of both gifted learners and twice exceptional learners are addressed and appropriate interventions are provided.

8-4-4-4 All Mental Health

Mental health professionals will supervise students during unstructured school time (such as morning/afternoon and lunch/recess supervision) in a manner equitably distributed among all staff. They will be compensated for guest teacher coverage, when applicable, in accordance with 5-3-10.

8-4-4-5 Attendance at District Meetings/Professional Learning

8-4-4-5-1 Collaborative planning time for mental health providers can be defined as school-based, articulation-based, or District-based. This provides opportunities for mental health professionals to collaborate with others in like roles in accordance with 5-3-4 and 5-3-6. Some of these occurrences may take place outside the building. The District's mental health coordinators will stagger scheduling of role-alike training to minimize multiple mental health professionals being out of buildings simultaneously. All role-alike meetings will be communicated to building administrators at the start of the school year so they can plan accordingly.

8-4-4-6 Role Clarification

8-4-4-6-1 School Mental Health Professionals are, by definition, educators and not administrators. As such, they will receive the same amount of plan time, duty-free lunch, and compensation for subbing as other educators

as defined in Article 5. As part of planning a building master schedule, the mental health professional(s) and OLT will collaborate on scheduling a time for duty-free lunch.

In order to ensure positive outcomes for students, School Mental Health Professionals (School Counselors, School Social Workers, School Psychologists, and SELS) and school administrators will utilize available resources to increase the effective implementation of School Mental Health Professional's roles and responsibilities at the school level.

8-4-5 Instructional Coaches

8-4-5-1 The Instructional Coach responsibilities are outlined in their job description and evaluation rubric. As an instructional leader, the instructional coach will serve on the building ALT. Other responsibilities may vary depending on individual school needs but will be agreed upon through partnership agreements utilizing the Jeffco Prioritized Roles document.

8-4-5-2 Instructional Coaches are, by definition, educators and not administrators. As such, they will receive the same amount of planning time and a duty-free lunch, as defined in Article 5, though these might not occur at the same time every day. Additional tasks, such as after-school duty, will be assigned to Instructional Coaches in the same way they are assigned to all staff in their building.

8-4-5-3 Instructional Coaches may provide guest teacher coverage for additional compensation, following an agreed upon protocol that includes all licensed staff, as defined by Article 5-3-9.

8-4-5-4 Instructional Coaches benefit from attending ongoing professional learning that is relevant to their roles and allows them to participate in cross-District collaboration. These occurrences may take place outside of the school building. Instructional Coach Coordinators and other District leaders will work together to schedule required professional learning on weekdays only and to minimize the number of days Instructional Coaches are out of their buildings. The Instructional Coach Coordinators and other District leaders will advertise, in a variety of ways, which professional learning opportunities are required, and which are optional.

8-5 Class Size

8-5-1 The District and the Association acknowledge that class size is a function of many factors, including course objectives, curriculum/subject matter, age, and skill sets of students, number of students with special needs, class scheduling patterns, and school

improvement plans. Students will not be placed in any classroom in numbers larger than the capacity of the teaching facilities and stations available in that classroom. Additionally, the parties recognize that some classes, curriculums, and students require more intensive work and could benefit from smaller class sizes, and some could benefit from larger class sizes, thus the need for flexibility for larger sizes, especially in areas such as band, orchestra, choir, etc.

8-5-2 Class configurations and educator workload can best be determined at the school level, collaboratively between administrators and educators within contractual limits. Schools will use the collaborative structures outlined in Article 10 to determine class configurations and workloads that are optimal for that school. Consideration will be given to high needs schools and individual classes with disproportionate numbers of students with identified needs. Soliciting input from all stakeholders may be a part of this process.

8-5-3 Educators and administrators will work collaboratively to ensure equitable workloads for educators considering the desired student outcomes. Collaborative conversations about equitable workloads will take place throughout the school year, as enrolling/disenrolling students may change class composition. Equitable workload will include, but not be limited to, the number of course preparations, amount of grading required, and students with identified needs.

8-5-4 The District and Association acknowledge that class configurations are impacted by local needs and resources. The following are guidelines for school collaborative teams to use in determining class configurations and sizes.

8-5-5 Elementary Classroom Ranges:

Grade Level	Class Size Range per Sections Offered
K-3	18-24
4-6	22-30

8-5-5-1 The District will create a class size relief fund for classes that exceed the range described above. Any consideration of additional staffing will include a review of available funding at the local level (school) prior to considering the central class size relief fund. Considerations will be made for factors such as, but not limited to, students served by an IEP or 504, multilingual learners (MLL), etc.

8-5-5-2 Class sizes will be monitored by a central team, including a JCEA representative, the first month of the school year and again at mid-year to consider any appropriate class size relief. Title I school class sizes will be a priority and will not exceed the range without additional support. Class sizes will be shared with JCEA. If there are enough students to add a teacher, and the resulting class sizes are still within the range,

an additional teacher will be hired. For other situations, added para support may be appropriate.

8-5-6 Digital Teacher Librarian and Counselor Caseload description

Position	Caseload Ranges
Digital Teacher Librarian (DTL) Instructional Coach	<p>Every school will provide at a minimum one half-time Digital Teacher Librarian and one half-time Instructional Coach. Schools with more than 400 students will provide one full-time Digital Teacher Librarian and one full-time Instructional Coach. Beginning in the 25-26 school year, Title I elementary schools will provide a full-time Instructional Coach.</p> <p>Temporary adjustments to Digital Teacher Librarian and Instructional Coach staffing during the budgeting and staffing process will be through the variance process (see Article 16).</p>
Elementary Counselor(s)	<p>Elementary schools may consider the utilization of a school counselor as a component of their mental health team if supported by the community needs or school improvement plan.</p>
Secondary Counselor(s)	<p>Secondary counselors in middle and high schools will have a maximum caseload of 250-375 students per counselor with the exception of schools divided by grade level or those facilitating part-time enrollments that collaborate with administration and make a collective decision to remain above this threshold for the best interest of the students. The agreement will be written and signed by all parties. The signed form will be maintained in a school file.</p> <p>It is recommended that AEC and Title I schools have a lower caseload per counselor due to the extra support needed with these student populations.</p> <p>Middle schools will have a minimum of two full time counselors.</p> <p>Schools will work collaboratively and take into account the unique needs of the student population served, the community needs, as well as the school improvement plan to determine if a smaller caseload or different staffing model is needed. For example, mobility rates, free and reduced lunch status, Title I, Alternative Education Campus (AEC), changes in demographics, graduation rates, SRA data, 504 data dropout rates, etc.</p>

8-5-7 The maximum student load for secondary educators' teaching assignments will be 150 students per grading period. The maximum number of assigned sections will be five (5) unless additional pay is provided as in 17-9-1. It is best practice to keep secondary class sizes to a thirty (30) student maximum. To exceed the maximum, the principal will collaborate with the affected educator prior to making classes or caseloads that exceed the maximum, to ensure that course objectives and safety standards can be met with the additional students and to address other needs of the educator. The educator must sign a form to confirm they agree with their class size or overall student numbers exceeding the maximum, and they have completed the collaborative process with their administrator to ensure they have sufficient support. The signed form will be maintained in a school file. Laboratory classes will not exceed the number of students who can be taught safely at the number of workstations in the classroom. School administrators should consider additional supports to caseload when they are consistently above expected class sizes.

8-5-8 The student count maximum described in 8-5-7 will not apply to a supervisory assignment. Supervisory assignments may include tutoring, advisory, study hall, access period, enrichment period, help sessions, etc., as well as supervising student safety and student behavior during a block of time during the school day. Supervisory assignments may require minimal planning (such as delivering a pre-planned lesson) or assessment of student performance. Assessment, if required, will be limited to pass/fail; complete/incomplete.

8-5-9 Secondary educators, including secondary learning specialists, will have a collaborative conversation with the school administrator if the administrator requests a schedule that requires more than three (3) preparations in a semester/trimester. This conversation will include review of other schedule options and resources to support more than three (3) preparations.

The educator must sign a form to confirm they agree with their additional preps over three, and they have completed the collaborative process with their administrator to ensure they have sufficient support. The signed form will be maintained in a school file.

8-6 Preschool Educators

8-6-1 Preschool educators provide a foundation of social emotional skills, academic skills, and readiness to learn. Children who attend quality preschool programs are better prepared for kindergarten and elementary school, are less likely to need special services, more likely to graduate high school, and more likely to overcome socio-economic disparities. Accordingly, the District has invested in preschool programs by hiring an increasing number of licensed preschool educators.

8-6-2 Preschool educators will receive one (1) hour of planning time daily, of which thirty (30) minutes will be scheduled within the student

day, and a thirty (30) minute, duty-free lunch time within the student day. If planning time or lunchtime cannot be provided, the educator will be paid the hourly rate in 17-10-4.

8-6-3 The para support provided by the ECE office will cover for planning and lunch.

8-6-4 Professional learning required by the District, or the state will be completed during contract hours or paid by the hourly rate, except for re-licensure courses or training. Dates and times for professional learning opportunities will be sent out at the beginning of the school year. The preschool advisory committee will collaborate with the ECE office to determine topics and scheduling for professional learning. Preschool teachers will be excused from elementary school professional learning that does not apply to them, which should be pre-determined in the planning process with ALT as outlined in Article 6. When there is a scheduling conflict between ECE and ES professional learning, ECE professional learning will take precedence. New curriculum will have effective professional learning sufficient for successful implementation.

8-6-5 Preschool educators will not be responsible for any administrative duties that elementary K-5 teachers do not have to do.

8-6-6 CDE standards for preschools recommend less than 50% of students placed in the classroom identified with an IEP. This does not include students identified after enrolling in the program. After a class reaches 50% of the students having an IEP, additional para support may be requested through the Early Learning Office and will be considered.

8-6-7 School administrators will have professional learning from the Early Childhood Office regarding preschool pedagogy, evaluation of preschool teachers, and other identified areas.

8-6-8 The Early Childhood Office will collaborate with both licensed and non-licensed preschool educators to improve practices including but not limited to communications, curriculum, duties and responsibilities of educators, and administrative protocols.

8-6-9 The ratio of adults to students in preschool programs will follow state regulations.

8-6-10 Collaborative conversations with preschool educators, preschool building administrators, elementary art, music, and physical education teachers, and the ECE office will be held during the 2024-2025 school year to determine if elementary AMP educators can begin providing instruction to preschool students as a part of their regular schedule.

8-7 Homebound Students

The District will provide homebound students instruction that is appropriate for the students, coordinated by homebound instructors. In the event any homebound students are to be served by school-based staff, such staff will be paid at the hourly rate set for homebound instructors. The student's home school teacher may be required to send home assignments and materials, but home visits will be voluntary.

Article 9

9 Student Discipline and Educator Assistance

9-1 Student Discipline

9-1-1 Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the District. Clear, appropriate, and consistent expectations and consequences, and equity in applying those consequences will lead to a positive school culture. Schools will ensure that District policies referencing student discipline, for example JK, JKDA, JKD/JKE-R, are followed.

9-1-2 Consistent with this interest, principals who have discipline information concerning students enrolled in the District will communicate that information to all educators who have direct contact with those students to the extent permitted by state and federal law, District policy and law enforcement direction. Any educator who is informed of this information will maintain its confidentiality and will not communicate it to any other person.

9-1-3 Students may have a plan to support their behavioral needs (i.e., safety plan, behavior support plan, behavior intervention plan, etc.) developed to support positive behavior. Educators who interact with students who may need behavior plans will be advised of the plans and the expectations of staff to support students and should participate in the development of these plans. Educators and administrators are expected to adhere to and implement these plans with fidelity and document progress in order to make data-based decisions around the success or need to change identified interventions.

9-1-4 Any incident of physical and/or verbal threat or assault upon an educator will be reported promptly by the educator and will be addressed in accordance with District policies GBGB: Staff Personal Security and Safety and JLI: Student Safety.

9-1-5 Educators are expected to utilize de-escalation techniques to avoid and prevent the use of force against students. Consequently, the District will make available Crisis Prevention Intervention (CPI) training as a uniform standard for the use of force in schools. Consistent with CPI standards, the District will not punish an educator for using reasonable force necessary to defend themselves or others from violence. Schools may also choose to implement Restorative Practices and should utilize District resources to implement these

practices with fidelity. Educators and administrators should be aware of District policy JKA: Use of Physical Intervention and Restraint and JK: Student Discipline when responding to student behaviors.

9-1-6 The District will collaboratively develop best practices and protocols for how to address student behavior within the District Prevention and Intervention (P&I) Manual. The District P&I Manual will be reviewed annually with a committee of educators and administrators representing all levels. Schools will be responsible for selecting and implementing tiered prevention, intervention and disciplinary strategies from the District P&I Manual. The District P&I Manual will include tiered options for evidence-based resources such as, the Student Discipline Matrix with examples of discipline infractions, PBIS resources, Restorative Practices, School Board Policy, Colorado Law, and other relevant information. The school's collaborative structure will address how the selected resources and District protocols will be implemented consistently and equitably using data and evidence-based best practices to mitigate implicit or explicit bias. Pursuant to Article 10, the responsibilities of the PBST include regularly reviewing student social, emotional, behavioral, and discipline data in order to improve student outcomes. The PBST may also review staff and student climate & culture surveys in order to plan for improvement.

9-1-6-1 Before the first student contact day, educators will be provided with training on the prevention, intervention, and disciplinary processes from the District Prevention and Intervention Manual. Educators will receive ongoing professional learning at least twice per year in order to support students' behavioral needs, such as positive classroom behavior support, social-emotional learning (SEL), positive behavior interventions and supports (PBIS), restorative practices, trauma-informed care, and de-escalation training. All staff members responsible for facilitating formal restorative conferences and developing behavior support plans will receive the appropriate training by District personnel in order to ensure consistency of practice. Anyone who responds to disruptive, dangerous, or defiant behavior will attend a training to assist in the development of systemic response protocols.

9-1-6-2 Students and parents will be informed of the school and District-wide expectations in the first month of school.

9-1-6-3 All school employees will follow the tiered prevention, intervention and disciplinary strategies selected from the District Prevention & Intervention manual.

9-1-6-4 Pursuant to Policy JKBA, if an educator removes a student from the classroom, the policy for developing a remedial behavior plan will be followed. Parents/ families/guardians will be encouraged to assist in the development of the plan and can take an active role in portions of the plan. The school administrator will debrief with the educator to determine if the

student and/or educator need any additional support prior to the student returning to class.

9-2 Aid and Restitution

9-2-1 If a student damages the personal property of an educator while on school premises or during a school sponsored activity, the educator may file a claim with the District for reimbursement of those claimed damages.

9-2-2 The District will accept, review, and honor reimbursement requests for personal property that is damaged or stolen on school property, so long as the damage is not caused by the educator. If an educator(s) spends time above the 40-hour work week repairing their classrooms, they may request compensation for their time per 17-10-4.

9-2-3 When educators are charged with crimes, other than a traffic offense, as a result of the performance of their official duties, the District will consider reimbursement requests submitted by the employee for all or a portion of the out-of-pocket expenses incurred by the employee in the defense of the charge in accordance with the following guidelines:

An educator will be eligible to submit a claim for reimbursement of legal fees and costs associated with the educator's criminal defense if all of the following circumstances exist:

- A. The educator is charged with an offense which is alleged to have occurred in the course and scope of the educator's employment and in the performance of an official duty or function;
- B. The educator has given the District notice of the charge and has requested legal representation by the District but was denied representation; and
- C. Upon the occurrence of one or more of the following:
 - I. Criminal charges are withdrawn or dismissed prior to the entry of any plea,
 - II. Criminal charges are withdrawn or dismissed by the court after the entry of a plea of not guilty, or
 - III. The educator is found to be not guilty by a court or a jury and the appeal process is completed.

9-2-4 If an educator is sued in connection with an incident that occurred during the course and scope of the educator's employment, the District will provide legal counsel to defend the educator against the claim.

Article 10

10 Collaboration and Shared Leadership

10-1 The District and the Association agree that student achievement is improved when instruction is delivered in an organizational culture that is committed to principles of collaboration and shared leadership. Collaborative decision-making shares responsibility for needed changes and accountability for results. True collaboration means being open to suggestions, constructive feedback, and ideas from all team members, even if it means adjusting practices. In a shared leadership setting, within mutual trust and respect, participants should be able to speak freely, regardless of title or positional power.

10-2 A culture of collaboration, partnership, and shared leadership will reflect the following:

- A. A shared commitment to student achievement that is accomplished through mutual trust, respect and accountability;
- B. Administration and staff collaborating to achieve the vision, mission, values, beliefs and goals of the District and school;
- C. Opportunities for staff to participate in systemic school change efforts, including Unified Improvement Plans (UIP) and turnaround plans;
- D. Meaningful and authentic opportunities for educators to use leadership skills both within the building and the District;
- E. Frequent, meaningful, and proactive discussions between administration and staff; and
- F. An opportunity to celebrate successes.

10-3 The District and the Association acknowledge that staff and administration are mutually accountable to each other and that creating an effective culture of collaboration and shared leadership is an essential part of this Agreement. The District and the Association acknowledge that structures adopted for collaboration and shared leadership are not as important as the commitment to a collaborative culture and shared leadership. Administrators and staff, as a whole, are accountable for establishing a learning community conducive to the best teaching practices and success for every student. They have a responsibility for managing time and creating opportunities that allow for collaborative problem solving. Collaborative structures will be created for educators who work outside a school setting such as nurses, TOSAs, and itinerant staff.

10-4 District and JCEA Collaboration and Partnership

10-4-1 The Superintendent and/or designees will meet at least monthly with JCEA leaders and representatives to work collaboratively on District-wide problems and initiatives and to discuss upcoming decision points, new initiatives, strategic directions, and opportunities for partnership. Communication about such discussions will be created jointly. They will work collaboratively on District-wide problems and initiatives. Any topic that impacts educators in Jeffco may be discussed.

10-4-2 The District and JCEA will maintain a central-level Collaborative Working Group ("CWG"), which will meet monthly to focus on (1) communication, (2) addressing mutual issues, (3) identifying opportunities for joint problem-solving, and (4) generally improving the workplace. These meetings will include the Executive Director of Employee Relations and other central administrators as needed, including, but not limited to the Chief Human Resources Officer, the Chief Academic Officer, and the Chief of Schools, as well as the JCEA President and their designees. To encourage frank and open discussion, the CWG will have no authority to change, delete, or modify any of the terms of this Agreement or to settle grievances arising under this Agreement. CWG meetings and discussions will not be publicized except for those recommendations that have been mutually agreed upon. The CWG may use outside resources and services, such as the Federal Mediation and Conciliation Services, to develop processes and structures.

10-5 School-Based Collaboration and Shared Leadership

10-5-1 Shared Leadership teams collaboratively support the important work of the school and contribute to student learning and success. Shared Leadership Teams may utilize the school's student data (including student perception data, behavior data, and academic data), the UIP, the District Strategic plan, and family and educator survey data to inform the teams' work and decisions. The Shared Leadership Teams will consist of an Academic Leadership Team (ALT), and Operations Leadership Team (OLT), and a Proactive Behavior and Safety Team (PBST). These teams will include the following processes for effectiveness:

- A. Meeting at least monthly
- B. Choosing a meeting facilitator and other roles
- C. Having and following norms
- D. Having an agenda and outcomes set ahead of meeting time
- E. Giving all members of the committee the ability to add to the agenda
- F. Note-taking process

- G. Procedures to gather feedback from stakeholders to inform agenda items and discussion
- H. Communication of decisions to stakeholders and entire staff to ensure transparency
- I. Clear implementation plan aligned to best practices

10-5-2 Types of decision making will include command decisions which are made by administration and appropriately communicated to the staff; consultative decisions which will be ultimately decided by administration after consultation with stakeholders, the staff and at times families and students; consensus decisions which are made with an entire committee, or at times the entire staff. When consensus cannot be reached, at the very least, a majority of the committee or staff will be in agreement. Decisions will be communicated to all staff with applicable background information as appropriate. Individuals and departments with educators directly impacted by a decision will be invited to participate when those decisions are being discussed and made.

10-5-3 At least annually the school's educators and administrative team will meet to review their collaborative processes and will discuss and establish which decisions will fall into the categories above. Decisions which are by law or contract assigned to administration will automatically be considered 'command'. These include, but are not limited to, employee discipline and evaluation, some aspects of student discipline, and actions taken in an emergency. The following 'consultative' decisions included but are not limited to final hiring decisions after the input of a hiring committee and displacement decision after utilizing a collaboratively made rubric.

10-6 Each school will have an Operational Leadership Team (OLT) consisting of the principal and a minimum of three teachers who represent a cross-section of grade levels, various departments including AMP and electives, and where possible special education providers. Schools will determine membership numbers and constituency groups through a collaborative process. Representatives will be selected by a staff voting process.

