



Written Agreement 2025-2026

The Salt Lake City Board of Education

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The Salt Lake Education Association

No district employee or student shall be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, district facility use, accommodations and other Equal Employment Opportunity matters. The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United States Code, including scouting groups. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Tina Hatch, Compliance and Investigations, 406 East 100 South, Salt Lake City, Utah 84111, (801) 578-8388. You may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.



This Written Agreement has been approved and ratified by the Board of Education of the Salt Lake City School District and the Salt Lake Education Association and will remain in effect from May 7, 2025, until June 30, 2026.

Signed this 6th day of May 2025.

Nathan Salazar
President
Salt Lake City Board of Education

Mike Harman
President
Salt Lake Education Association

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Article 1

DEFINITIONS

1.1 Aggrieved Person.

The term "aggrieved person" shall mean the person or persons making the claim in a grievance.

1.2 Association.

The term "association" shall mean the Salt Lake Education Association.

1.2.1 Association Representative (AR). The term "association representative" shall mean the duly elected representative(s) to the Salt Lake Education Association elected by the SLEA members in that school.

1.3 Board.

The term "board" shall mean the Board of Education of the Salt Lake City School District in the City and County of Salt Lake and State of Utah, or its designee.

1.4 Career Teacher.

The term "career teacher" shall mean any teacher on a continuing contract who has worked for the district at least half time three (3) or more consecutive years or is no longer on provisional status (Section 12.8.1).

1.5 Consensus.

The term "consensus" shall mean a general agreement arrived at by those concerned. It does not mean 100% agreement, but an ability to accept and support the overall plan.

1.6 District.

The term "district" shall mean the Salt Lake City School District in the City and County of Salt Lake and State of Utah.

1.7 FTE.

The term "FTE" shall mean full time equivalent teacher.

1.8 Grievance.

The term "grievance" shall mean a written complaint by a teacher, or group of teachers, that there has been an alleged violation, misinterpretation, or misapplication of any provision of this agreement, written board policies, or legal statutes that directly affect that teacher(s).

1.9 Hours.

The term "hours", as referenced in the Written Agreement, shall be used exclusively for accounting purposes unless otherwise prescribed.

1.10 Party in Interest.

The term "party in interest" shall mean the person(s) who might be required to take action or against whom action might be taken in order to resolve the claim of a grievance.

1.11 Prorated Benefits.

The term "prorated benefits" shall mean that benefits provided through this agreement are prorated to teachers proportionately according to each teacher's FTE.

1.12 Ratification Vote.

The term “ratification” shall mean the process used by the faculty to make a decision when consensus cannot be reached. The ratification vote percentage is determined by the faculty and must be no less than 66% of the faculty in attendance.

1.13 Conflict Review Process.

The term “conflict review process” shall mean a process for resolving conflict at the lowest level.

1.14 School Year.

The term “school year” shall mean the period of time established by the official nine-month calendar adopted by the board and complying with minimum student instruction requirements of the State Board of Education.

1.14.1 The term “school calendar” shall imply that every school shall have one thousand (1000) hours and one hundred eighty (180) days of instructional time.

1.15 Site-Based Decision Making.

The term “site-based decision making” shall mean the decentralizing of many decisions, allowing those responsible for implementation to make the decisions in view of their individual circumstances and challenges.

1.16 Superintendent.

The term "superintendent" shall mean the Superintendent of Schools of the Salt Lake City School District in the City and County of Salt Lake and State of Utah, or a designee.

1.17 Seniority.

The term “seniority” shall mean and be applied in this agreement as the total length of continuous uninterrupted service to the district within the bargaining unit (those paid on the Teacher Salary Schedule).

1.18 Teacher.

The term “teacher” shall mean a contract employee of the Salt Lake City School District who is required by the State Board of Education to have and maintain a current State of Utah Educator’s License, or a DOPL license for social work or nursing and is paid on the same certified salary schedule. This shall include teachers on approved leaves of absence pursuant to this agreement, and exclude the superintendent, associate/assistant superintendents, instructors, substitute teachers and employees paid from the administrative salary schedule.

1.18.1 