10-6-1 Decision-Making: the principal will partner with a facilitator to lead the Operations Leadership Team (OLT) collaboratively, working towards achieving the school's mission, vision, and values. The team will utilize consensus and consultative decision-making as determined in 10-5-3 with the goal of continuous improvement resulting in student achievement and academic excellence.

10-6-2 The OLT will meet at least monthly, and their responsibilities will include the operational running of a building in areas such as:

- A. School-based calendars, school schedules, scheduling models and staff utilization that affect the whole school;
- B. School resource allocation and budget, as well as staffing priorities;
- C. Local school expectations for grading and report, family communication and other tasks that affect student learning;
- D. Hiring practices for licensed professional in line with District HR practices and Article 12;
- E. Class configuration and size.

10-7 Each school will also have an Academic Leadership Team (ALT) consisting of the Principal, the Instructional Coach, the Digital Teacher Librarian, and optionally a counselor or other mental health provider. In addition, a minimum of three classroom teachers who represent a cross-section of grade levels, various departments including AMP and elective, and where possible, special education providers. Schools will determine membership numbers and constituency groups through a collaborative process. A school may determine that the members of the ALT and the OLT are the same individuals thus combining into one committee. Representatives will be selected by a staff voting process.

10-7-1 Decision-making: The principal will partner with a facilitator to lead the ALT collaboratively, working to achieve the school's mission, vision and values, and align to the District's strategic plan with the goal of continuous improvement resulting in student achievement and academic excellence.

10-7-2 The ALT will meet at least monthly, and their responsibilities will include the instructional and student focus of a building such as:

- A. Building implementation of District curriculum, necessary assessments, and any building norms for instructional practices;
- B. Topics and schedule of professional learning;
- C. Method and schedule for analysis of student performance data to be used to improve student performance;
- D. Expectations and responsibilities for grade level, content, and other school teams, such as PLCs;
- E. Identification of students for school-wide interventions and types of interventions to be used for groups of students (i.e., a robust MTSS process);

- F. The balance between professional autonomy and continuous school improvements (e.g., the school UIP focus areas and District expectations)

10-8 Each school will have a Proactive Behavior Safety Team (PBST) consisting of a building administrator, at least one mental health professional such as a counselor, social worker, psychologist, or SEL, and a minimum of three teachers who represent a cross-section of grade levels, various departments including AMP and electives, and where possible special education providers. Schools will determine membership numbers and constituency groups through a collaborative process. Representatives will be selected by a staff voting process.

10-8-1 Decision Making: A building administrator will partner with a facilitator to lead the PBST collaboratively, working to create student behavioral strategies that are aligned with District structures and systems.

10-8-2 The PBST will meet at least monthly, and their responsibilities will include creating student behavior management systems including response protocols for student and staff safety such as:

- A. School-wide and class-wide behavior management systems that are aligned with District structures and systems;
- B. Evidence-based systemic behavior management supports including grade-level expectations and responsibilities, and student intervention strategies;
- C. Provide a professional learning in proactive school-wide and class-wide behavior systems for all staff (e.g., teachers, paras, etc.);
- D. Schedule for implementation and analysis of student social, emotional, and behavioral performance data to be used to improve student performance (e.g., SSIS SEL);
- E. Identification of students for school-side interventions and types of interventions to be used for groups of students (i.e. robust, data-based Tier 2 and 3 support process).

10-9 The District and the Association agree that school teams should work together to determine the details of how their collaborative process will work in their school within the parameters in this article. Sub-committees may be established on an ad hoc or ongoing basis to address designated topics.

10-10 The OLT, ALT, and PBST will annually review their processes and final decisions in terms of effectiveness.

10-11 District departments outside of the school setting will have collaborative processes with TOSAs assigned to those departments for

gathering input, problem solving, addressing challenges, and informing decision-making.

10-12 Schools or individual staff members may request professional learning around shared leadership from the District and/or JCEA if needed. JCEA and the District will collaboratively develop training that can be delivered jointly or by either party.

Article 11

11 Academic Freedom

11-1 The parties seek to educate young people in the democratic tradition, to foster recognition of individual freedom and social responsibility, to inspire meaningful awareness of, and respect for, the United States Constitution and the Bill of Rights, and to instill appreciation of the value of individual personality. It is recognized that these democratic values can best be transmitted in an atmosphere which is free from censorship and artificial restraints and which encourages academic freedom.

11-2 In the investigation, presentation, and interpretation of facts and ideas within the prescribed course of study, teachers will be free to examine, present, and responsibly discuss various points of view in an atmosphere of open inquiry, provided that the instruction, material, or discussion:

- A. Is appropriate to the age and maturity level of the students;
- B. Is related to and consistent with the adopted curriculum, content standards, course of study, and/or textbook/materials for the class in question;
- C. And is an objective academic presentation of various points of view consistent with accepted standards of professional responsibility, rather than advocacy, bias or partisanship.

11-3 Educators will not be disciplined due to complaints about teaching controversial topics' or expressing their opinions on those topics so long as the educator met with their administrator before teaching a topic outside District-approved curriculum known to create possible controversy to coordinate a plan to deliver instruction appropriately.

11-4 Standards are broad learning goals articulating what students should know, understand and be able to do over a given time. As defined by Colorado Department of Education (CDE), "A curriculum is an organized plan of instruction, comprised of a sequence of instructional units, that engages students in mastering the standards. Resources such as instructional materials and textbooks support the curriculum."

11-5 Complaints about curriculum and resources will be directed to the school principal. The school principal will arrange a conference as soon as practicable with the complainant and the educator and other persons as necessary. The school principal will conduct the necessary inquiry and respond to matters of concern.

11-6 If the complainant or the educator is dissatisfied with the results of the conference, the principal will refer the complainant to District Policy KEC and Regulation KEC-R, Public Concerns/Complaints about Instructional Resources.

11-7 Educators will not be forced to change student grades if they have followed building grading policies that have been communicated to students and parents. Administrators will not unilaterally change grades. An administrator may change a grade after collaboration or good faith effort to consult with the educator.

11-8 Upon planned separation from the District, educators will have the ability to copy any materials created by the educator out of appropriate District programs or file locations. Two weeks prior to separation from the District, when possible, educators will be reminded of the opportunity to collect personal files.

11-8-1 Educators are required to follow all policies and best practices, as indicated in the annual professional development/training materials for file management and student data privacy.

11-8-2 The District will provide technological tools and/or instructions to efficiently access and copy material created by educators, for their own use.

11-9 The District acknowledges the expertise and professional knowledge of classroom teachers. Teachers hold agency to customize lessons to increase engagement and meet the individual needs of their students. Educators will use research-based curriculum and District-adopted instructional resources to effectively guide students through grade level content aligned to state standards. Educators may utilize resources and/or methods of instruction based on knowledge of their students and areas of expertise so long as instructional units are not replaced or removed. Approved resources and interventions are a foundation upon which teachers can build their pedagogical skills and confidence. Educators may supplement core curriculum resources in order to ensure all students may attain mastery of grade level expectations/standards.

11-9-1 Jeffco Public Schools acknowledges the importance of involving classroom teachers in the process of selecting, reviewing, and/or developing curricular resources. Classroom teachers and TOSAs will be included in a curriculum and/or resource Request for Proposal. They will also be included in curriculum, resource and content review committees.

11-9-2 Classroom teachers serving on a curricular resource selection review and/or development committee will be provided reasonable release time. If outside contracted hours, the hourly rate in 17-10-4 will be paid. The District's Teaching and Learning Department will work with JCEA to invite educators to serve on these committees.

11-9-2-1 Opportunities for classroom teachers implementing adopted curriculum and resources to provide feedback-will be available on District curriculum landing pages.

11-9-2-2 The Chief Academic Officer will utilize input from curriculum resource adoption committees that include classroom educators.

Article 12

12 Hiring, Staffing and Displacement

12-1 Hiring

School communities and central departments have a shared ownership of collective responsibility. As such, the hiring of educators will be the result of a collaborative process. The hiring process should be fair, open, legal and result in the hiring of the best person for the job.

12-1-1 Human Resources, with input from the JCEA, will review the Staffing Handbook at least every two years. This review is to maintain a resource focused on conducting a fair, transparent selection process that produces the best hiring decisions and outcomes for school communities. The Staffing Handbook outlines the protocols for the hiring and selection process and includes information specific to inclusive hiring practices.

12-1-2 The District will not hire contractors in licensed positions except when they cannot be filled due to insufficient applicants. Upon request, the District will provide data to the JCEA regarding the need for a contractor. All contractors are presumed temporary, and vacancies will remain posted in the JCEA bargaining unit until filled with a licensed educator.

12-1-3 The hiring cycle will commence second semester as soon as vacant positions are identified for posting and after displaced educators have been identified and notified.

12-1-4 Hiring managers, usually the principal or department supervisor, will post positions in a manner that affords reasonable opportunity for internal and external candidates to apply for positions. Human Resources will strategically advertise jobs to attract diverse and highly qualified applicants.

12-1-5 Hiring managers will identify selection committees as outlined in this article and the Staffing Handbook and consider the needs of the school community. The selection committee may vary from school to school as long as the requirements outlined in this article are followed.

12-1-5-1 At least one-third (1/3), but no less than two of the members, of the selection committee will be educators, selected by their peers and in partnership with the hiring manager. The educators on the committee should include educators in the

school department, grade level or team in which the vacancy exists. If the school department, grade level or team has an insufficient number of educators to fill the educator positions on the selection committee, educators may be chosen from an adjoining department, grade level or team within the school. In the case of positions that do not have teammates teaching the same content (i.e. DTL's, electives, AMP, Special Education, etc.), selection committees may invite District level staff or educators who teach the same content from other schools to join the selection committee.

The hiring manager will coordinate approval of inclusion of recommended committee members from other school departments, grade levels, teams, District departments or schools.

12-1-5-2 The selection committee will review the job description and other school and position job posting information and provide input for consideration to the hiring manager before the job is posted.

12-1-5-3 The hiring manager, with input from the selection committee, will develop a scoring rubric that will be used as part of the selection process.

12-1-5-4 Selection committees are encouraged to include authentic tasks and demonstrations throughout the interview process, including but not limited to mock lessons, student data analysis, mock parent conferences, and other appropriate tasks to assess skill and ability in the role.

12-1-6 Before the end of the school year, each school administrator will identify educators available to participate on summer selection committees.

12-1-7 The selection committee will have access to all relevant information necessary to recommend a final candidate for hire.

12-1-8 To the extent possible, the hiring recommendation by the committee should be reached by consensus. If the selection committee cannot reach a consensus, the hiring manager may have the committee re-interview the top candidates and attempt to come to a consensus decision. If consensus still cannot be reached, a majority vote may be tried. The hiring manager will make the final decision, taking into consideration the committee recommendation, and report that decision to the committee. If the candidate recommended by the selection committee is not offered the position, the hiring manager will provide the reason for hiring an alternate candidate.

12-1-9 Every effort should be made to hold selection committee meetings outside of school hours so as not to disrupt instruction for either committee members or educators who will be interviewed. In the event an educator is offered an interview during the workday, the

educator will work with their administrator or immediate supervisor to determine if coverage can be provided. District-paid guest teacher coverage will not be provided.

12-1-10 For principal selection committees, educators will be included in the selection committee in proportion to other stakeholder groups. The selection committee for central-based administrators who supervise departments with licensed educators will include at least one educator from that department.

12-1-11 All current educators may apply and be considered for jobs which open during the school year.

12-1-11-1 Educators must notify their current supervisor if they are granted an interview for an in-District position for which they apply after July 1.

12-1-11-2 Interviews for current educators must be conducted before or after the educator's duty day and may not interfere with their assigned job responsibilities in any way.

12-1-11-3 Hiring managers will contact the current supervisor of any current educator they interview to conduct a reference check.

12-1-11-4 If a current educator is selected for an open position for which they apply after the start of the school year, the hiring manager must contact the educator's current supervisor to work out a mutually agreeable transition plan of up to thirty (30) calendar days from the date the offer is accepted by the educator. The transition period for educators hired into central-based positions may be longer in order to reduce the impact on students at the school level.

12-1-11-5 Educators may accept no more than one lateral transfer per school year.

12-2 Portability of non-probationary status

The District will provide for the portability of non-probationary status in a manner consistent with state law.

12-3 Reassignment

12-3-1 Educators will be assigned to a specific school or District-level position. School-based administrators will have the right to make reassignments within their school and District administrators will have the right to make reassignments within their program/department.

Reassignment will mean a shift of an educator within a department, grade level or team or from one department, grade level or team to another within a building, or, in the case of District-based positions, between buildings and articulation areas. Educators who are no longer

qualified for the position in which they are working due to licensing, certification, or other job requirements will be reassigned within their building or department if there is another position available for which they are qualified. If such a position does not exist or the educator declines the reassignment, they will be subject to the displacement process outlined in this article.

In all cases, ongoing positions that result in increased pay, increased work year, or a significant change in duties will be posted.

12-3-2 Positions typically characterized by split school assignments, including but not limited to elementary art, music, physical education, and instrumental music are considered to be District positions, in addition to District-allocated Social Emotional Learning Specialists and designated Special Educators. A home school designation is a record keeping convenience and a change to a home school is not considered a displacement. Re-pairing among assignments will occur and to the extent possible, changes will be minimized. Re-pairings will not be considered a displacement unless there are more educators by subject area than District positions available.

12-3-3 If school-based positions such as Digital Teacher Librarians, Social Emotional Learning Specialists and SPED Learning Specialists are split between schools they will be paired by the identified departments.

12-3-4 In cases where a position is increased to full-time by the school and then reduced at some point in the future, it will be paired and/or repaired, whichever is appropriate for the situation.

12-3-5 Reassignments will not be made for arbitrary or capricious reasons, but for reasons including but not limited to responding to shifts in student needs or enrollment in particular courses or grade levels. Educators should be consulted and notified of reassignments as soon as practicable. Any educator reassigned after the end of the school year will be offered support to prepare for the new assignment.

12-4 Displacement

Displacement of a probationary or non-probationary educator may occur when a building/department must reduce positions due to a drop in enrollment, reaching turnaround status, phase-out, or reduction in a program, or reduction in building, including but not limited to school closure, consolidation, or reconstitution.

12-4-1 Displaced educators at the elementary level will be identified on a building-wide basis.

12-4-2 Displaced educators at the secondary level will be identified based on the subject area that they are teaching at the time of displacement. Educators teaching in multiple subject areas will be identified based on the majority of sections taught or, in the case of an equal split, will be identified in multiple areas. Extra one-sixth (1/6th)

periods will not be considered. A displaced educator with multiple endorsements will be reassigned to a vacancy in that same building for which they are qualified.

12-4-3 Displaced educators at the District-level will be identified within the department/team with which they are assigned, according to the qualifications required for their position and after collaborative budget and staffing discussions. The JCEA/District established baseline displacement rubric will be used when there are two or more educators being considered for displacement.

12-4-4 Prior to identifying a displaced educator, an administrator will communicate to the staff the number of anticipated classes by grade level and subject area and the number of potential displaced position(s).

12-4-5 The administrator needs the authority to select effective staff with qualifications and experience to support the instructional practices in the school/department. In making displacement decisions, the administrator will engage in the shared decision-making process, solicit input from the Academic Leadership Team (ALT) or department team pursuant to Article 10, and use the JCEA/District established baseline displacement rubric that includes the following criteria:

- A. The educational needs in the building/department;
- B. The staff member's length of service in the District and the building/department;
- C. The staff member's qualifications which demonstrate that the staff member can address the instructional practices and needs of the school/department; **and**
- D. Evaluation ratings from the previous two years.

One of the established collaborative committees will determine the criteria for the portion of the rubric that is customized for each school or department.

12-4-6 The authority for the final decision to displace an educator will reside with the school/department administrator. The decision must be based on the input and factors referenced in this article and will not be arbitrary or capricious.

12-4-7 Educators who have been identified as displaced will be advised as soon as possible and no later than March 15 each year. Any further reduction in FTE after March 15 will be subject to the fall overstaffing process, not the displacement process. This will result in a one-year placement of a non-probationary educator, with subsequent inclusion in the staffing list for the original school the following spring and allowance for displacement at that time. Administrators and Human Resources will work together to determine the educator that will be

placed due to overstaffing. This passage does not limit the ability of the District to non-renew probationary educators.

12-4-8 Displaced educators will be notified formally in writing by the Human Resources department and provided support throughout the displacement and hiring process, which will include explaining the application process, apprising educators of job opportunities, as well as assistance navigating the process.

12-4-9 In instances of declining enrollment or program consolidation in separate buildings, the District may reassign an educator to a new combined teaching position. If as a result there is a reduction of positions, displacement processes as described in this article will apply.

12-4-10 District-level positions typically characterized by split school assignments as defined above or positions hired centrally and then placed into programs such as gifted and talented, are not subject to mutual consent, except as described in this article.

12-4-11 Educators moving from District-level positions, or split school assignments, into a building-based position will be subject to mutual consent. This includes art, music and physical education positions that are full-time in one building, pursuant to provisions outlined in Article 24.

12-4-12 Displaced educators in the priority hiring pool will be expected to apply to available, ongoing positions during the hiring season. The Human Resources Department will establish and implement clear procedures to ensure displaced educators are identified and considered for interviews by school selection committees. A displaced educator may be hired into an ongoing position at a school only after being interviewed and selected by a selection committee as described in this article. This will be considered a mutual consent position.

12-4-13 Displaced non-probationary educators who were rated effective or higher during the prior school year will be considered part of the priority hiring pool. Members of the priority hiring pool will be provided a first opportunity to interview for ongoing positions.

12-4-14 If a displaced probationary educator is unable to secure a mutual consent placement into an ongoing open position during the first hiring cycle, the probationary educator will be non-renewed by June 1. The educator may continue to apply to open positions after non-renewal.

12-4-15 If a displaced, non-probationary educator is unable to secure a mutual consent placement into an ongoing open position during the first hiring cycle, the educator will be placed into a position for one year only. Educators will be given the opportunity to provide input about desired articulation areas and/or schools, but that input does not guarantee placement location. All placement decisions are final.

Even after such a placement, the displaced educator is encouraged to continue to apply to open, ongoing positions. Human Resources will monitor openings in the school from which the educator was displaced, and if a position becomes available for which the displaced educator is qualified, will offer the position to the displaced educator (in conjunction with the school/department administrator). However, any probationary educator who has already been non-renewed will not be offered this position.

12-4-16 If a displaced, non-probationary educator is unable to secure a mutual consent assignment at a school after twelve (12) months, or two hiring cycles, whichever period is longer, the District will place the educator on unpaid leave until such time as the educator is able to secure an assignment. Educators on unpaid leave will be part of the priority hiring pool until they secure another teaching position, notify Human Resources that they wish to be removed from the hiring pool, or do not respond to District communication to confirm ongoing membership in the pool.

12-4-17 Temporary positions are for one (1) year only and probationary educators in temporary positions are not guaranteed employment, ongoing employment rights outlined in this article, or priority in the hiring process.

12-5 Administrative Transfer

The educator and the Association will be advised of potential administrative transfers. If the Association believes the reasons for the administrative transfer are not justified, the impacted educator and the Association may engage in a problem-solving conversation with the administrator and HR partner. Administrative transfers will not be subject to mutual consent provisions. Administrative transfers will not be initiated for capricious or disciplinary reasons.

12-6 Opening and Closing of Schools

When there are staffing changes necessitated by the opening of schools, the closing of schools, the consolidation of schools, the movement of educators when a grade level or other group of students is moved from one school or facility to another, or school boundary changes, the Human Resources department will partner with the Association to create a plan that addresses the necessary staffing changes and is mutually acceptable to both parties.

12-7 Educator Exchange

Non-probationary educators may agree to exchange their teaching positions for a period of time not less than one (1) year and renewable for one (1) additional year. After two (2) years the exchange may become permanent following a mutual consent process at each school.

12-7-1 Educators interested in an exchange will be responsible for identifying educators who would be willing to exchange teaching positions with them.

12-7-2 All agreements for an exchange and renewal must be made prior to June 1 for the following school year by submitting the Teacher Exchange Form. The exchange must be approved by the two educators, the principal of each school, and the president or designee of the JCEA.

12-7-3 Educators approved for an exchange will be considered a part of the faculty of the school from which they came for such matters as determining displacement except when such exchanges become permanent.

12-8 Part-Time Educators

12-8-1 The District may employ part-time educators when full-time teaching positions cannot be reasonably scheduled. The District will attempt to minimize part-time positions and will pair part-time positions into full-time positions whenever possible. Salary and planning time will be in proportion to an employee's assignment.

12-8-2 Educators who are employed full-time in a position which is reduced to part-time will have the right to stay in their position at the reduced time and pay and with the same contract status. If the educator chooses not to accept the new part-time position, displacement processes as described in this article will apply.

If the part-time position subsequently returns to a full-time position, the part-time educator has the right of first refusal for the full-time position. If the full-time position is declined by the employee, the displacement process will apply and normal hiring procedures will begin to fill the full-time position.

12-8-3 Part-time positions will be posted following Human Resources practices and guidelines outlined in the Staffing Handbook.

12-8-4 If a position that is less than full-time (1.0 FTE) is increased to a full-time (1.0 FTE) position, the educator holding the less than full-time (1.0 FTE) position will be guaranteed an interview for the position as long as they are on track to receive an effective or higher evaluation rating on their current evaluation. If the educator does not secure the full-time position, displacement processes as described in this article will apply. This applies when the educator never held the position full-time, as described in this article.

12-8-5 The District is not obligated to create a part-time position to satisfy a part-time educator's preference to remain part-time. Conversely, the District is not obligated to create a full-time position if a part-time educator prefers to work full-time. If an educator in a part-time position is unable to secure a mutual consent position, they will be placed into an open position, either .5 or full-time, at the District's discretion.

12-8-6 Educators interested in working less than full-time may apply to open part-time positions. If the building/department administrator can create a part-time position that meets student needs,

accommodates an educator's preference to work less-than-full-time, and does not impact another building/department, then provisions under this article apply.

12-9 Job Sharing

12-9-1 Job sharing is the occupation of a single District position by two (2) non-probationary educators for the entire contract year.

12-9-2 Job shares are voluntary, mutually agreed upon and must be approved by the educators' principal or immediate supervisor and Human Resources. Educators are responsible for finding a job share partner and submitting the completed Job Share application, found on the Human Resources web page, by February 15 each year. This deadline may be extended with mutual agreement between the educators, building/department administration and Human Resources.

12-9-3 Educators in a job share will receive half of pay and leave accrual and will become eligible after two years in an approved job share for a step on the salary schedule if one is granted. Educators will participate fully in all regular educator activities as mutually agreed upon with their administrator (e.g., staff meetings, parent educator conferences, curriculum nights, professional learning/teacher work days and other relevant activities).

12-9-4 Educators in a job share will hold their current school or area level position according to Article 13-16. Educators without a held position will equally share any approved job share position. If a job share ends with both educators sharing equally the position, the educators will either reach a mutually agreeable solution as to who continues in the position with the other educator being displaced, or the position will be considered an open position and filled by the hiring process described in this article.

Article 13

13 Leaves

13-1 Approved leaves referred to in this article will not be considered an interruption of employment. A leave of absence will not be credited for contract or salary advancement unless the educator works at least 90 days or one full semester in the same school year the leave was taken.

The District and the Association will enter into a memorandum of understanding (MOU) in the fall of the 2024-2025 school year to further explore shifting from sick and personal leave to general leave. A collaborative committee including representation from JCEA will be facilitated by the Deputy Superintendent and Associate Chief of Schools to review contributing factors to modifications in leaves procedures such as cost, grandfathering processes, payout percentages, timeline, etc. Details of the MOU will be developed in collaboration with the associations no later than August 31, 2024.

13-2 Family Medical Leave (FMLA)

13-2-1 Pursuant to the Family Medical leave Act of 1993 (FMLA), the District is required to provide up to twelve (12) weeks of unpaid, job protected leave to eligible employees for certain family and medical reasons. In addition, the District is required to provide up to twenty-six (26) workweeks of unpaid, job-protected leave to eligible employees to care for a family member who is a current service member with a serious injury or illness. (See U.S. Department of Labor, Wage and Hour Division, Fact Sheet # 28 through 28N.) Any FMLA entitlement will run concurrently to any leave provided by this contract.

13-3 Paid Sick Leave

13-3-1 The District and the Association intend for the provisions in this article to provide educators with equivalent or more generous paid sick leave than required by state and federal law.

13-3-2 Educators will earn a total of nine (9) days of paid sick leave per contract year prorated based on their FTE. Educators will accrue 4.5 paid sick leave days at the start of each contract year and 4.5 paid sick leave days at the midpoint of each contract year (in general, the start of the second semester/January). Educators may carry over accrued, but unused sick leave from year to year without limit. If an educator changes positions during the school year, takes a leave of absence, or is absent more than half a pay period, their sick leave accruals will be adjusted accordingly.

13-3-3 Sick leave days are available to the educator to use for their own or family members' illnesses or to obtain medical care.

13-3-4 Sick leave will be administered in accordance with the District's established leave policies and the negotiated agreement.

13-3-5 The District may require reasonable documentation from the educator that paid sick leave is for a qualifying reason if the leave requested or taken is for seven (7) or more consecutive days. Documentation is not required to take leave but must be provided as soon as possible after the employee returns to work. The District may require a return to work certification as a condition of an educator's return to work following paid sick leave.

13-3-6 For sick leave taken to care for an ill family member for seven (7) or more consecutive calendar days, educators must contact their manager and Employee Leaves for approval in accordance with the District's established leave policies.

13-3-7 The District will not unlawfully discriminate, take adverse action, or retaliate against any educator who takes, attempts to take, or supports taking paid sick leave or public health emergency leave in accordance with Sections 13-3 and 13-4, files a complaint or informs any person about an alleged violation of these sections of the

Agreement, or participates in an investigation, hearing, or proceeding related to such matter.

13-3-8 For the purposes of Sections 13-3 and 13-4, the following terms will have the following definitions:

13-3-8-1 The term "family member" means a member of the educator's immediate family (a person who is related by blood, marriage, civil union, or adoption), a child to whom the educator stands in loco parentis or a person who stood in loco parentis to the educator when the educator was a minor, or a person for whom the educator is responsible for providing or arranging health or safety-related care.

13-3-8-2 The term "public health emergency" means (A) an act of bioterrorism, a pandemic influenza, or an epidemic caused by a novel and highly infectious agent, for which (1) an emergency is declared by a federal, state, or local public health agency, or (2) a disaster emergency is declared by the Governor; or (B) a highly infectious illness or agent with epidemic or pandemic potential for which a disaster emergency is declared by the Governor. A public health emergency is "declared" by any initial, amended, extended, restated, or prolonged declaration of an emergency that meets this definition.

13-4 Safe Leave

Jeffco Public Schools acknowledges that educators may be victims of domestic violence, stalking, or sexual assault/abuse. In recognition of the sensitive and serious nature of these situations, educators will be entitled to take up to 80 hours of Safe Leave as reasonably necessary for the following purposes:

- A. Safety Planning and Legal Proceedings: Employees may take reasonable leave to engage in safety planning, obtain legal assistance or participate in legal proceedings related to domestic violence, stalking, or sexual assault/abuse.
- B. Medical and Counseling Services: Employees may take reasonable leave to seek medical or psychological treatment or counseling related to domestic violence, stalking, or sexual assault/abuse that is not covered by FMLA.
- C. Court Appearances: Employees may take reasonable leave to attend court proceedings related to domestic violence, stalking, or sexual assault/abuse.
- D. Relocation: Employees may take reasonable leave to relocate or make arrangements to secure their safety or the safety of their dependents due to domestic violence, stalking, or sexual assault/abuse.

13-4-1 Educators can elect to use accrued sick and personal leave when taking Safe Leave. If an educator does not have available sick and personal leave, the hours may be taken unpaid.

13-4-2 Employees may be required to provide reasonable documentation to their supervisor verifying their need for leave under this provision, such as a court order, police report, medical certification, or statement from a qualified professional.

13-4-3 Employees will provide as much advance notice as possible when requesting leave under this provision, but in cases of emergency or imminent danger, employees may request leave without prior notice.

13-5 Public Health Emergency Leave

13-5-1 In addition to the paid sick leave set forth in this article, on the date that a public health emergency is declared in the state of Colorado, the District will comply with the directives and policies outlined in the declaration, including the requirements of state and federal law.

13-5-2 During the entire duration of a public health emergency (the time between the date on which the emergency is declared and four weeks after the date of the official termination or suspension of the emergency declaration), an educator may use both (a) the paid sick they have accrued in their bank prior to the declaration of the public health emergency and (b) the amount of supplemental paid leave provided to the educator on the date of the declaration of the public health emergency, for any of the qualifying reasons:

13-5-2-1 Self-isolation or seeking medical care or treatment due to a diagnosis or symptoms of a communicable illness that is the cause of a public health emergency;

13-5-2-2 Caring for a family member who is self-isolating or seeking medical care after being diagnosed or is experiencing symptoms of a communicable illness that is the cause of a public health emergency;

13-5-2-3 A determination from a local, state, or federal public official or health authority that an educator or a member of the educator's family for whom the educator cares poses a risk to the health of others;

13-5-2-4 Caring for a family member when the family member's school or place of care has been physically closed due to a public health emergency; or

13-5-2-5 An educator's inability to work because of a health condition that may increase susceptibility to or risk of a communicable illness that is the cause of a public health emergency.

13-5-3 The District will not require documentation for the use of paid sick leave during a public health emergency.

13-6 Disability Benefits

13-6-1 For personal illness greater than seven (7) consecutive calendar days, the educator must apply for Short-Term Disability (STD) benefits. Short-Term Disability (STD) benefits will be payable in accordance with the insurer's policy. Educators who are unable to return to work at the conclusion of the Short-Term Disability period may have access to additional leave on a case-by-case basis.

13-6-2 When receiving Short-Term Disability benefits, the educator's accrued sick leave will be used to supplement the approved benefit provided through the District's short-term disability plan, not to exceed base pay. Once all available leave accruals have been exhausted, enrolled employees may apply to utilize days from the sick leave bank in accordance with Appendix D.

13-6-3 Educators may elect to utilize sick leave at 100% for personal illness extending beyond seven (7) consecutive calendar days in lieu of payments through STD provided they have a sufficient balance to cover the anticipated duration of the leave. The educator must have an approved claim as determined by the STD carrier, and must submit a written request to their Manager, and Employee Leaves, to use their sick leave in lieu of payments made through the STD carrier. The sick leave bank is not available to be used in this case.

13-6-4 Long Term Disability payments will be payable in accordance with the insurer's policy. Nothing in this Agreement will prohibit the insurer from adjusting any overpayments in accordance with the terms of the policy, even if the District is at fault for such overpayment.

13-6-5 Job protection while an educator is on leave will end at the conclusion of an approved Short-Term Disability or the FMLA period, whichever is longer.

13-6-6 Upon request, the District will educate employees on use of Short-Term Disability (STD). In addition, the District will ensure there are accessible resources available regarding Short-Term Disability (STD) benefits. An option of in-person benefits counseling will be provided. Assigned personnel will respond to questions and/or requests within seven (7) calendar days.

13-6-7 Even though the District is a local government employer that has opted out of FAMLI, an educator still has the right to self-select coverage under FAMLI. If an educator chooses to opt into FAMLI, the educator must commit to reporting wages and paying premiums as defined by the plan's guidelines and register in My FAMLI+ as an employee of an opted-out local government employer in order to submit wage reports and pay premiums.

13-7 Personal Leave

13-7-1 Educators will receive two (2) personal leave days each September which may be used during the contract year. Notice to the educator's immediate supervisor that personal leave is to be taken will be given at least one (1) day before taking such leave (except in cases of emergencies). Educators will, to the extent possible, schedule personal leave to minimize the impact on classroom instruction. Personal leave will not be permitted on workdays preceding or following holidays, major breaks (more than 2 contact days in a row) or professional learning days unless approved in advance by the building or department administrator.

13-7-2 Educators will be allowed to accumulate and carry over personal leave from year-to-year.

13-7-3 With prior approval of the immediate supervisor, educators may schedule more than two (2) accumulated personal leave days in a contract year or may use more than two accumulated leave days consecutively. Written requests for leave must be submitted to the immediate supervisor at least five (5) days before taking such leave, except in cases of emergency. The written request must provide information justifying the circumstances which merit consideration.

13-8 Association Leave

13-8-1 Educators who are designated as official representatives by the Association for the purpose of supporting District work as a committee member on committees identified by this Agreement, or to participate in bargaining sessions. Educators who need to attend a grievance meeting that cannot be scheduled outside of the school day will be eligible for Association leave. They will submit a leave form to their principal and the guest teacher costs will be covered by the District.

13-8-2 Attendance at JCEA, CEA, and NEA events will be requested through a leave form submitted at the building level and approved by the building administrator and the JCEA President. Applications must be made at least five (5) school days in advance of the request. Approval for such leave will not be denied for arbitrary or capricious reasons. In the event the leave is denied, the educator may appeal the decision to the applicable Community Superintendent whose decision will be final. JCEA will reimburse the guest teacher costs if a guest teacher is required.

13-9 Bereavement Leave

13-9-1 Educators may request up to four (4) days of leave for the death of an immediate family member. The definition of immediate family includes husband, wife, son, son-in-law, daughter, daughter-in-law, father, father-in-law, mother, mother-in-law, sister, sister-in-law, brother, brother-in-law, grandparents, grandchildren, domestic partner or any partner or relative living in the immediate household of the employee.

In cases in which additional time for travel or other extenuating circumstances indicate a need for additional leave, the supervisor will approve two (2) additional days of leave. Additional days may be granted, if needed.

13-9-2 A notice of bereavement leave will be made to the immediate supervisor as soon as practicable.

13-9-3 The first two (2) days will be considered bereavement leave with full pay. Any additional days will be charged against accrued sick or personal leave, whichever the educator elects. If an educator does not have leave balances available, the days may be taken unpaid. Such days need not be taken in consecutive order.

13-10 Court Leave

13-10-1 Educators who are ordered to serve on jury duty will be granted paid court leave. Court notice should be presented at conclusion of service. If fees are received for service, these should be turned in at the work site.

13-10-2 Educators subpoenaed to appear in court for matters not related to personal business will be granted paid court leave upon presentation of court notice. If fees are received for service, these should be turned in at the work site.

13-10-3 Time off for court appearances on personal legal matters, even with a subpoena, must be charged to personal leave if available or the absence will be leave without pay.

13-11 Military Leave

13-11-1 An educator who is a member of a reserve or National Guard unit or any other branch of the military organized under state or federal law will receive military leave with a right of reinstatement in accordance with state and federal law.

13-11-2 An educator will receive full salary and benefits during such military leave for up to 15 days in any calendar year. Such leave is in addition to other leave available to the educator under Article 13.

13-11-3 After the fifteen calendar days of service, exclusive of travel allowances, housing etc., if the educator's base military salary from any unit is less than the base pay from the School District, he/she will receive the difference between the two salaries. The differences will be computed using the daily rate of pay for both the military and the District pay. Any pay provided from the military for work performed on a non-contract day will not be used in computing the difference between the salaries.

13-11-4 Upon return from military service, the educator will be returned to their former position after a military leave of two years or less. If the leave is longer than two years, the educator will be

returned to their former position or a comparable position for which they are qualified. This new position will be considered ongoing and permanent and not subject to mutual consent.

13-11-5 The employee will be given the benefit of any salary increments, salary steps, sick and personal leave allowances that would have been credited if he/she had remained with the District.

13-11-6 Health benefits will be provided in accordance with USERRA guidelines. Other provisions concerning military leave will be outlined in District policy.

13-12 Maternity/Parental and Child Care Leave

13-12-1 A request for maternity leave for a mother giving birth must be presented to the Human Resources Leaves Department at least thirty (30) days prior to the date on which requested leave will commence. A maternity leave commences upon the birth of the child and short-term disability benefits may be applicable.

If parental leave follows a maternity leave, such leave will begin no sooner than the conclusion of the approved short-term disability benefits period. Unpaid childcare leave may also be requested but may not exceed the remainder of the school year.

13-12-2 The educator's written request will include the educator's expected date of return, which must be the first reporting day of any quarter, term, trimester, or semester as determined by the District. A return-to-work date outside of this must be approved by the educator's administrator and supporting documentation provided to the Manager, Employee Leaves. Upon request, Human Resources will provide an estimate of wages that will be deducted during a STD leave and impact an educator's summer pay.

13-12-3 In the case of adoption, unpaid childcare leave may commence at any point during the twelve (12) months following the adoption.

13-12-4 Additional unpaid leave for childcare following approved maternity and parental leave may be available as an unpaid Miscellaneous Leave as outlined in this article.

13-12-5 An educator who requests to amend their initial leave will submit, in writing, their request to the Human Resources Leaves Department no less than thirty (30) days prior to the educator's original date of return.

13-13 Parental Leave of Absence

13-13-1 A parental leave of absence of up to six (6) consecutive weeks following the birth or adoption of a child may be granted to parents who want to use their accrued leave. Such leave may occur at any time during the first year after birth or adoption, as long as the parent

has not taken an approved Maternity Leave. In these situations, parental leave must immediately follow the approved Maternity Leave, as outlined in this article. Educators taking such leave will be allowed to use a combination of sick and personal leave to receive up to six (6) consecutive weeks of pay, provided they have sufficient leave balances. A request for parental leave will be made to the principal or immediate supervisor and the Human Resources Leaves Department no later than thirty (30) days prior to the anticipated leave date

13-14 Unpaid Miscellaneous Leave

13-14-1 Full-time educators may apply for one (1) semester or one (1) academic year-of unpaid Miscellaneous Leave of Absence after having gained non-probationary status, provided the purpose of such a break does not include another paid K-12 teaching position within Colorado.

Requests must be made in writing to the Human Resources Leaves Department by February 15 of the school year prior to the Miscellaneous Leave request and include administrator approval. Requests for a Miscellaneous Leave of Absence after this date or outside of the timeline outlined in this article will be considered on a case-by-case basis. District approval of the request is required.

13-14-2 A reasonable basis for Miscellaneous Leave not covered by other leave of absence provisions must be provided during the time of application. Reasons for a Miscellaneous Leave of Absence may include, but are not limited to:

- A. Childcare leave
- B. Travel, study, or research purposes
- C. Service in the Peace Corps, AmeriCorps Vista, etc.
- D. Service as a public/elected official
- E. Personal necessity

13-14-3 If approved, the educator's employment with the District will be terminated effective as of the end of the contract year in which the request is made. If the educator returns to the District after the Miscellaneous Leave, the educator will be rehired in the same position they occupied at the time of the break in employment and at the same level of pay, benefits, and contract status.

13-14-4 The educator will remain as part of their school's staff while on leave. The vacated position will be posted and filled as a temporary position for one year/semester only. Under no circumstances will the educator's position be held for more than one school year.

13-15 Benefits During Leave

13-15-1 Educators on an approved leave of absence which is paid in-full or in-part by the District will continue their enrollment in the benefit programs.

13-15-2 Once an educator's leave becomes unpaid, benefits will be handled as follows:

- A. If the educator is full-time (FTE of .6 or more) at the time that their leave is initiated, benefits will continue for such a period of time that complies with the provisions of state and federal law (such as FMLA and ACA). The educator may voluntarily terminate benefits within 60 days of the leave becoming unpaid by completing a status change form and submitting it to the Employee Benefits Department.
- B. If the educator is less than full-time (FTE of less than .6) then benefits will cease at the later of the expiration of the FMLA period (if applicable) or the end of the month in which the leave becomes unpaid.

13-15-3 To the extent the educator's paycheck is insufficient to cover the full amount of their benefit deductions; the educator must make arrangements with the Employee Benefits Department to make payment for amounts which are their responsibility. Failure to make timely payment of such premiums owed may result in termination of benefits.

13-15-4 When an educator returns from an unpaid leave of absence during which their benefits terminated, re-enrollment in benefits will be handled as follows:

- A. If the length of their break in benefits coverage is less than thirty (30) days, the educator will be re-enrolled in the same benefit plans they had previously.
- B. Educators whose break in benefits coverage is more than thirty (30) days must re-enroll for benefits using Employee Self Service, within 60 days of their return from leave and may choose to make new elections.

13-15-5 An educator whose health benefits have ended while on leave will have an opportunity to enroll in such benefits in accordance with COBRA regulations.

13-16 Position Hold

13-16-1 An educator may have a position (or a comparable position) held at a particular school or, for positions that serve multiple schools, within an assigned articulation area(s) for no more than two (2) consecutive years for an approved childcare leave or a job share.

13-16-2 An educator must return to a full-time position for at least two (2) years to reinitiate the school or area-specific job hold provision.

13-16-3 Educators who have a position held and are entitled to be returned to their former or comparable position will be considered members of the staff of the schools/areas from which they were assigned for such matters as determining displaced educators.

13-17 Reimbursement of Unused Sick and Personal Leave

After twenty (20) years' service, at retirement or resignation, educators will receive a payout for a portion of unused sick and personal leave as outlined in the Employee Handbook.

13-18 Religious Holiday Accommodations

The District will accommodate requests for observance of commonly observed religious holidays not falling on scheduled school breaks. Educators may be compensated during such absences through use of accrued personal leave. If an educator does not have available personal leave, the days may be taken unpaid.

13-19 Sick Leave Bank

The District will maintain a sick leave bank as described in Appendix D.

Article 14

14 Reduction in Force

If the District experiences a significant decline in enrollment and/or declares a fiscal exigency, the Board and Administration will follow these procedures in an effort to be equitable with employees and have the least impact on instructional programs. These procedures will be followed only after the displacement process and non-renewal of probationary teachers have been completed.

14-1 Definitions

14-1-1 "Reduction in force" will mean the cancellation of employment of an educator when there is a reduction in the number of teaching positions in the District.

14-1-2 "Layoff" will mean a removal of an educator from active service to the District because the number of non-probationary educators within a licensure area who are displaced by an unavoidable reduction in the number of teaching positions in the District, exceeds available positions within the same licensure area in the District, for reasons noted in the reduction in force preamble above.

14-1-3 "Length of Service" for the purpose of this Article will mean the length of service as a contracted/licensed educator of the District and will be computed from the employee's first day of employment. Any gaps

in service, with the exception of required military service and paid absences, will not be credited as service.

14-1-4 "Recall status" will mean that period of time that the educator is on unpaid leave prior to being returned to work.

14-1-5 "Recall" will mean notification of, and return to, active service in the District for an educator(s) on layoff status.

14-2 Any reduction in the number of teaching positions in the District will be in accordance with Colorado Statutes then in effect.

14-3 If the Board determines that educators should be laid off by reason of financial necessity, declining enrollment, District-wide elimination of programs, or for other reasons justifying a decrease in the number of teaching positions in the District, the District will institute the procedure described hereafter. This procedure will apply equally to all educators defined in Article 1-1.

14-4 Reduction in Force Conditions

14-4-1 Before District representatives recommend a reduction in force to the Board, the Association will be notified of the conditions necessitating the reduction. If possible, said notification will be given by November 1 prior to a semester layoff, or by April 1 of the school year preceding an anticipated end of the year layoff. With such notification, the Superintendent or their designee will furnish the Association with relevant data necessitating the cancellation of employment contracts. Layoffs will only occur at the end of a semester or academic year.

14-4-2 Within five (5) school days of said notification, representatives of the District and the Association will meet to discuss the reduction in force. Discussions will include, but not be limited to, the following:

- A. Alternatives to a reduction in force
- B. The needs of the District
- C. Budget information
- D. Effective date of the reduction in force
- E. Number of educators affected within each program, i.e., level (elementary or secondary), subject area, SPED, SERS, and other job categories.
- F. Other relevant matters

14-4-3 Before implementation of a layoff of educators, the District will utilize attrition (i.e., voluntary retirement, resignations, termination of temporary contracted educators, termination of part-time educators,

non-renewal of probationary educators, and the number of educators who will be on leave) as the first means of reducing staff.

14-5 Notice of Proposed Reduction

14-5-1 Prior to any formal action the Board of Education will cause notice to be given to educators whose license endorsement area will be reduced as a result of the operation of the reduction process. The notice to the educators will include a copy of this article, the licenses the educator currently holds, and a brief statement for the reasons for the reduction and the program areas impacted by the proposed reduction. Educators will be laid off in reverse order of seniority as per the Length of Service List.

14-5-2 Right to Grievance. Any non-probationary educator whose employment contract is cancelled pursuant to this Article will have the right to grieve such cancellation in the event the processes of Article 14 are not followed, as provided for in Article 19.

14-5-3 The District will provide those educators affected and the Association with a Length of Service List. Any objection to the placement on the list will be reported to the Association and the Chief Human Resource Officer or their designee within ten (10) school days after receipt of said list.

14-5-4 In the event Length of Service ties exist, the date of first contract signature will be considered. If ties still exist, a coin flip will be utilized as a tiebreaker. The Association and all educators so affected will be notified in writing of the date, time and place of the coin flip and will have an opportunity to attend.

14-6 Implementation of Layoff

14-6-1 Educators who are employed under alternative or emergency licenses, temporary contracts, or who have probationary status, will have their employment contracts terminated first based on the instructional programming priorities and needs of the District.

14-6-2 If, after having complied with the provisions set forth in Article 14-6-1, the District determines that the employment contract(s) of non-probationary educators within any endorsement area or content areas must be cancelled, non-probationary educators who have ineffective evaluation ratings in their last full evaluation within such endorsement area or content areas will have their employment contracts cancelled, followed by non-probationary educators who have partially effective evaluation ratings in their last full evaluation.

14-6-3 Finally, non-probationary educators with effective or highly effective evaluation ratings will have their employment contracts cancelled in reverse order based on length of service with educators having the least number of years of service being reduced/laid off first.

14-6-4 If the length of continuous service in the District, licensure and qualifications entitle educators to be reassigned to other positions, they will be assigned to open positions.

14-6-5 The District will make every effort to provide written notification to the educator(s) affected at least thirty (30) days prior to the date the Board takes official action. The Association and each educator involved will be provided a copy of the notice. After the Board takes official action, all educators laid off will receive a written layoff notice from the District.

14-7 Recall Procedure

14-7-1 An employee will remain on the recall list for two years from the date of his/her contract layoff notification unless the employee waives their rights in writing.

14-7-2 The District will not hire an outside candidate to fill a position for which an educator on the recall list is qualified.

14-7-3 When a position becomes available, qualified educators whose contracts have been canceled will be recalled in reverse order of their contract cancellation.

14-7-4 An educator being recalled will be notified by phone call, if possible, followed by certified letter. Copies of all recall letters will be sent to the Association. The recalled educator will have five (5) calendar days from receipt of the notice to accept the position. If the educator does not respond confirming acceptance of the position within 5 days or refuses to accept the position, he/she will be removed from the recall list. The educator is responsible for providing the District with a current address for purposes of notification.

14-7-5 Educators recalled within two years will maintain their non-probationary status and be provided full credit for previous Jeffco experience prior to being laid off. Provisions of 17-5 will apply if an educator returns to Jeffco at a later date.

14-8 Rights and Benefits While Laid Off

14-8-1 All laid-off educators for whom no positions are available will be placed on an unpaid leave of absence for a period of not more than two (2) years.

14-8-2 Laid-off educators may apply to teach as guest teachers and will be placed on a priority list.

14-8-3 No outside hiring within a specific licensure area will occur until all laid-off educators within that same licensure area are recalled.

14-8-4 While educators are on recall status due to layoff, they will have the option to remain an active participant in health insurance

and other benefit program(s) by contributing thereto the full cost of the program(s).

14-8-5 Educators on recall status may participate in all applicable training opportunities offered by the District, dependent upon resources and space availability.

Article 15

15 Temporary Positions

15-1 The District will hire educators in a temporary position under the following conditions:

- A. The position is being held for a protected position as outlined in Article 13.
- B. The position is a one-time funded position.
- C. Hard-to-fill positions may be hired as ongoing at any time and for any reason as determined by Human Resources.

15-2 Applicants to temporary positions may be probationary or non-probationary. If the successful candidate is a current Jeffco non-probationary or probationary educator, they will be displaced at the end of the current school year, per Article 12.

15-3 Temporary positions are for one (1) year only. Probationary educators in temporary positions are not guaranteed employment or given priority in the hiring process for subsequent years after the temporary position ends. Time spent in a contracted temporary position will count toward the educator's District years of service and earning non-probationary status, as outlined in Article 7.

15-4 Educators hired into temporary positions will be considered a part of the educator bargaining unit and covered by this Agreement.

Article 16

16 Site-Based Variances

16-1 Schools will have the option to request a variance from the provisions of this Agreement to support student achievement goals. Requests for variances must be approved by the school's Community Superintendent and will be submitted to the Human Resources Department for final approval by the Variance Committee. The Variance Committee will be composed of an equal number of members of the Superintendent's cabinet or designees and educator representatives selected by the Association. Generally, the facilitator will represent the committee to request additional information from schools, deliver the committee's decision to approve/not approve variance

applications, and for any other variance-related communication to schools, in collaboration with all members of the committee.

16-2 The Variance Committee generally will approve a variance application if the school has followed the variance process and the school believes the variance is in the best interest of the students and staff of the school. The Variance Committee will not deny a variance request that meets the foregoing requirements due to disagreement with the defined outcomes described in the request. The Variance Committee may request additional information from the school to assist with its review of the variance application. After a variance application has been approved, any changes to the variance must be approved by the Variance Committee. The Variance Committee will approve or deny variances by consensus.

16-2-1 If unable to reach consensus, the committee facilitator and onemember representing the Association will meet with representatives of the school, including, but not limited to the principal, Association representatives and impacted educators to discuss the variance and better understand the school's purpose for requesting the variance and learn more about the potential benefits to students and staff. When appropriate, staff from other schools or District departments may be asked to provide additional context and/or expertise. If after this discussion, there is still no consensus, the variance application will be denied.

16-2-2 If a variance application is denied, the school will be notified as soon as possible and provided feedback as to why the application was denied. Any school whose application is denied will be given the opportunity to go through the collaborative process with staff again and submit a new application one additional time. All resubmitted applications will be reviewed in a manner consistent with the established process and parameters outlined in this article.

16-3 Requests for site-based variances must document the reason for the variance, as well as the impact on student achievement and the proposed duration of the variance. If a variance application proposes to eliminate a position or role at the school, the school must either demonstrate a plan for delivering the services of the eliminated position or role or indicate why such services are no longer needed at the school. Variance applications must demonstrate support from a 75% majority of the educators at the school. If the variance directly affects an individual's position, that individual must be involved in the collaborative conversation throughout the process. The variance must not cause the displacement of any educators or create a reduction in force.

16-4 Variances are granted for not more than two (2) years but may be renewed by going through the variance process and submitting a new application that outlines the rationale for continuing the variance, as well as data highlighting the success of the variance and the positive impact on

student achievement. Duplicate applications will not be accepted. Variances are not precedent setting.

Article 17

17 Compensation

17-1 As required by state law, the parties agree that all matters related to compensation and benefits contained in this Article, or elsewhere in this agreement, must be negotiated annually unless otherwise agreed to by the parties, and are subject to annual budgeting and appropriation by the Board of Education.

17-2 Salaries for employees covered by this Agreement will be based on the salary schedule in Appendix A, except as modified through negotiations conducted pursuant to the provisions of this Agreement. Also attached is Appendix B; Additional Performance Pay, Appendix C; Benefit Programs, Appendix D; Sick Leave Bank.

17-3 Educators who achieve an effective or higher evaluation rating on the Professional Practices Evaluation Rating (PPER), and probationary educators, in their first two years with the District, who achieve a partially effective evaluation rating, will earn a step increase.

17-4 Educators new to the District will be placed at step 1 (A), or credited up to a maximum of eight (8) years for each year of PK-12 experience including comparable international experience, or industry experience as appropriate for vocational educators, nurses, and non-classroom educators. Warren Tech/CTE initial salary placement is defined in Article 17. Jeffco Public Schools charter educators hired for a District-managed school will be credited all of their licensed years of service in Jeffco charter beginning in the 2023-2024 school year.

17-5 Educators who are re-employed by the District within sixty-three (63) months, who at the time of termination were non-probationary, will be placed on the then current salary schedule with a salary which most closely corresponds with, but is no lower than, the educator's salary at the time of separation from employment. All previously accrued benefits and privileges will be restored. However, educators who are re-employed on a non-continuing contract will not have non-probationary status restored until they receive a continuing contract.

17-5-1 Retired Jeffco educators if returning to Jeffco within sixty-three (63) months will be placed on the current salary schedule with a salary which most closely corresponds with, but is not lower than, the

educator's base salary at the time of retirement prorated based on the retired employee's FTE.

17-5-2 Other provisions for retired educators returning to work can be found in Appendix E.

17-6 Salary Provisions for Additional Education

The salary schedule consists of six educational lanes. The requirements for placement in a lane or advancement to a lane are as follows:

17-6-1 Lane 1 requires a bachelor's degree.

17-6-2 Lane 2 requires a bachelor's degree plus eighteen (18) graduate hours.

17-6-3 Lane 3 requires a master's degree.

17-6-4 Lane 4 requires a master's degree and a minimum of sixty (60) semester hours of graduate credit and/or CTE trade class hours that are specifically aligned to the educator's CTE classes.

17-6-5 Lane 5 requires a master's degree and a minimum of seventy-five (75) hours of graduate credit and/or CTE trade class hours that are specifically aligned to the educator's CTE classes. Educators with an educational specialist or doctorate degree will be placed on Lane 5.

17-6-6 Lane 6, added at the outset of 2022-2023 work year, requires a bachelor's degree and ninety (90) hours of graduate credit, which will include a master's degree and/or CTE trade course hours that are specifically aligned to the educator's CTE class schedule as the educator of record.

17-6-7 Notwithstanding the foregoing, educators located in lanes 3-5 as of 2022-2023 school year who were employed in the District in the 2016-2017 school year and prior years, and who have been continuously employed by the District since that time, are eligible for future lane movement based on earning the additional graduate credits required for such movement, allowing for the undergraduate credits previously applied to prior lane changes to apply as part of future lane movements.

17-6-8 Approved salary lane advancement will become effective no more than one (1) month after documentation has been received in Human Resources and will be effective at the start of the next pay period.

17-6-8-1 It is the educator's responsibility to notify the Human Resources Department when requirements for an advanced lane of the salary schedule have been met. All required forms must be submitted before the request for advancement will be considered.

17-7 Educators will be paid on a monthly basis. The monthly salary will be equal to the educator's annual salary divided by twelve (12) as determined by their placement on the salary schedule.

17-7-1 Educators who work less than a full contract year will be paid according to the daily per diem of their annual salary and then allocated over the remaining pay periods.

17-7-2 Educators new to the District will have their first year of pay distributed over thirteen (13) months from August to August.

17-8 CTE Salary Provisions for Additional Education

17-8-1 CTE Authorized educators, teaching CTE full-time who are new to the District will be placed at a step appropriate to the industry experience and training as noted below:

17-8-1-1 Industry experience must be related to the CTE cluster in which the educator is authorized to teach.

17-8-1-2 The salary schedule consists of five educational lanes. The requirements for placement in a lane or advancement to a lane are as follows:

17-8-1-2-1 Lane 1 requires industry experience of at least four thousand (4,000) hours (2 years full time)

- A. 4,000 hours of industry experience placed at step 3
- B. 4,001-6,000 hours of industry experience placed at step 4
- C. 6,001-8,000 hours of industry experience placed at step 5
- D. 8,001-10,000 hours of industry experience placed at step 6
- E. 10,001-12,000 hours of industry experience placed at step 7

- F. 12,001-14,000 hours of industry experience placed at step 8
- G. 14,001-16,000 hours of industry experience placed at step 9

17-8-1-2-2 Lane 2 requires industry experience of at least 16,001 hours or 270 hours of industry-specific training. Industry specific training must be related to the cluster in which the educator is authorized.

- A. Industry Experience
 - i. New educators who have 16,001-24,000 hours of industry experience will be placed at lane 2 step 9.
 - ii. Current CTE educators who have 16,001-24,000 hours of industry experience will be kept at his/her current step and reassigned to lane 2.
- B. Industry-Specific Training
 - i. New and current educators in lane 1 who can provide documentation for at least 270 hours of industry specific training will be kept at the appropriate step and placed/moved to lane 2.
 - ii. Current CTE educators who have 24,001-36,000 hours of industry experience will be kept at his/her current step and reassigned to lane 3.
- C. Industry Training
 - i. Educators who can provide documentation for at least 600 hours of industry specific training will be kept at the appropriate step and placed in lane 3.
 - ii. After initial placement, CTE educators will be moved horizontally based on 17-9-6.

17-8-1-2-3 Lane 3 requires industry experience of 24,001 hours or 600 hours of industry-specific training. Industry-specific training must be related to the cluster in which the educator is authorized.

A. Industry Experience

i. New educators who have 24,001-36,000 hours of industry experience will be placed at lane 3 step 9.

ii. Current CTE educators who have 24,001-36,000 hours of industry experience will be kept at his/her current step and reassigned to lane 3.

B. Industry Training

i. Educators who can provide documentation for at least 600 hours of industry-specific training will be kept at the appropriate step and placed in lane 3.

ii. After initial placement, CTE educators will be moved horizontally based on 17-9-6.

17-8-1-2-4 Lane 4 requires industry experience of 36,001 hours or 900 hours of industry-specific training.

A. Industry Experience

i. New educators who have 36,001 - 50,000 hours of industry experience will be placed at lane 4 step 9.

ii. Current CTE educators who have 36,001 - 50,000 hours of industry experience will be kept at his/her current step and reassigned to lane 4.

B. Industry Training

i. Educators who can provide documentation for at least 900 hours of industry specific training will be kept at the appropriate step and placed in lane 4.

ii. After initial placement, CTE educators will be moved horizontally based on 17-9-6.

17-8-1-2-5 Lane 5 requires industry experience of 50,001 hours or 1,125 hours of industry-specific training.

A. Industry Experience

i. New educators who have 50,001 or more hours of industry experience will be placed at lane 5 step 9.

ii. Current CTE educators who have 50,001 or more hours of industry experience will be kept at his/her current step and reassigned to lane 5.

B. Industry Training

i. Educators who can provide documentation for at least 1,125 hours of industry specific training will be kept at the appropriate step and placed in lane 5.

ii. After initial placement, CTE educators will be moved horizontally based on 17-8-6.

17-8-1-2-6 Lane 6 requires industry experience of 60,001 hours or 1,350 hours of industry-specific training.

A. Industry Experience

i. New educators who have 60,001 or more hours of industry experience will be placed at lane 6 step 9.

ii. Current CTE educators who have 60,001 or more hours of industry experience will be kept at his/her current step and reassigned to lane 6.

B. Industry Training

i. Educators who can provide documentation for at least 1,350 hours of industry specific training will be kept at the appropriate step and placed in lane 6.

- ii. After initial placement, CTE educators will be horizontally based on 17-8-6.

17-8-2 Industry Training After Placement

Lane movement for CTE authorized educators after initial placement or after 2022-2023 lane reassignment.

- A. Educators in lane 1 who successfully complete an additional 270 hours of verified industry-specific training will be moved to lane 2.
- B. Educators in lane 2 who successfully complete an additional 330 hours of verified industry-specific training will be moved to lane 3.
- C. Educators in lane 3 who successfully complete an additional 300 hours of verified industry-specific training will be moved to lane 4.
- D. Educators in lane 4 who successfully complete an additional 225 hours of verified industry-specific training will be moved to lane 5.
- E. Educators in lane 5 who successfully complete an additional 225 hours of verified industry-specific training will be moved to lane 6.

17-8-3 Lane movement will occur by fifteen (15) hours of industry specific training counted as the equivalent of 1 graduate credit hour.

17-9 Student Trips and Overnights – Outdoor Education and CTE

17-9-1 Regularly assigned educators who accompany their students to the Outdoor Lab School and remain overnight will receive \$100 per night. This will be in addition to the educator's regular pay and will apply only to those educators not regularly assigned to the Outdoor Lab School. Prior to the Outdoor Lab School week, educators will be provided adequate time to plan and coordinate logistical matters.

17-9-2 Educators who supervise a career and technical student organization (CTSO) and as part of this supervision are required to travel overnight will be paid a stipend of \$100 per night for up to 5 nights.

17-10 Educator Additional Pay

17-10-1 Secondary educators who agree to teach a sixth academic class of standard length beyond the normal teaching load of five sections will be paid additional salary equal to one-sixth (1/6th) of their per diem pay for the period of time they are teaching the sixth class. Warren Tech educators will receive an additional eight percent (8%) pay due to the higher amount of instructional minutes taught by those educators.

17-10-2 Educators who work additional days related to their primary assignment and more than the contract days provided in Article 5 will be compensated at the rate of their per diem salary. These days will be agreed to in advance by the educator and their administrator.

17-10-3 Situations outside of secondary schools or classroom teacher positions will be addressed similarly on a case-by-case basis. JCEA, in collaboration with the appropriate department leadership, must approve such situations.

17-10-4 Educators who work outside of their regular contract position will be paid at a rate of \$30 per hour. This amount will increase by \$2 an hour each year until it reaches the hourly rate for Step 1, Level 1 (annual salary divided by 185 days divided by 8 hours). Then it will be maintained at the hourly rate for step 1, level 1. This includes curriculum development and summer school/program pay. Compensation for educators teaching blended learning courses (a combination of on-line coursework supplemented by in-person classes) during summer school will be set out annually in a Memorandum of Understanding.

17-10-5 Athletic and activities stipends for the duration of this contract will be paid in accordance with the schedule in Appendix B, amounts will increase at the same rate as the educator salary schedule increases.

17-10-6 In accordance with Article 5-3-7, an educator who uses their planning period to cover a class due to a lack of a guest teacher will be compensated at 20% of the daily base guest teacher pay per hour. If an educator is out more than 10 consecutive days, the pay for the additional responsibilities will convert to one-sixth ($\frac{1}{6}$ pay). Co-taught classes with two educators will be covered in the same manner when either one of the educators is absent to the extent possible. Educators will be compensated for taking on additional students due to the

lack of a guest teacher with the proportion of the daily base guest teacher rate that otherwise would have been paid to the guest teacher which align with the proportion of students added to their class. Educators who are not classroom teachers will also be compensated, despite not having planning time labeled on their schedules. Guest teacher coverage pay will be made automatically without the need for educators to request it.

17-10-7 Annual Stipends. The following certifications and licenses that align with the job responsibilities of the educator will be paid an additional annual stipend of 3% of step 1, lane 1. Educators will be paid for each stipend that applies to each role they currently hold:

- A. National Board-Certified Teachers
- B. Nationally Certified School Psychologist (NCSP)
- C. Licensed Psychologist (LP DORA)
- D. Licensed Social Worker (DORA)
- E. Board Certified Behavior Analyst (BCBA)
- F. Licensed Clinical Social Worker (CSW DORA)
- G. Licensed Professional Counselor (LPC DORA)
- H. National Certified School Counselor (NCSC)
- I. Certified School Social Work Specialist (C-SSWS)
- J. Registered Nurse (RN DORA)

17-10-8 Educators who work in the following job assignments will receive additional pay as described below for each role they currently hold. Educators who work less than full time will be paid a stipend proportional to their time in a title school.

- A. Educators assigned to a Title 1 school: 2% of their annual pay.
- B. Non-center-based special education providers will be paid an annual stipend of 1% of step 1, lane 1. Center-based learning specialists will be paid an annual stipend of 2% of step 1, lane 1.

- C. Dual language teachers, as well as, other educators who have passed the language proficiency test and instruct in Spanish (excluding world language teachers), including but not limited to SPED, interventionists, and SELs will receive a stipend of 1% of step 1, lane 1.
- D. Teachers of the visually impaired qualified to provide orientation and mobility services will receive a stipend of 1% of their annual pay.

17-11 Payday

Educators will be paid on the last banking day of the month. In case of a fiscal emergency, the District and the Association will mutually agree upon any pay date change. Educators will be able to view earnings and leave balances on-line on payday.

Article 18

18 Special Education Services

18-1 The District and JCEA acknowledge and value the unique challenges inherent in Special Education job responsibilities including, but not limited to:

- A. Meeting IDEA deadlines and requirements which include, but are not limited to determining Special Education eligibility, developing and conducting Individual Education Program (IEP) reviews, conducting manifestation determinations, progress monitoring, data collection, and Medicaid reporting where appropriate.
- B. Clinical licensing requirements through the Department of Regulatory Agency (DORA) and the American Speech and Hearing Association (ASHA) (i.e. school social workers/school psychologists, occupational therapists, SLPs, and physical therapists).
- C. Supporting, collaborating, and understanding multiple grade levels and the standards for each.
- D. Including administrators to support protecting time during contract hours to complete legally required responsibilities.

18-1-1 Training/Professional Learning

18-1-1-1 In collaboration with the Teaching & Learning Department, the District Special Education Department will gather, create, and provide professional learning opportunities, considerations, and guidance documents around the special

education continuum of supports and services. Appropriate professional learning will be available regarding curriculum and implementation for special education students, including those in center programs.

18-2 Special Education Continuum of Supports and Services

The District and the Association recognize that in order to ensure students with IEPs and students who are at-risk achieve educational standards, it is necessary to provide specialists trained in the various areas of educational need. The District agrees to provide special education educators/diagnosticians, school psychologists, school social workers, educational consultants, speech/language specialists, and other specialized personnel to provide services across a variety of settings to our students in need as part of Jeffco's continuum of support and services for students with IEPs.

Support/setting options include but are not limited to:

18-2-1 Multi-Tiered Systems of Support and Special Education

MTSS is a continuum of academic and behavioral instruction and intervention that includes special education as part of Tier 3 intervention and support. Special education providers are a part of the continuum of interventions and should be seen as a resource for general education teachers to better support students regardless of special education status. The District will provide training and support for schools to implement MTSS with fidelity.

18-2-2 Specially Designed Instruction (SDI):

- A. Adapting content, methodology or delivery of service to appropriately meet the needs of students on IEPs
- B. Addresses the needs of a student resulting from their educational disability
- C. Meant to ensure access to the general education curriculum, so that students can meet educational standards in their IEP.
- D. Meant to target deficits in fundamental skills, as opposed to primary instruction, which is designed to introduce new content or develop new skills. It can also preview or review content skills if this supports targeting those deficits
- E. Not intended to replace primary instruction or provide individualized assistance with homework/classwork.

18-2-2-1 SDI should accelerate student progress beyond what is possible in general education alone. It includes systematic and explicit instruction and is progress-monitored for short and long-term goal effectiveness. Specially designed instruction can be

provided in a variety of settings at any age or grade level with varying degrees of intensity, including, but not limited to: instruction in regular classes, co-taught classes, special classes, special schools, home instruction, and instruction in hospitals and institutions, etc. and will be determined by the IEP team based on student need.

18-2-2-2 Co-teaching is a common approach to delivering SDI inside the general education classroom. It is a collaboration between two or more instructors, often a general educator and a special educator. Educators team up to plan and teach lessons to a class that includes students with and without disabilities. It involves the distribution of responsibility among both educators for planning, instruction, and evaluation for a classroom of students.

18-2-2-3 Training in co-teaching will be provided to general education and special education staff who are assigned to co-teach together and teams who co-teach are encouraged to attend.

18-2-2-4 When special educators are co-teaching in general ed classes some instructional models may include: supportive co-teaching, parallel co-teaching, complementary co-teaching, or team teaching. The appropriate model will be selected by the special education team in collaboration with their general education partner based on student need.

18-2-2-5 If educators are working in a co-teaching model, a common plan time will be scheduled to allow for consistent collaboration and effective lesson design.

18-2-3 Center-Based Programming

When the nature or severity of a student's disability is such that satisfactory progress cannot be achieved in the general education setting, the District makes available AN, ASD, DHH, and SSN, center programs to intensify support for some students and provide students with an education in the most appropriate, least restrictive environment.

18-2-3-1 Building administrators will collaborate with center program teachers to create a plan for coverage when there is a teacher or paraeducator out. This plan should address planned absences as well as emergency absences. School teams will be provided with possible solutions at the school and District level they can access when creating coverage plans. This plan can be reviewed and revised upon request to best serve students.

18-3 A collaborative committee(s) will be established to actively solicit District-wide educator and administrator feedback regarding Special

Education Services. This committee will be created with special education leadership and the Association collaborating to create a diverse committee that will reflect job type and geographic diversity. Members will include Learning Specialists, mental health professionals, motor services, speech language pathologists, center-based educators, nurses, Early Childhood Special Education (ECSE), and other specialists.

18-3-1 The committee(s) will be large enough to represent a diversity of special educators but small enough to function efficiently. The Executive Director or one of the Directors and at least one Assistant Director will also be members. At least annually and in collaboration, the District special education department and a member of JCEA will survey special education providers to solicit members for the central collaborative committee. In general, the committee(s) will follow best practices as outlined in Article 10 and must meet at least four (4) times per school year.

18-3-2 Topics the committee may explore include ways to address caseload/workload concerns, allocations specific to special education programs, professional development needs, best practices in instruction, and other topics that will improve the delivery of special education and related services. The committee(s) will identify problems and possible solutions to be more broadly considered with all special educators and come to consensus when determining topics for discussion for the given school year. This includes opportunities for equitable staffing in high-need situations such as Title 1 schools, dual language programs, ECSEs, schools with center programs, and schools that may require a half-time special education staff.

18-4 Hiring Reassignment and transfer

18-4-1 Teams who provide District-wide services such as school psychologists, school social workers, speech language pathologists, occupational therapists, physical therapists, orientation and mobility specialists, adaptive PE teachers, assistive technology assessment team (ATAT), teachers of the visually impaired, teachers of the deaf, audiologists, early childhood special education staff, center program staff, behavior analysts, transition staff, child find team, and our private homeschool partnership team will be considered District-based positions.

18-4-2 District-based staff may be reassigned due to changes in program location, specific building needs, or student needs across the District. In cases of reassignment, the District will make every effort to assign staff within a requested geographic area. Reassignments are to occur prior to schools posting individual positions. Reassignments will be made only when necessary to adjust for student numbers; consistency for students and staff will be a high priority when considering reassignments.

18-4-3 District-based positions will be filled first through District reassignment and then through District-level interview committees with qualified practitioners participating.

18-4-4 Special education Learning Specialists are considered building-based positions. The District will assist in pairing Learning Specialists, when needed, as split-site Learning Specialists in multiple schools.

18-4-5 The District will attempt to hire bi-lingual special educators for appropriate placements.

18-5 Evaluation

Special education staff will be evaluated by a building administrator if they are assigned to one (1) or two (2) buildings. If special education staff are split between two schools, the assigned evaluator will gather input from the secondary building administrator to be included in the evaluation process. If assigned to more than two (2) buildings, they will be evaluated by special education administrators. Special education educators may be evaluated in consultation with special education administrators and/or coordinators who understand the nature of the individual's job responsibilities.

18-6 Special Education Scheduling

18-6-1 Schedules for Learning Specialists and other Special educators will be determined in consultation with the employee, school-level special education teams, and a building administrator. Special Education administrators may assist if requested. Mid-year changes to assignments may require adjustments to schedules.

18-6-2 Special educators may contact the building administrator and/or Special Education Department if planned and scheduled paraprofessional or other supports are changed regularly, without notification, such as when staff is used for duties such as lunch or recess duties, to problem solve meeting needs of classrooms and students for assistance with problem-solving.

18-6-3 Special educators will receive plan time and a duty-free lunch in accordance with Article 5, Time Management in order to ensure they have appropriate time to plan for instruction and complete legally binding IDEA mandates and obligations. This will be scheduled using the collaborative structures per Article 10.

18-6-4 In accordance with Article 10, Collaboration and Shared Leadership, and to ensure students' needs are met, school, collaborative structures will include and use input from Special Educators when creating master schedules and calendar changes.

18-6-5 In order to ensure adequate coverage in the event of an absence, the special education team will work with building

administration to create coverage plan(s) to protect plan time in accordance with Article 5.

18-6-6 Special education providers will collaboratively partner with administrators to determine an appropriately private space is available when needed, for conferences, meetings, testing and interventions. General workspace may be shared, depending on school space availability, however, a quiet and private space must be prioritized when special education providers need to test or hold confidential meetings.

18-7 Staffing Allocations

18-7-1 Allocations will be determined using the student enrollment from the 1st round choice enrollment window. After allocations are determined, the Special Education Department will send projected allocations to schools. Schools will review and verify data with stakeholders such as principals, enrollment secretaries, and special education professionals to ensure the allocation numbers provide adequate support in meeting the needs of students with IEPs.

18-7-2 Allocations will be reviewed in late July to determine if staffing allocations are still appropriate. Adjustments will be made, if necessary, as soon as possible in August.

18-7-3 General staffing allocation plans will be shared with the Association after they have been reviewed by schools and shared with special education educators in the spring semester and after the July review.

18-7-4 Special Education Allocation Guidelines

18-7-4-1 The District strives to establish caseloads/workload ratios according to the guidelines below. Factors such as IEP minutes, paired assignments, impact on students, etc. must be taken into consideration throughout the allocation process.

Elementary	1:20
Middle School	1:25
High School	1:28

18-7-4-2 Learning Specialists

Additional workload factors considered in determining learning specialist allocations may include, but are not limited to:

- Direct Service Minutes
- Students with existing IEP's who are accepted after Round 1 Enrollment
- Initial IEP identification throughout the school year (Child Find)

- Students who have a 40-79% LRE and are **not** supported in a center program

18-7-4-3 Center Program Teachers

1 FTE per center program classroom. Approximately 1 FTE for every 12 students.

18-7-4-4 Speech Language Pathologists

Elementary	1:63
Middle School	1:64
High School	1:69

Additional workload factors will be considered in determining speech-language allocations:

- Center Programs
- Preschool

18-7-4-5 Special Education Mental Health Providers (Psychologists/School Social Workers) Workload factors considered in determining special education mental health allocations may include, but are not limited to:

- Direct service minutes
- Students with existing IEP’s who are accepted after Round 1 Enrollment
- Center Programs (Additional FTE allocated as follows: 0.5 AN, 0.2 SSN and ASD)
- MTSS and safety considerations

18-7-4-6 Occupational Therapists, Physical Therapists, Adapted PE Teachers, Teacher of the Visually impaired and Teachers of the Deaf

Workload factors considered in determining special education motor allocations may include, but are not limited to:

- Direct service minutes
- Center programs
- Preschool programs

18-7-5 Schools may request a review of their special education allocation if, upon determination and communication of allocations, they believe it does not align with current guidelines. Requests for review should be directed to the principal or supervisor, who will collaborate with the Special Education Department as needed. Adjustments to the allocation will be considered based on the review’s findings, within the District’s constraints, and determined by the Student Success Department.

18-7-6 Possible solutions to address findings from the review could include compensation for additional workload, additional staffing support to address increased student needs, release time for additional special education paperwork, additional planning time for progress monitoring, and/or an increase in FTE to cover the additional caseload. In selecting solutions to address findings from the review, priority will be given to options that are least disruptive to student learning and that maintain continuity of mandated services. If caseload concerns are the result of coverage due to a shortage, the special educator will receive additional pay per the Additional Pay provision in this article. These solutions are not exhaustive of other mutually agreed upon means to address caseload. The teams will work to resolve the issue promptly, with specific timelines to be determined by mutual agreement.

18-7-7 Adjustments to the caseload/workload models will be reviewed on an annual basis by the Special Education Department. The Special Education Collaborative Committee will be provided an opportunity to offer feedback on any proposed adjustments to the current guidelines.

18-7-8 Over the 2024-25 SY the Special Education Collaborative Committee will work to study caseload and workload issues to develop a caseload/ model that will best serve students and prevent burnout. The committee will bring their recommendations and potential solutions to the bargaining table no later than February 1, 2025.

18-8 Split-school Assignments

18-8-1 Should a special educator have to split positions between schools, the District will make every effort to allocate caseloads that will not exceed that of the recommended guidelines. Should there be an increase to the number of students with IEPs, the District will make every effort to redistribute allocations to create a 1.0 position to account for the increase.

18-8-2 Special educators in a split-site assignment will be able to collaboratively create, with the split-site administrators, a schedule that best meets the needs of students and addresses their minutes accordingly.

18-8-2-1 Split-site special education educator schedules will generally have schedules that eliminate travel during school days. In the event the schedule requires in-day travel, caseload will be considered to accommodate travel requirements. Mileage reimbursement will be provided by one of the schools determined by building administrators.

18-9 Duties and responsibilities

18-9-1 Case Manager and Special Education Provider Planning and Time Management

18-9-1-1 Case managers will provide general education teachers and building administrators who have a legitimate educational interest or need to know with IEP snapshots and behavior intervention plans (BIPs) and will hold meetings with classroom teachers as soon as possible at the start of the school year and ongoing, as needed, to support their work with students who have IEPs.

18-9-1-2 Ongoing collaboration is encouraged between general education and special education staff to maintain access to on-grade curriculum standards and expectations.

18-9-1-3 When student plans have required supervision prior to the start of the day and/or after the school day, coverage plans will be collaboratively developed with the special education team and administration. This plan will be reviewed upon request or as needed with the special education team and the principal to develop and review a schedule that provides for planning and lunch for all services providers.

Coverage plans should not impede a duty-free lunch, plan, or exceed the 40-hour workweek.

18-10 Safety issues

The District will provide selected special education educators with training in de-escalation procedures (CPI). Any educator may request training in de-escalation procedures (CPI).

18-11 Meetings and Paraprofessional/Para-educator Supervision

18-11-1 The 22.5 hours of required additional work outside of the 40-hour schedule as described in Article 5 may be scheduled differently for special educators. Special educators will collaborate with their building administrators to determine which events or activities they will not be required to attend in order to offset IEP meetings and time spent completing legally required paperwork that fall outside of the contracted workday.

18-11-2 Special Educators will be provided training for supervision of para-educators and paraprofessionals and if required, their evaluation process, including the manner in which licensed educators will provide input.

18-12 Preschool Special Education

18-12-1 Preschool special education positions will be staffed by special educators whose expertise is in early childhood education.

18-12-2 The District will provide all pre-kindergarten special education teachers with training in toileting, feeding procedures, and physical transfer procedures for highly impacted students.

18-13 Additional pay

18-13-1 In the case of a staff vacancy lasting longer than 10 consecutive teacher contract days that impacts a special educator's workload, which may include caseloads exceeding that which is outlined in the allocation guidelines, missing their planning period daily to cover instructional duties, and/or writing, managing, and delivering services for additional IEPs, they will be paid at the additional one-sixth (1/6) rate per Article 17.

18-13-2 For a staff vacancy lasting less than 10 consecutive teacher contract days that impacts a special educator's workload, which may include caseloads exceeding that which is outlined in the allocation guidelines, missing their planning period daily to cover instructional duties, and/or writing, managing, and delivering services for additional IEPs, they will be paid at the per diem rate per Article 17 for one hour per day.

18-13-3 Situations outside of these will be addressed on a case-by-case basis and in collaboration with building administrators, the affected educator(s), the special education department, and JCEA per Article 17.

18-13-4 Special Educators will be compensated for three (3) additional work days per school year for duties including, but not limited to planning, scheduling, reviewing IEP documents, holding transfer meetings, communication with families, meeting with staff in other buildings to prepare for transitioning students to different levels, etc. Compensation for these days will be paid at the per diem rate. The District will provide a process for this.

Article 19

19 Grievances

19-1 The purpose of the grievance process is to provide a fair and expeditious manner of resolving concerns that an employee has been the subject of an unjust or inequitable disciplinary action or that the provisions of this Agreement have been violated. Employees are encouraged to resolve problems on an informal basis at the school or site level prior to filing a grievance. Filing a grievance should not be interpreted as a personal attack, but as an effort to resolve a conflict productively through a formal process. In no instance will a grievant be intimidated, blamed, or retaliated against for filing a grievance.

19-1-1 Any grievant may represent themselves or be represented by the Association at any level of the grievance procedure, but all grievances must be filed with and approved by the Association office to ensure that the complaint is indeed grievable. Written responses at each step will be sent to the employee and administrator. Copies will also be sent to the Association and Employee Relations.

19-1-2 The Board agrees to make available to the aggrieved person and the aggrieved person's representatives, all pertinent information not privileged under law, in its possession or control, and which is relevant to the issues raised by the grievance. The Association agrees to make available to the Board and its representatives, all pertinent information not privileged under law in its possession or control, and which is relevant to the issues raised by the grievant. Such requests will be fulfilled at least 2 days before the meeting, when possible.

19-1-3 Formal grievances must cite articles from the collective bargaining agreement or District policies believed to be violated.

19-1-4 No written or printed material involved with the processing of a grievance will, at any time, become part of the central office personnel files of the aggrieved party or any other party interest.

19-1-5 When it is necessary for one or more representatives designated by the Association to attend a meeting or hearing occurring during the school day, they will be released without loss of pay for such time as is actually necessary for their attendance at such a meeting or hearing and the necessary travel time in connection therewith. The Association will notify the Department of Employee Relations of those to be released no less than two (2) days prior to the meeting or hearing. The Association will reimburse the District for any release time identified in this article.

19-1-6 With reasonable notice, a Director of the Association, or a designee, may review information within a teacher's official personnel file upon producing written permission for such inspection, signed by the teacher whose file he/she wishes to inspect.

19-2 Grievances filed on Article 7 and 10 provisions may only be for process infractions, not evaluation or collaboration outcomes. Evaluation outcomes may be appealed described in Article 7.

19-3 Complaints of alleged sexual harassment and discrimination should be in filed in accordance with District Policy GBAA, Harassment of Employees.

19-4 Grievance Procedure

19-4-1 Step One – Administrator Meeting

19-4-1-1 Prior to entering into the formal grievance process with the submission of the Step One grievance form, the employee with a perceived grievable concern must first attempt to informally resolve the concern by meeting and discussing the issue with the administrator involved. An educator may have a representative accompany them to the informal meeting.

19-4-1-2 If the concern cannot be resolved during the informal meeting with the educator's administrator, a formal grievance process will be initiated no later than ten (10) educator contract days after the informal meeting, unless the grievable situation continues. Both the employee and administrator may be accompanied by a representative at the Step One Administrator Meeting. A principal may consult with their Community Superintendent. The employee and the administrator will attempt to resolve the issue.

19-4-1-3 The administrator conducting the meeting will submit a written response on approved District forms to the employee and the JCEA office, with copies to Employee Relations, within ten (10) educator contract days of the Step One Administrator Meeting.

19-4-2 Step Two – Neutral Administrator Hearing

19-4-2-1 If a satisfactory resolution of the issue is not reached at Step One, the employee may initiate a Step Two Neutral Administrator Hearing by filing a Step Two grievance from within ten educator workdays. The Executive Director of Employee Relations or the Chief Human Resources Officer will assign a District Administrator at the Executive Director level or higher to service as a Neutral Administrator assuming the individual does not directly support or supervise the particular school or department involved but does have an understanding of the negotiated agreement and the usual and best practices relating to the context of the grievance. Neutral Administrator Hearings will be held within ten (10) educator contract days from receipt of the Step Two grievance. The educator may be accompanied by a representative during the Step Two Neutral Administrator Hearing.

19-4-2-2 At the Step Two Neutral Administrator Hearing, the employee and the administrator will have the opportunity to review any supporting documentation for the grieved action, discuss the grounds of the grievance and submit any supporting documentation for the grieved action. Witnesses may be called by either party or witness statements may be provided during the inquiry. The Neutral Administrator will not communicate with other District personnel about the grievance outside the hearing or without a request to all parties for more information after the hearing.

19-4-2-3 The parties are encouraged to thoroughly discuss the concerns and resolve the issues during the hearing.

19-4-2-4 The Neutral Administrator conducting the hearing will submit a written response on approved District forms to the employee and the administrator within ten (10) educator contract days of the Step Two Neutral Administrator Hearing. The Neutral Administrator may uphold, modify, reduce, or eliminate the grieved action.

19-4-3 Step Three – Third Party Arbitration Review

19-4-3-1 If the aggrieved person and/or the Association is not satisfied with the disposition of a grievance at Step Two, the Association may, if it deems the grievance meritorious, request a hearing before an arbitrator. Such requests must be submitted in writing to Employee Relations within ten (10) educator contract days after the Association receives a Step Two decision.

19-4-3-2 Before the arbitrator is chosen and an arbitration date is scheduled, the parties may convene a meeting of all involved parties with the purpose of attempting to resolve the dispute. If an agreement is not reached, the arbitration process will continue.

19-4-3-3 The parties will select an arbitrator using processes outlined for fact finders in Article 4-5.

19-4-3-4 The arbitrator will have the authority to hold hearings and make procedural rules. He/she will issue a report within a reasonable time, not to exceed thirty (30) calendar days for the date of the close of the hearings, or if oral hearings have been waived, then from the date the final statements and evidence are submitted to the arbitrator.

19-4-3-5 All hearings held by the arbitrator will be in closed sessions and no news releases will be made concerning the progress of the hearing.

19-4-3-6 The report of the arbitrator will be submitted in writing to the District and the Association only and will set forth the findings of fact, conclusions, and recommendations, which will be consistent with law and with terms of this Agreement. The report of the arbitrator will be nonbinding and will be submitted to the Board for a final determination as set forth below.

19-4-3-7 Within ten (10) educator contract days after receiving the report of the arbitrator, the District and the Association will meet to discuss the report. Attendees of this meeting will be limited to the grievant, an Association representative, if any, and a District representative, unless both parties agree to additional attendees. No public release may be made until after such a meeting.

19-4-3-8 The Board will take official action on the report of the arbitrator no later than thirty (30) business days after receipt of the report of the arbitrator.

19-4-3-9 The cost of the arbitrator including per diem or other fees will be shared by the Association and the District.

19-4-4 All deadlines may be extended or held in abeyance by mutual agreement.

Article 20

20 Professional Behavior and Educator Discipline

20-1 Educator Discipline and Corrective Action

20-1-1 Educators are expected to comply with rules, regulations and directions adopted by the Board or its representatives.

20-1-2 The District reserves the right to take corrective action against educators for failure to meet professional expectations. Before taking a corrective action against an educator, the principal or designee will comply with the due process rights 20-1-3.

20-1-3 Educators are entitled to the following due process rights whenever the District issues corrective action:

20-1-3-1 Reply: the right to confront and discuss the grounds for potential discipline in a meeting with the administrator (fact finding) before their decision to issue discipline is made.

20-1-3-2 Notice: the right to be notified of a corrective action meeting prior to holding the meeting. While keeping in mind considerations of retaliation or sabotage, educators should be told of the meeting topic so they can prepare.

20-1-3-3 Representation: the right to have an Association representative in attendance at a formal disciplinary meeting. When an educator has had adequate notice and time (normally 24 hours) to arrange for representation, the administrator will not be obligated to allow the educator to stop or delay a meeting to seek representation unless the meeting was not initially described as being of a disciplinary nature.

20-1-3-4 Appeal: the right to grieve corrective action under Article 19.

20-1-4 If a principal or designee determines it may be necessary to take a corrective action, the principal will inform the educator of their intent to consider potential corrective action measures and allow the educator the opportunity to have either another educator or representation from the Association present at this meeting.

20-1-5 The principal or designee will follow the procedures established in this article.

20-1-6 No corrective action will be issued, nor will an educator be suspended without pay, without just cause.

20-2 Procedures for Determining Corrective Action

20-2-1 Allegations of violations of District policies or other action deemed to be subject to corrective action will first be addressed at the building level. Corrective action will be commensurate with the type of violation, the disciplinary and/or performance history of the individual educator and will be directed towards a learning and restorative framework.

20-2-2 When appropriate, in a situation involving potential educator corrective action, informal problem solving will begin at the building level and may include counseling meetings followed by documentation of meetings and discussion with the educator. Documentation of problem solving will not follow an educator if they move to another school building.

20-2-3 Any formal investigation, including at the building level after the initial complaint is made, will occur with the knowledge of the educator and the educator will be given the right to have an Association representative in attendance during an investigative interview, as well as the opportunity to provide names of witnesses to the incident. If the educator provides the District a list of witnesses, the District will inform the educator of which witnesses were interviewed upon request.

20-2-3-1 The nature of the allegation as well as an initial timeline for the investigation process will be shared with the educator. If an educator is placed on paid administrative leave during the investigation, the educator will be allowed access (or download) of files necessary for the preparation of lesson plans for a guest teacher or for lessons upon the educator's return, when technology allows. Such administrative leaves will be implemented only when necessary, so as to provide consistent instruction to students and minimize the disruption of learning.

20-2-3-2 If the District conducts a formal investigation of allegations that may result in criminal charges against the educator (respondent), the District, including a principal, will provide that educator with a *Garrity* advisement prior to the interview with the educator.

20-2-3-3 At the conclusion of a formal investigation, a report will be generated describing the evidence gathered. Educators may request to review the investigative file in the Employee Relations office. The investigative file will be kept separate from the educator's personnel file.

20-2-4 Corrective action includes but is not limited to, letters of direction, letters of reprimand and letters of suspension. All corrective action letters will be maintained in the employee's District personnel file.

20-2-4-1 Letters of Direction are intended to address concerns about misconduct that has occurred or continued to occur after an initial counseling meeting or conversation. Specific direction will be provided as to how concerns should be addressed.

20-2-4-1-1 All educators who received Letters of Direction prior to the 24-25 SY will have their letters kept in the building file. These letters of direction will sunset in 3 years if no other behavior of similar nature occurs.

20-2-4-2 Letters of Reprimand are intended to correct an employee's behavior in accordance with Jeffco Public Schools' policies and procedures. Required corrective action will be provided.

20-2-4-3 Letters of Suspension are intended as an additional measure to correct an employee's behavior in accordance with Jeffco Public Schools' policies and procedures. Terms of the suspension and required corrective action will be provided.

20-3 Parental Complaints

In cases of parental complaints about an educator, every effort will be made to resolve the complaint in a timely manner with the involvement of the educator, parent, and principal. The specifics of the complaint, including the name of the complainant, will be given to the educator upon request.

Article 21

21 Innovation Schools

21-1 Innovation Planning

21-1-1 The District and the Association agree to comply with the terms and conditions set forth in the Innovation Schools Act, C.R.S. § 22-32.5-101 et. seq, any time a school or group of schools is to be considered for innovation status. The District and the Association acknowledge and agree that the opportunities provided pursuant to articles 10-7-1 and 12-6 will be used to involve the Association in discussions related to conversion of an existing school to innovation status or opening a school as an innovation school. The District will notify the Association that a school or group of schools is being considered for innovation status no later than the same time that staff members in the affected schools are notified.

21-1-2 The District and the Association will create an innovation school or zone plan implementation checklist, and will collaborate annually by July 1 of each year, including clear reference to any changes from the prior year implementation checklist. This checklist will include procedures for ballots and voting, eligibility lists, and job posting in innovation schools.

21-1-3 Candidates interviewing for positions with an innovation school will be provided notice of the school innovation status and provided a copy of the innovation plan.

21-1-4 A person who is a member of the collective bargaining unit and is employed by an innovation school, or by a school included in an innovation school zone, may request a transfer to another public school of the District of innovation in the hiring season prior to the transition to innovation school or zone status. Educators will utilize the hiring season prior to the transition to innovation school status to attempt to secure a new position via mutual consent. The local school Board, through the Human Resources department, will make every reasonable effort to accommodate the person's request. This can include application supports and administrative transfer.

21-1-5 Three years after the school Board approves an innovation plan or a plan for creating an innovation school zone, and every three years thereafter, the school Board will review the level of performance of the innovation school and each public school included in the innovation school zone and determine whether the innovation school or innovation school zone is achieving or making adequate progress toward achieving the academic performance results identified in the school's or zone's innovation plan. The school Board, in collaboration with the innovation school or the innovation school zone, may revise the innovation plan, including but not limited to revising the identification of the provisions of the collective bargaining agreement that need to be waived to implement the innovations, as necessary to improve or continue to improve academic performance at the innovation school or innovation school zone. Any revisions to the innovation plan will require the consent of a majority of the teachers and a majority of the administrators employed at the school and a majority of the school advisory council for each affected school.

21-1-6 The District will provide written notification to the Association no less than 14 days prior to any public scheduled innovation plan update or renewal discussions with the Board of Education.

21-2 Waiver of Provisions

21-2-1 The District has been designated as a District of Innovation by the Colorado Department of Education. In accordance with state law, innovation schools and each innovation school zone may waive any provision of this Agreement as identified in the innovation plan in order to implement its identified innovations.

21-2-2 For an innovation school, waiver of one or more of the provisions of this Agreement will be based on obtaining the approval, by means of a secret ballot vote, of at least sixty percent of the members of the collective bargaining unit who are employed at the innovation school. The building Association Representative (AR), or in absence of an Association Representative (AR) a member of Association leadership, will participate in counting the waiver ballots with building administration.

21-2-3 For an innovation school zone, waiver of one or more of the provisions of this Agreement will be based on obtaining, at each school included in the innovation school zone, the approval of at least sixty percent of the members of the collective bargaining unit who are employed at the school. The innovation school zone will seek to obtain approval of the waivers through a secret ballot vote of the members of the collective bargaining unit at each school included in the innovation school zone. The school board may choose to revise the plan for creating an innovation school zone to remove from the zone any school in which at least sixty percent of the members of the collective bargaining unit employed at the school do not vote to waive the identified provisions of the collective bargaining agreement. The building Association Representative(s) (AR), or in absence of Association Representative(s) (AR) a member of Association leadership, will participate in counting the waiver ballots with building administration.

21-2-4 The District will provide written notification of a scheduled vote regarding waivers of this Agreement for a school or zone innovation plan to the Association no less than 14 days prior to the vote of eligible bargaining unit members. With this notice, the District will provide a written copy of the proposed innovation plan to the Association and each potentially impacted educator. The ballot will be provided to the Association no less than 14 days prior to the school or zone innovation plan vote together with an eligibility list of all bargaining unit members.

21-2-5 The District will create an opportunity to discuss the proposed innovation plan waivers to this Agreement with the potentially

impacted staff, school leadership, and Association leadership between the notification period and the vote.

21-2-6 The voting period will extend at least two (2) workdays to allow bargaining unit members to cast ballots. Provision will be made for eligible staff who are out of the building during the voting period to cast a ballot. Private voting environments will be created in order to facilitate a clear, fair, secure and secret voting opportunity. School staff will have an opportunity to provide input to the voting conditions prior to any waiver vote.

21-2-7 Waiver of identified provisions of this Agreement for an innovation school or the schools within an innovation school zone will continue so long as the innovation school remains an innovation school part of the innovation zone. Such a waiver will continue to apply to any substantially similar provision that is included in subsequently new or renewed agreements between the District and the Association.

21-3 Opening and Closing of Schools

The District and Association agree that any staffing changes or changes to working conditions, necessitated by any of the following, will be discussed with the Association: the opening of schools, the closing of schools, conversion of an existing school to an innovation school, opening a new school as an innovation school, the movement of educators when a grade level or other group of students is moved from one school or facility to another, and school boundary changes. If appropriate, a Memorandum of Understanding may be created to document changes related to any of the above actions.

Article 22

22 Equity in the School District

22-1 Equity Accountability Committee

22-1-1 The superintendent will convene a group of stakeholders including members of all District employee associations, community members, family representatives from each of the Board of Education director Districts, a Board of Education Liaison/ Representative, senior and other District staff, and other interested parties who wish to work towards equity (racial, sexual orientation, sex, gender identity and/or expression, age, access to learning in relation to socio-economic concerns, etc.) to serve as a development team and an ongoing Equity Accountability Committee ("EAC").

22-1-2 The District will engage an outside party to facilitate the meetings and work sessions of the EAC to assist with the planning of actionable work and documenting outcomes. The superintendent will

work with the District employee associations to develop the scope of work for this facilitator.

22-1-3 The EAC will conduct and report on an equity review of District policies and consider options for an evidence-based equity analysis tool to the District's regular review of existing Board policies and propose changes to policies as needed to achieve and maintain educational equity.

22-1-4 The Superintendent or a designee will meet at least once every other month with the EAC to review status reports, concerns, and provide support. At these meetings, the Superintendent or designee will provide verbal reports on the status of implementing plans determined by the EAC. Such compliance reporting will include a breakdown of information from the District, school, and classroom levels.

22-1-5 At least two (2) times per year, the Superintendent, in partnership with the EAC, will provide a written report to the Board regarding the implementation of plans determined by the EAC at the classroom, school, and District levels, and progress on meeting the measurable goals established by the EAC.

22-1-6 The Superintendent or designee, in collaboration with the EAC, will host community conversations two (2) times per year to hear from community members regarding issues relating to educational equity and to provide status reports to community members regarding implementation of the plans determined by the EAC.

22-2 Staffing and Classroom Diversity

The District and Association will collaborate to accomplish the following:

- A. Implement programs to attract, recruit, and retain staff, educators and administrators that more closely reflect the racial, ethnic and linguistic diversity percentages of the student body of the District, including supporting non licensed personnel in attaining educator licenses, and providing programs for students of color to explore and pursue education as a future profession.
- B. Provide training, including but not limited to, implicit bias, to District and school administrators and school-based hiring committees and decision-making councils regarding the importance of and strategies for increasing staff racial, ethnic, and linguistic diversity in an urban school District.
- C. Create a safe space for educators of color to meet and support each other and find support around the challenges and opportunities of being an educator of color in Jefferson County.

- D. Create a 1:1 mentorship program for educators of color in the District to be mentored by more experienced educators of color.
- E. Implement programs to support current educators of color in obtaining leadership licenses and gain employment in administration and leadership roles within the District.
- F. Provide all educators with the knowledge and tools to understand racial identity and its impact, including identifying and addressing racism (personal and structural), microaggressions, and implicit bias to help create an inclusive working environment for all employees.

22-3 Equity Ombuds Program

Educators, and all staff, will have access to a District-level Equity Ombuds. The District will list the Ombuds's contact information on an internal website and publicize the existence and purpose of the Ombuds. The Equity Ombuds will have the skills required to engage with people from different cultures, backgrounds, and identities and have a fundamental understanding of current issues and challenges in the field of equity, diversity, and inclusion. In furtherance of its shared commitment to ensuring the fair treatment of and equitable access to employment opportunities of color within the District, the District will actively recruit individuals of color and other underrepresented groups for the Equity Ombuds position. The District strongly encourages individuals from historically underrepresented groups to apply for the position. The Ombuds will:

Be an independent liaison to employees of color as well as those who identify as LGBTQIA+ for the purpose of receiving reports of acts of discrimination and bias-motivated harassment. This Equity Ombuds will report directly to and make these reports directly to the Superintendent for resolution. The EAC will receive regular reports from the Equity Ombuds to assess overall progress towards equity goals. Serve in support of the efforts outlined in 22-1-4 above.

22-4 Non-Discrimination Protections for Protected Classes

22-4-1 State and federal law, as well as District policy GBA, require that all District programs, activities and employment practices are free from discrimination based on sex, sexual orientation, transgender identity, gender identity and gender expression. The District will adhere to all state and federal laws as well as District policies related to equal opportunity employment, harassment prevention, and non-discrimination. The District may not take adverse employment action such as discharge, demotion, non-renewal, discipline, or denial of a promotional opportunity based on disability, race, creed, color, national origin, sex, sexual orientation, gender expression, gender identity, pregnancy, marital status, religion, ancestry, age, genetic information, need for special education services, or any other applicable status protected by federal, state, or local law ("protected status"). Any concerns that District staff have violated these non-

discrimination commitments should be pursued through the complaint process set forth in Policy AC and its associated regulations. All persons, including students, have a right to privacy, as outlined in policy JB-R.

22-4-2 All employees have the right to determine what names, pronouns and personal titles (ex. Mr., Ms., Mx.) are used to refer to them in their employment with the District. Employees have the right to change their names, pronouns, and/or personal titles at any time. Upon notice from an employee of such a change, the School District will make every effort, without unnecessary delay, to ensure that the name, pronouns and/or personal titles designated by the employee are used to refer to the employee within the scope of their work with the District.

22-4-3 If a transgender or transitioning employee makes a request to the District to collaborate on the creation of a written transition plan, the District will, with no unnecessary delay, enter into good faith discussions with the employee and the employee's designated representative, if any, to develop such a plan.

22-4-4 As required by Colorado Senate Bill 296 (SB23-296), the District will provide training to all employees about harassment and discrimination beginning no later than July 1, 2024. The District will collaborate with JCEA on training aligned to models recognized as best practice in Colorado and on the timelines required by SB23-296. JCEA may review all data related to formal reports of harassment or discrimination shared with the Board of Education (annual monitoring report 3.4).

Article 23

23 Remote/Virtual Instruction

23-1 The District will deliver remote/virtual instruction to students to address a growing need within our community. The District will provide this remote/virtual instruction through asynchronous and synchronous instruction. Educators will not be required to deliver in-person and online instruction simultaneously.

23-2 Jeffco Remote Learning Program (JRLP)

23-2-1 JRLP will provide synchronous remote instruction for K-12 unless otherwise agreed upon through the collaborative process. Instruction will be provided through the learning management system (LMS) selected by the District in partnership with the Association based on the needs of the JRLP program and the needs of the student population.

23-2-2 JRLP educators can be required to report to a physical location in person as determined by school requirements and the school collaborative processes as described in Article 10 (OLT), with a minimum advance notice of seven days given, when possible, but

never less than 48 hours. If an educator is unable to attend an in-person event, due to an unforeseen weather, family, or health issue they may attend virtually, if a virtual option is available. Through the collaborative process, buildings will make every effort to meet family and student needs when considering virtual or in person events using data and best practices.

23-2-3 The OLT will collaboratively determine a K-12 bell schedule (including start/end times, duty free lunch, and plan time) within the 40 hour work week as defined in Article 5. The OLT will work within the framework of the Healthy and Equitable Start and End Times initiative to recommend a start and end time to be approved by the Chief of Schools.

23-3 Jeffco Virtual Academy (JVA)

23-3-1 Jeffco Virtual Academy will provide asynchronous virtual learning opportunities unless otherwise agreed upon through the collaborative process. Educators and students will use the learning management system (LMS) selected by the District in partnership with the Association based on the needs of the JVA program and the needs of the student population.

23-3-2 JVA educators can be required to report to a physical location in person as determined by school requirements and the school collaborative processes as outlined in Article 10 with as much advance notice given when possible. Through the collaborative process, buildings will make every effort to meet family and student needs when considering virtual or in person events using data and best practices.

23-3-3 Remote/virtual instruction is generally delivered between the hours of 7 am and 10 pm for asynchronous programs/schools. A JVA educator will have an eight (8)-hour workday between these operating hours.

23-3-4 Modifications to the virtual teaching and learning model at JVA will be decided in collaboration with the school's OLT as outlined in Article 10 with the number of sections and class size flexibly determined as to meet the needs of enrollment, student needs, and student interest with a maximum student load at 150 per grading period. If alternate master schedules are being considered that accelerate credits beyond the .5 semester credit, OLT and Administration will engage in collaboration as outlined in Article 10 to determine appropriate caseloads in relation to the amount of credit being earned in a grading period.

23-4 In the event of a need to change to a localized or District-wide remote/virtual instruction model, educators will be provided 24 workday hours advance notice to transition lesson plans and prepare.

Article 24

24 Elementary Visual Arts, Music, Physical Education, and Instrumental Music

24-1 General Information

24-1-1 Elementary visual art, music, and physical education (AMP) are critical core curricula that are essential to teaching the whole child. Educators licensed in the instructional areas of visual art, music, and physical education are necessary because they provide quality experiences in their subject areas with safe, developmentally appropriate activities and expertise in the safe handling and utilization of equipment, instruments, tools, mediums, and materials associated with their content.

24-1-2 The term AMP educator as used in this article is a licensed visual arts, music, or physical education educator.

24-1-3 The term EIM educator as used in this article is a licensed music educator responsible for teaching the instrumental music curriculum, band and orchestra, to 5th graders, as well as other grades in some schools.

24-1-4 The term rotation as used in this article is a set of workdays in which the AMP educator sees all of their sections for the same amount of time.

24-1-5 AMP educators will have mutual consent at the most recent school that interviewed and hired them.

24-1-6 AMP Curriculum Coordinators are accessible as a resource to building-based AMP and EIM educators and may be consulted for recommendations related to curriculum, resources, space, scheduling, instructional best practices, professional learning, etc.

24-2 Operational Leadership Team

24-2-1 AMP educators must have the opportunity to be represented on the Operational Leadership Team (OLT) by a representative chosen by the AMP team.

24-2-2 The OLT will collaborate with the AMP team to schedule five-minute transitions for AMP when necessary, due to safety protocols or significant grade level span changes. If AMP educators must travel between classrooms, the OLT will collaborate with AMP educators, per Article 10, to assess the need for additional time before and after students arrive and leave to prepare for instruction and clean up.

24-2-2-1 Every effort will be made to ensure that AMP educators will see every grade level section for the same amount of time.

24-2-3 Split-site AMP and EIM teams will collaborate with the OLT₇ and school administration, to assign classroom space for all AMP and EIM educators to teach their content effectively and safely.

24-3 Special programs conducted by AMP educators, such as grade-level performances, and ensembles/showcases, will be agreed upon annually between the school administrators and AMP educators so that expectations for the aforementioned are clear. These responsibilities will be compensated according to Appendix B. These planning discussions will occur every year no later than 15 instructional days after students return. These programs will not be the main focus of instructional time, but an authentic display of learning.

24-4 Split-Site AMP Educators

24-4-1 In order to maintain rigorous art, music, and visual arts programs in Jeffco's elementary schools, the District and Association agree to utilize an annual pairing process to determine which elementary schools will be served by stand-alone teams or by split-site teams for the following school year. The District pairing committee works each year to assign full time AMP teachers to one or two schools to maintain full time positions and access to art, music, and physical education instruction in all elementary grades. Split-site AMP educators for scheduling purposes, work in more than one school.

24-4-2 A Pairing Committee of the three (3) content Coordinators, a JCEA staff member, a Community Superintendent, two (2) elementary principals, and the Manager of Human Resources Programs will meet beginning shortly after when building budgets are submitted and conclude when they have paired all sites whose FTE required a pairing. This Pairing Committee may utilize the expertise, skills, and/or knowledge of additional staff members as needed, but the only decision-making members are those named in this section.

24-4-3 Each spring, after the school partnerships for the following school year are completed, and before August 1, the administrator(s) and AMP educators from each site or pairing will meet with the OLT to collaboratively determine equitable duty, evaluation, rotation, and schedule expectations for the following year.

24-4-4 Evaluation of a split-site AMP educator will be assigned a) to the administrator (or designee) at the school considered the mutual consent school, or b) by mutual agreement of the administrators at each school. The mutual consent school will notify the split-site AMP educator of their evaluator assignment no later than 15 days after the report date for the school/contract year.

24-4-5 Resources and classroom space for split-site AMP educators will be reviewed and planned with school administrators to ensure AMP educators have access to resources to serve students, including materials and classroom space.

24-4-6 If an FTE change for AMP positions increases for a school to a full-time 1.0 FTE due to additional sections being added in consecutive years, then a split-site AMP educator in the content area with mutual consent at the school will be increased to a full-time 1.0 FTE at the school.

24-4-7 When staffing assignments must be adjusted due to overstaffing within a new pairing, the educator with the most District seniority will have the right of first refusal to maintain their current assignment.

24-4-8 Split-site educators will be allowed adequate time to safely travel between schools plus time to ensure proper set up and cleanup of both sites. School administrators of all the sites served by a split-site educator will coordinate a work week schedule consistent with the 40-hour work week of all other educators.

24-5 In the occasion(s) that it is determined collaboratively by administrators, SPED providers and AMP educators, that student(s) need support in AMP classes due to their unique needs and circumstances, supports will be provided such as sharing and reviewing student plans, modeling strategies for teacher implementation, or additional adult support such as paraprofessionals.

24-5-1 After collaborative conversations with special education educators, if it is educationally appropriate to maintain a group of center-based special education students as a separate class in visual arts, music, and physical education, this group will be counted as a section for the AMP educators.

24-6 AMP educators will have no more than 45 consecutive contact minutes with the same section of students in their daily schedule, unless need is determined by the OLT and agreed to by all the AMP educators assigned to the building.

24-7 FTE Chart

Elementary AMP FTE	Number of Sections		
0.5	1	2	3
1.0	4	5	6
1.5	7	8	9
2.0	10	11	12
2.5	13	14	15
3.0	16	17	18
3.5	19	20	21
4.0	22	23	24
4.5	25	26	27
5.0	28	29	30
5.5	31	32	33
6.0	34	35	36

24-7-1 Principals will annually provide the total number of elementary homerooms, and planned AMP sections for use in staff planning and school partnerships. If the two numbers are not the same, an explanation of the combining will be provided, along with a form with the signatures of the affected AMP teachers. AMP educators will teach all students from one teacher's homeroom, but if homerooms are combined into different AMP sections, the building principal or assistant principal will collaborate with AMP educators to determine how students should be divided. A combined section will be no larger than thirty (30) students.

24-7-2 One year-long middle school elective taught by an elementary AMP educator will be reviewed with the OLT and AMP educators to determine section counts. The schedule will be put in writing and agreed to by K-8 AMP educators and administration. All parties will be given a copy of the agreed upon schedule. Challenges with the K-8 AMP schedule can be brought to the OLT for collaborative reevaluation or revision if/when needed.

AMP educators who teach full time at a K-8 will not be required to teach more than 6 classes per day. If AMP educators at a K-8 teach more than 6 classes per day, they will be compensated in accordance with Article 17.

24-7-3 If the OLT determines that a fourth content is necessary during the AMP rotation, thus reducing AMP instructional time, a collaborative conversation that includes the impacted AMP educators and the proposed fourth content educator will occur. If the entire AMP team is opposed to adding a fourth content the variance will not move forward. If an AMP educator is opposed and a variance is pursued, their concerns will be noted in the variance application.

24-8 Equitable Resources

24-8-1 The District and Association recognize the importance of AMP educators and their students having equitable access to resources necessary to teach every student in their site(s). The District will provide a baseline of non-consumable resources determined by the current AMP Curriculum Coordinators

24-8-1-1 Assigned spaces must reasonably meet the particular purpose of the AMP class, referring to the District Facilities Guide, so that the content can be delivered in that space. This designation implies that the space has been identified and will accommodate the needs of teaching each content area within each AMP/EIM curriculum.

24-9 Observation Comp Days & Non-Contact Days

24-9-1 AMP/EIM educators will be allowed one (1) professional learning day per year to observe other AMP/EIM educators within their instructional area for the sole purpose of improving practice. Any additional days needed must be requested and approved by the AMP educator's building administrator or through the professional growth funds available in Article 6.

24-9-2 AMP educators will be given adequate time during non-contact days to meet with AMP colleagues both horizontally and vertically. This time will be in addition to any content-specific professional development offered on those same days.

24-10 Elementary Instrumental Music (EIM)

24-10-1 Elementary Instrumental Music (EIM) is a curricular option for all 5th grade students, as well as other grades in some schools. Elementary instrumental music opportunities (band and orchestra) contribute to the student development and, for some students, introduce an elective that will accompany them through their school years. The budgeting process will include the staffing required to offer instrumental music in all Jeffco elementary schools. EIM educators will have access to a safe and appropriate space to teach including but not limited to, adequate materials, a whiteboard, chairs, music stands, and instrument storage space, determined collaboratively by the school's EIM educator(s), administration, OLT, and if necessary, with support from the Music Curriculum Coordinator. The EIM educator(s) will collaboratively determine scheduling with each school's administration and OLT. All appropriate incurred mileage for EIM educators will be paid to educators from SBB allocated mileage funds. The EIM budget will be collaboratively developed with each school's administration, OLT, and with EIM educators.

24-10-1-1 EIM Staffing will be determined by a pairing committee consisting of a Human Resources Manager, the Music Content Coordinator, a Community Superintendent, and a JCEA staff member. When creating staffing assignments, consideration will be given to maintaining articulation area boundaries, creating a band and orchestra team where possible, reasonable schedules, travel time, available teaching space, and flexibility in scheduling for the schools.

24-10-1-2 The EIM Schedules will be determined in the spring with administrative representatives from all schools involved. A Community Superintendent may be involved when possible

Article 25

25 School Nurses

25-1 As defined by the National Association of School Nurses, school nursing is a specialized practice of nursing that protects and promotes student

health, facilitates optimal development, and advances academic success. School nurses, grounded in ethical and evidence-based practice, are the leaders who bridge health care and education, provide care coordination, advocate for quality student-centered care, and collaborate to design systems that allow individuals and communities to develop their full potential. Jeffco Public Schools Department of Health Services and its nurses utilize a consultative model approach to providing care.

25-2 Nurses are an important component to enable the realization of the District's educational objectives. Nursing services keep students healthy, safe and ready to learn. Nurses are responsible for oversight and care of both chronic student health conditions and urgent health care needs as well as screening students to ensure their healthy development.

25-3 As such, nurses need time to create health plans, monitor and audit medication administration, train, delegate and monitor school staff as they supervise student health needs, communicate with families; consult and write IEPs and 504 plans, provide specialized services for SPED center programs, consult on student health needs; and interact directly with students. Registered nurses' days are complex and varied and will require nursing judgment and flexibility on the part of nurses themselves and administrators.

25-4 All nurses are covered by the provisions of this agreement wherever appropriate and the specific provisions of this article.

25-5 The term "school nurse" is applied to a person who holds a current license to practice professional nursing by registration under the laws of the State of Colorado as well as holding a Colorado Department of Education School Nurse-endorsed Special Services Provider license. The school nurse is responsible for administering the Health Services in the school(s) to which they are assigned and/or may have District level responsibilities. Jeffco Public School Nurses are all Registered Nurses (RN's). Reference to the word nurse in the remainder of this article will assume Registered Nurse.

25-6 Collaboration Committee

25-6-1 Nurses will work with management to create a collaboration committee specific to nurses. Article 25-6-6 will replace the required collaborative topics in Article 10 for School Nurses only.

25-6-2 The committee of nurses will gather input and concerns from local nursing offices and will meet monthly as a committee to problem solve.

25-6-3 The committee will consist of one to two nurses from each office and one member of nursing management (Director of Health

Services or administrative designee). The Director will attend committee meetings at least once a semester.

25-6-4 Committee members will be selected by each nursing office by nomination and an anonymous vote or consensus. Membership on the committee may rotate among nurses every school year to ensure opportunity for all nurses to have input on the department.

25-6-5 Decisions by the committee will be made by consensus or a majority vote.

25-6-6 The nurse collaboration committee will address the following specific nursing issues:

- Coverage system for short term and long-term absence
- Schedules
- Process for creating equitable assignments
- Strategies for moving towards the recommended Health Services protocols review using evidence-based guidelines for quality improvement
- Guidelines to support students in after school activities
- Professional Development topics and schedules
- New approaches and best practice initiatives to nursing in Jeffco Public Schools
- Hiring processes
- Induction and new nurse orientation
- Strategies for retention of nursing staff
- Input on discretionary budget for Health Services
- Staff appreciation
- Other topics which impact school nurses' work and/or student health as they are brought to the committee

25-7 Schedule

25-7-1 The nurse workweek will be a forty-hour workweek. The term "workweek," unless specified otherwise in other sections of the agreement, will be a period of time of forty (40) hours of nursing and school-related duties falling from Monday through Friday. Nurses will schedule their day based on the schedules of their assigned schools and their needs. Knowing nurses do not have daily planning periods, are available at all times during the school day, and do not routinely have duty-free lunch periods, they may have flexibility in their hours. Lunch is considered part of the forty-hour work week. Licensed professionals may leave the building during their lunch, provided their absence does not interfere with scheduled duties.

25-7-2 If the budget allows, nurses may choose to work up to an additional five (5) business days prior to the start of the educator contract year as per Article 17. An additional 5 days may be allowed at the discretion of the director. These additional days are optional and will be paid at the per diem rate.

25-7-3 The Health Services model assumes the role of the high school and site-based nurse is consultative. As such, they will need time off-site for collaboration with peers, District meetings, training, and other assigned responsibilities.

25-8 Workload and assignments

25-8-1 Access to a school nurse may mean that more than one school nurse is necessary to meet the needs of the school population. School nurse workloads are evaluated at a minimum annually to meet the health and safety needs of school communities. Open positions will be shared with the team to allow nurses to express interest in those positions.

25-8-2 Nurses will complete the AMT Time Tracker for their full assignment no more than once per semester. Work assignments will be determined according to the Health Services Acuity Metric Tool which includes consideration of school enrollment, geographic area, school culture and climate, center programs, complex medical needs, Subject Matter Expert (SME) responsibilities, additional departmental duties, and nurse preference. Additional departmental duties may include, but are not limited to, participating in committees and work groups, teaching classes, and other opportunities that arise.

25-8-3 Resource nurses for various specialty areas and nurses on special assignment will be identified and assigned based on departmental need. Resource nurses and Nurses on Special Assignment which may include diabetes, Concussion/BrainSteps, Section 504, and CPR/First Aid, will be housed centrally as a resource for the entire District. Team leads are Nurses on Special Assignment and are housed at regional offices throughout the District.

25-8-4 Job descriptions will be reviewed annually with the collaboration committee to ensure accuracy and needs of the department. Changes to job descriptions and essential duties will be made during this annual review.

25-9 Coverage

25-9-1 Nurses who are asked to cover additional duties or schools over and above the workload described in their job description, are entitled to additional pay as described below.

25-9-2 When covering for a colleague, including direct service nurses and LPNs, the covering nurse will be paid one hour of their per diem pay for each instance of coverage from 1-5 days. Additional per diem pay in 15 minute increments will be paid for actual consultative or direct care provided.

Nurses may be asked to cover for a portion of an absent colleague's assignment or for a vacant position for longer than five work days. In such cases, they will receive per diem pay of Lane 1, Step 3, for the assignment they are covering. Ex: a 3 school assignment is eligible for one-third ($\frac{1}{3}$) of the daily rate for Lane 1/ Step 3 for each school covered.

25-9-3 Health Aide Coverage

Nurses who must cover for absent health aides or vacancies will be paid the guest teacher rate in the same manner as paying building educators for guest teacher coverage.

25-10 Additional Duties pay

25-10-1 Duties outside the forty-hour work week for activities including, but not limited to CPR training, vaccine clinics, reunification, providing care for students in after school activities and/or field trips, and other similar activities, nurses will be compensated at an hourly rate based on the individual's per diem rate.

25-10-2 In the case of an urgent public health or disaster situation with official guidelines from the federal, state, or local levels, additional duties to respond to such an emergency will also be paid at an hourly rate based on the individual's per diem rate, including time spent during the workday that displaces regular nursing duties to after work hours.

25-10-3 Some job descriptions include mentoring newly hired nurses. Nurses whose job description does not include mentoring may be asked to provide mentorship for a newly hired nurses and who satisfactorily complete the mentoring duties outlined by the Department of Health Services, will receive additional pay consisting of twenty hours per month, paid at the individual's per diem rate for four months.

25-10-4 Nurses who perform duties outside of their contracted 185 days and have Director approval will be paid their contracted per diem rate, including, but not limited to summer school, ESY, and JREADS.

25-11 Nurse Salary

25-11-1 All registered nurses, regardless of whether they have an Associate's Degree in Nursing (AN) or a Bachelor's Degree in Nursing (BSN), will be paid from the same pay scale. An AN will be required to attain their BSN within three years of their hire date and will be required to hold the Temporary Educator Eligibility Authorization from the Colorado Department of Education.

25-12 Health Aides and Staff Delegation

25-12-1 Nurses are unique in the education setting as they have Unlicensed Assistive Personnel working under their Department of Regulatory Affairs Registered Nurse licenses. There are real and profound risks to state licenses, livelihoods and professions if delegated tasks are not performed properly. As defined by the American Nurses Association, "delegation is the transfer of responsibility for the performance of a task from one individual to another while retaining accountability for the outcome." Nursing tasks and nursing procedures performed in schools may be delegated solely by the supervising school nurse. The decision to delegate is based upon the nurse's professional judgment that the delegated individual can safely perform a selected nursing task for a student.

25-12-2 Delegation allows school nurses to utilize unlicensed school staff to provide safe and efficient nursing care for individual students or groups of students and provides a mechanism for workload distribution to better utilize the time and skills of each of the members of the school health team. The decision on what to delegate, to whom, and when to rescind delegation due to safety concerns lies solely with the school nurse.

25-12-3 Nurses will be on the selection committee for health aides and will contribute to the evaluation of health aides.

25-12-4 The school nurse will have direct supervision over health records as well as responsibility for assigning specific duties to the health aide which relate to the health program.

25-12-5 Nurses report delegation concerns on a "Delegation Concern" form that is reviewed and acknowledged with the principal. Each concern form will be shared with the Health Services administration team. If the severity of the concern warrants immediate rescission of delegation, the nurse and the Director of Health Services will notify the delegated employee immediately via email and will copy the principal. Delegation may also be rescinded based on a pattern of concerning behavior.

25-13 Nurse Orientation

25-13-1 All nurses are required to attend orientation and training. Newly hired nurses are required to attend additional sessions. All orientation and training occurring outside of contract days will be paid at the per diem rate.

25-13-2 Nurses will participate in an orientation prior to the contract start date and will be assigned a mentor who will provide up to twenty hours per month for four months of additional training, support, and mentorship. New nurses will have 3 years to obtain their SSP license,

which includes, but is not limited to participation in District induction, communities of practice, twice a year observations, and mandatory District training.

Appendix A

Educator Salary Schedule 2024/2025

Step	Lane 1 Bachelor's Degree	Lane 2 BA + 18 Graduate Credits*	Lane 3 Master's Degree	Lane 4 Master's Degree with 60 Graduate Credits*	Lane 5 Master's Degree with 75 Graduate Credits*	Lane 6 Master's Degree with 90 Graduate Credits*
1	\$ 55,256.00	\$ 57,467.00	\$ 59,765.00	\$ 62,156.00	\$ 64,642.00	\$ 65,935.00
2	\$ 56,638.00	\$ 58,903.00	\$ 61,259.00	\$ 63,710.00	\$ 66,258.00	\$ 67,583.00
3	\$ 58,053.00	\$ 60,376.00	\$ 62,791.00	\$ 65,303.00	\$ 67,914.00	\$ 69,273.00
4	\$ 59,505.00	\$ 61,885.00	\$ 64,361.00	\$ 66,935.00	\$ 69,612.00	\$ 71,004.00
5	\$ 60,992.00	\$ 63,433.00	\$ 65,969.00	\$ 68,608.00	\$ 71,353.00	\$ 72,780.00
6	\$ 62,517.00	\$ 65,018.00	\$ 67,619.00	\$ 70,324.00	\$ 73,137.00	\$ 74,599.00
7	\$ 64,080.00	\$ 66,644.00	\$ 69,309.00	\$ 72,081.00	\$ 74,965.00	\$ 76,464.00
8	\$ 65,683.00	\$ 68,310.00	\$ 71,042.00	\$ 73,883.00	\$ 76,839.00	\$ 78,376.00
9	\$ 67,324.00	\$ 70,017.00	\$ 72,819.00	\$ 75,731.00	\$ 78,761.00	\$ 80,336.00
10	\$ 69,007.00	\$ 71,768.00	\$ 74,638.00	\$ 77,624.00	\$ 80,729.00	\$ 82,343.00
11	\$ 70,732.00	\$ 73,562.00	\$ 76,504.00	\$ 79,565.00	\$ 82,747.00	\$ 84,402.00
12	\$ 72,501.00	\$ 75,402.00	\$ 78,417.00	\$ 81,554.00	\$ 84,816.00	\$ 86,513.00
13	\$ 74,314.00	\$ 77,286.00	\$ 80,378.00	\$ 83,593.00	\$ 86,936.00	\$ 88,675.00
14	\$ 76,171.00	\$ 79,218.00	\$ 82,387.00	\$ 85,682.00	\$ 89,109.00	\$ 90,892.00
15	\$ 78,076.00	\$ 81,199.00	\$ 84,446.00	\$ 87,824.00	\$ 91,337.00	\$ 93,164.00
16	\$ 80,028.00	\$ 83,228.00	\$ 86,558.00	\$ 90,020.00	\$ 93,621.00	\$ 95,493.00
17	\$ 82,028.00	\$ 85,309.00	\$ 88,722.00	\$ 92,271.00	\$ 95,962.00	\$ 97,881.00
18	\$ 84,079.00	\$ 87,442.00	\$ 90,939.00	\$ 94,578.00	\$ 98,361.00	\$ 100,328.00
19	\$ 86,181.00	\$ 89,628.00	\$ 93,214.00	\$ 96,942.00	\$ 100,820.00	\$ 102,836.00
20	\$ 88,335.00	\$ 91,869.00	\$ 95,544.00	\$ 99,366.00	\$ 103,340.00	\$ 105,406.00
21	\$ 90,544.00	\$ 94,165.00	\$ 97,932.00	\$ 101,849.00	\$ 105,923.00	\$ 108,042.00
22	\$ 92,807.00	\$ 96,520.00	\$ 100,380.00	\$ 104,395.00	\$ 108,571.00	\$ 110,742.00

Step numbers are for easy reference and do not correlate with years of service.

Positions with 191 work days - add 3.24% to the base compensation.

Positions with 195 work days - add 5.41% to the base compensation.

Positions at Warren Tech - add 8% to the base compensation

*Quarter hours converted to semester hours at rate of 0.67.

Maximum Placement New Hires

Appendix B

ADDITIONAL PERFORMANCE PAY FOR ATHLETIC COACHES AND ACTIVITY SPONSORS 2024-2025 SCHOOL YEAR

Schedule Assignments

Lane	Athletics Positions (coaches)	Activities Positions (sponsors)
6	Basketball Head Coach Football Head Coach Volleyball Head Coach (G)	Marching Band Director Musical Director Student Government Sponsor (w/o Class) Yearbook Sponsor (w/o Class)
5	**Adapted Athletics Coordinator Lacrosse Head Coach Baseball Head Coach Skiing HC (<i>EHS Only</i>) Cheerleading HC (Competition) Soccer Head Coach Cheerleading HC (Sideline) Softball Head Coach Cross Country Head Coach Swimming Head Coach Dance HC (Competition) Tennis Head Coach Dance HC (Sideline) Track & Field Head Coach Field Hockey HC (<i>DRHS only</i>) **Track Meet Coordinator Flag Football Head Coach Wrestling Head Coach Gymnastics Head Coach Volleyball Head Coach (B) Ice Hockey Head Coach	Speech & Debate Sponsor Theatre Director (2 nd Major Production)
4	Baseball Asst. Skiing, Asst. Basketball Asst. Soccer Asst. Diving Coach (18+) Softball Asst. Flag Football Asst. Track & Field Asst. Football, Asst. Golf Volleyball Asst. Wrestling Asst. Head Coach Ice Hockey Asst. Lacrosse Asst.	Band Director (Co-curricular) Choir Director (Co-curricular) Esports Sponsor Marching Band Asst. Musical Asst. Newspaper Sponsor (w/o Class) Orchestra Director (Co-curricular) Theatre Director (Co-curricular)
3	Cheerleading Asst. (Competition) Cheerleading Asst (Sideline) Cross Country Asst. Dance Asst (Competition) Dance Asst (<i>Sideline</i>) Diving Coach (10-17) Field Hockey Asst. Golf Asst. Gymnastics, Asst. Swimming, Asst. Tennis, Asst.	Accompanist (Formerly Choral Assistant) Marching Band Tech I Marching Band Tech II Musical Tech I Musical Tech II Pit Conductor Student Government Sponsor (w/Class) Theatre Asst. Yearbook Sponsor (with class)
2	Diving Coach (3-9) **Swim & Dive Meet Director (G) Unified Bowling Head Coach	Newspaper Sponsor (w/Class) Pep Band Director Speech & Debate Asst. Theatre Tech
1	**Swim & Dive Meet Director (B)	

** Stipend Assignments that are centrally owned/managed. Four (4) total assignments that serve all high schools.

Appendix B

ADDITIONAL PERFORMANCE PAY FOR ATHLETIC COACHES AND ACTIVITY SPONSORS

2024-2025 SCHOOL YEAR

Stipend Schedule

Step	Lane 1	Lane 2	Lane 3	Lane 4	Lane 5	Lane 6
	2.00%	4.00%	6.00%	6.50%	7.65%	8.45%
1	\$1,105	\$2,210	\$3,315	\$3,592	\$4,227	\$4,669
2	\$1,133	\$2,265	\$3,398	\$3,681	\$4,333	\$4,786
3	\$1,161	\$2,322	\$3,483	\$3,773	\$4,441	\$4,906
4	\$1,190	\$2,380	\$3,570	\$3,868	\$4,552	\$5,028
5	\$1,220	\$2,440	\$3,660	\$3,964	\$4,666	\$5,154
6	\$1,250	\$2,501	\$3,751	\$4,064	\$4,783	\$5,283
7	\$1,282	\$2,563	\$3,845	\$4,165	\$4,902	\$5,415
8	\$1,314	\$2,627	\$3,941	\$4,269	\$5,025	\$5,550
9	\$1,346	\$2,693	\$4,039	\$4,376	\$5,150	\$5,689
10	\$1,380	\$2,760	\$4,140	\$4,485	\$5,279	\$5,831
11	\$1,415	\$2,829	\$4,244	\$4,598	\$5,411	\$5,977
12	\$1,450	\$2,900	\$4,350	\$4,713	\$5,546	\$6,126
13	\$1,486	\$2,973	\$4,459	\$4,830	\$5,685	\$6,279
14	\$1,523	\$3,047	\$4,570	\$4,951	\$5,827	\$6,436
15	\$1,562	\$3,123	\$4,685	\$5,075	\$5,973	\$6,597
16	\$1,601	\$3,201	\$4,802	\$5,202	\$6,122	\$6,762
17	\$1,641	\$3,281	\$4,922	\$5,332	\$6,275	\$6,931
18	\$1,682	\$3,363	\$5,045	\$5,465	\$6,432	\$7,105
19	\$1,724	\$3,447	\$5,171	\$5,602	\$6,593	\$7,282
20	\$1,767	\$3,533	\$5,300	\$5,742	\$6,758	\$7,464
21	\$1,811	\$3,622	\$5,433	\$5,885	\$6,927	\$7,651
22	\$1,856	\$3,712	\$5,568	\$6,032	\$7,100	\$7,842

Maximum Placements New Hires

Athletic Coaches and Activity Sponsors

Activity Sponsors and Athletic Coaches will continue to have opportunities throughout the school year to provide feedback to the appropriate school-based or central office leader (Athletic Directors, Activities Directors, Assistant Director of Activities and the Executive Director of Athletics and Activities). Every three years, an athletic advisory committee and an activities advisory committee will convene to collaboratively accomplish the following:

1. Providing input into potential revisions of the coaches handbook and activities handbook.
2. Reviewing pay structures for coaches and advisors including a comprehensive review and audit of the current pay schedule and recommendations for updating the schedule.

Note: The Salary Schedule and where positions are placed on the schedule can be negotiated on an annual basis.

Interviewing/Hiring/Dismissal

Procedures for the hiring and dismissal of athletic coaches is outlined in the Coaches Handbook and will be reviewed periodically as referenced in this appendix.

Pay

1. The schedule will increase each year by the same percentage as the COLA for the educator salary schedule.
2. Adjustments to the schedule will be implemented over 3 years with 2024-2025 adjustments outlined in the schedule above.
3. If an athletic coach or activity sponsor serves in a classroom teacher role and needs to miss a class for their sport or activity, the coverage will be provided by the school or district, not the coach or sponsor with their own leave time.
4. For the 2024-2025 school year, any current coach, assistant coach, or activity sponsor who received the full stipend for the activity in 23-24 will receive additional pay to maintain their 23-24 cumulative stipend level until they are right sized by increases in the schedule.
5. Schools may choose to split stipends between employees who share responsibilities for one extracurricular activity.
6. Educators who teach a subject with a required co-curricular activity(ies) will receive the stipend associated with that activity even if there is more than one educator teaching in that area. Both educators will receive the full stipend.
7. Head coaching positions within a building will be sent to school staff by the athletic director at least two days prior to a job being posted.

Elementary and Middle School Stipends

In addition to the schedule above, K-12 visual art teachers, elementary and middle school music teachers (vocal and/or instrumental) and middle school theater teachers will be eligible to receive a stipend in the amount of one-thousand-dollars (\$1,000) as outlined below.

1. Jeffco art show chairs and co-chairs will receive a one-thousand-dollar (\$1,000) stipend for planning, organizing, and collaborating on the annual Jeffco Art Show during the school year. The art show chairs and co-chairs are for the district shows and are confirmed by the art coordinator.
2. Educators will collaborate with building leaders of the schools they serve to develop a clear understanding of the expectations for student performances.
3. Elementary music teachers and middle school vocal music teachers will be eligible for the stipend for planning, organizing, and conducting a minimum of three (3) performances during the school year. Any music educator who is split between two or more schools will receive one stipend per school for a minimum of three (3) performances conducted at each school. Combined performances that include multiple schools cannot be counted toward multiple stipends.
4. Elementary and middle school instrumental music teachers will be eligible for the stipend for planning, organizing, and conducting a minimum of three (3) performances during the school year. Any instrumental music educator who is split between two levels will receive one stipend per level for a minimum of three (3) performances conducted at each level. Combined performances

that include multiple schools or levels cannot be counted toward multiple stipends. Elementary instrumental music teachers with eight or more elementary schools are eligible for two stipends if they have a minimum of six (6) performances.

5. Middle school theater teachers will be eligible for the stipend for planning, organizing, and conducting a minimum of three (3) performances during the school year. Any theater educator who is split between two schools will receive one stipend per school for a minimum of three (3) performances conducted at each school. Combined performances that include multiple schools cannot be counted toward multiple stipends. Theater stipends are based on number of performances, not number of productions.

Career and Technical Education Leads

All CTE Program Leads for a CTE program within each middle and high school will receive a \$1,000 stipend. This is in addition to the current high school and middle school building liaison stipend of \$1,000.

APPENDIX C

Benefit Programs

1 Full-time employees (scheduled 0.60 FTE or more in standard hour jobs) are eligible for the District’s benefit programs, excluding Long-Term Disability (LTD) which requires 0.625 FTE. Future vendor contracts with respect to disability benefits will provide Long-Term Disability (LTD) coverage for those educators in a .06 FTE or higher.

1-1 For the 2024-2025 school year, the District will make a non-taxable employer contribution of 100% of the premium cost of employee-only coverage for the following high deductible plans:

- Kaiser HDHP \$2,500
- Kaiser HDHP \$4,000
- Aetna HDHP \$4,000

Additionally, the District will provide \$640 per month per enrolled employee in the remaining plans. For the employee-only level of the Kaiser HDHP \$4,000, the district will contribute an additional amount per month to a Health Savings Account (HSA), in the amount outlined in the table below.

1-2 The District will make available the following health and welfare benefit plans. Employees must enroll in the plans during the timeframes and in such manner as established by the District, unless enrollment is automatic, as noted below:

Benefit Plans	Funding/Enrollment/Exceptions
Medical	See above. Enrollment is voluntary.
Dental	Cost is shared between District and employee with employer contribution of \$10 per month for 2024-2025 plan year. Enrollment is voluntary.
Vision	Paid by employee. Enrollment is voluntary.
Basic Life Insurance Basic AD&D Insurance Short-Term Disability Insurance Long-Term Disability Insurance	Paid by District. Employee will automatically be enrolled once coverage becomes effective. LTD will only be available to employees scheduled at .625 FTE or greater. Paid by District. Employees will automatically be enrolled once coverage becomes effective.
Flexible Spending Accounts	Paid by employee. Enrollment is voluntary.

Health Savings Account	Enrollment is voluntary. Employee must be enrolled in a District, qualifying high-deductible health plan in order to enroll. An employer contribution of \$80 month for individuals enrolled in the Kaiser \$4,000 HDHP plan at the employee-only coverage level, will be made to the HSA for the 2024-2025 plan year, provided the employee enrolls in the HSA.
Voluntary Life Insurance (employee, spouse, child)	Paid by employee. Enrollment is voluntary.

2 For half-time employees (scheduled ≥ 0.5 FTE but < 0.60 FTE) the District will provide the following health and welfare benefit plans, subject to any noted exceptions. Employees must enroll in the plans during the time frame and in such a manner as established by the District, unless enrollment is automatic, as noted below:

Benefit Plans	Funding/Additional Information
Dental Vision	Paid by employee. Enrollment is voluntary.
Basic Life Insurance Basic AD&D Insurance Short-Term Disability Insurance	Paid by District. Employee will automatically be enrolled once coverage becomes effective.
Dependent Care Flexible Spending Account	Paid by employee. Enrollment is voluntary.

3 To the extent that benefits-related legislation (i.e. ACA) would require changes to these benefit provisions in order for the district to comply, such changes may be implemented without negotiation, after consulting with the Benefits Advisory Committee.

4 Sick and Personal Leave Payout Eligibility

4-1 At the time of termination, employees who have completed twenty (20) years of qualifying service will be eligible for a Sick and Personal Leave payout. Qualifying service will be measured to the last day of active employment unless the employee has an annual contract that has been fulfilled. In such case the last day of the contract year will be used to determine service.

4-2 Qualifying service will include the following in determining if the employee has reached the threshold of twenty (20) completed years of service.

4-2-1 All full and part-time service spent as an employee of the District in a position recognized under an association agreement or in a regular administrative/ professional technical position, except as provided below.

4-2-2 No service credit will be included for the time that an employee does not spend in the employment of the District or in a position which is not covered by this Agreement (i.e. time spent as a guest teacher), or otherwise outlined in the Sick and Personal Leave FAQ's as updated.

4-2-3 Service credit will not be granted for prior periods of employment unless the employee has returned to employment within the time period stated in the association agreements.

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

4-3 Sick and personal leave payouts will be calculated and distributed in accordance with the sick and personal leave payout guideline FAQs.

APPENDIX D

Sick Leave Bank

1 Sick Leave Bank

1-1 The sick leave bank provides additional income replacement support to employee-members in times of personal medical need or medical care of an immediate family member after all other leave accruals are exhausted.

1-2 Eligibility is open to all employees of the bargaining unit during the annual period of eligibility, which is July 1-June 30 each school year.

1-3 Educators will become members by donating one sick day of 8 hours or the FTE equivalent, to the sick leave bank. By donating, the employee-member can make a request/claim during any period of eligibility.

1-4 Starting in the spring of 2025, during the annual benefits open enrollment period, educators will be given the opportunity, to voluntarily donate one sick day from their accrued sick leave into the sick leave bank to keep the balance healthy for the future.

1-5 Current employees who are members of the sick leave bank will elect whether to continue membership during the annual benefits open enrollment period. New employees will elect whether to become members at time of hire. Current employees who are not members have the option to become members during the annual benefits open enrollment period.

1-6 Each January, the district will analyze the sick leave balance. If the balance is at or below 12,000 hours, then any employee wishing to continue membership will donate an additional 8 hours or the FTE equivalent to the sick leave bank during the annual benefits open enrollment period. If the balance is above 12,000 hours, currently enrolled educators are not required to donate another day during the next annual benefits open enrollment period to stay enrolled in the bank.

1-7 All donations are made to a general sick leave bank fund. No donations are allowed to direct individuals, or specified groups.

1-8 Any educator donation contributions are permanent and irrevocable.

1-9 Educators may request a benefit from the sick leave bank for personal illness or injury, or serious injury or illness of a child or other immediate family member for which the employee provides care.

1-10 For the purpose of this article, the definition of immediate family includes husband, wife, son, son-in-law, daughter, daughter-in-law, father, father-in-law, mother, mother-in-law, sister, sister-in-law, brother, brother-in-law, grandparents, grandchildren, domestic partner or any partner or relative living in the immediate household of the employee.

2 Requests/Grants

2-1 All accrued sick, personal, vacation, compensatory or other leave hours/days must be exhausted before a request may be granted.

2-2 Educators will complete a request form and provide requested documentation of injury or illness in order to be considered for a grant of hours/days. Requests may be granted based on an appropriate qualified injury or illness that meets the standard definitions of FMLA or short term disability, and uses these approval periods as method for determining days/hours granted.

2-3 Requests/Grants can be made for full days of absence and for intermittent absences in cases of demonstrated need.

2-4 Maximum grant allowance is thirty (30) days; in the event an employee is receiving other income replacement through district programs/insurances, the sick leave bank may grant only up to 30 days of insurance offset.

2-5 Any granted but unused hours/days will be returned to the sick leave bank fund for use by other employees in need.

3 Program Management

3-1 The program will have oversight from the Benefit Advisory Committee, or in absence of a Benefit Advisory Committee, any other committee designated by the Chief Human Resources Officer, which includes representation of the JCEA.

3-2 The program must meet any and all legal requirements as identified by the district.

3-3 The Human Resources Department will manage the donation/enrollment process, request/grant review, and program management.

3-4 The Human Resources Department will maintain program guidelines related to enrollment, eligibility, usage, implementation, and reporting.

3-5 Annual reporting will be provided to the Benefit Advisory Committee, including summary of donated hours, granted hours, grants made and denials of grants.

3-6 At the end of each program year, any days/hours remaining in the program account will carry over to the following year for granting to educators.

APPENDIX E

Post-Retirement Employment of JCEA Employees

Effective January 1, 2023, retired Colorado educators who desire post-retirement employment for a 0.5 FTE or more assignment may enter into a post-retirement/non-continuing contract with consent of the hiring administrator.

JCEA and the District agree that the following guidelines apply to the employment of JCEA members, post-retirement:

Status

Retired employees working on a non-continuing contract will not have non-probationary status restored until or unless they receive a continuing contract (Article 17-5). Non-continuing contracts will be issued for each semester or equivalent to one half of the school year (August through December, January through May) for all licensed retirees. There is no obligation for the District to continue employment for a retiree for the entire school year as determined by the District.

Work Year Limitations:

In accordance with PERA regulations, post-retirement employment is limited to one hundred ten (110) days in any calendar year unless designated in advance by the district as a 140-day employee. It is the retired employee's responsibility to understand their rights, limitations and obligations when working for a PERA covered employer, post-retirement.

Compensation

Retired Jeffco educators if returning to Jeffco within 63 months will be placed on the current salary schedule with a salary which most closely corresponds with, but is not lower than, the educator's base salary at the time of retirement prorated based on the retired employee's FTE. External retired educators will be placed on the salary schedule according to Article 17-4 of the negotiated agreement.

Retired educators who return to Jeffco on post-retirement contracts are not entitled to salary advancement via steps and/or lanes for the duration of their employment on a post-retirement/non-continuing contract. However, should they elect to return as a regular employee on a continuing contract, they will be given credit for all time spent working on a post-retirement/non-continuing employment contract for the purposes of seniority and salary placement assuming all requirements have been met.

Benefits

Retired employees on post-retirement contracts have access to group health coverage either through their spouse/significant other, PERA or COBRA and therefore will only be offered the restricted medical plan if they qualify under the

Affordable Care Act (ACA). They will not be entitled to other benefits that are provided to regular employees under District policy, administrative regulation or procedure, handbook, or collective bargaining agreement, including but not limited to vacation, personal leave, annual leave, or professional leave. Retired employees will receive four and one half (4.5) days of paid sick leave proportionate to the educator's scheduled full-time equivalency for each semester long non-continuing contract. Additionally, retired employees will be entitled to applicable Public Health Emergency Leave. Days absent beyond the sick leave time will result in the employee's pay to be reduced by the per diem rate of pay. Leave without pay must be approved by the administrator.

Representation

Retired educators may be members of JCEA and will be entitled to representation by JCEA and all applicable provisions of the negotiated agreement that are not modified by the terms of this MOU.

Retired employees agree to comply with all the applicable laws, statutes, rules and regulations of the United States of America and the State of Colorado as well as the administrative regulations, policies and procedures of the District and the State Board of Education; provided, however, that nothing set forth in the above- mentioned laws, rules, regulations, policies, and procedures will alter the nature of the employee's employment herein contained. Further, the employee will have in full force and effect, upon the commencement date and at all times during the term, all licensure as may be required for the position for which the retired employee is hired and will meet all of the professional standards required by the District and Colorado law.

Hiring/Application Process

Retired educators will be required to complete the application process and follow all steps during the hiring process similar to all other new hires. All positions will be posted.

Current Implications/Impact

This agreement applies to only JCEA retired educators currently working in the District or hired in the future and there is no expectation to provide similar compensation retroactively to anyone who worked prior to the 2022-2023 school year.

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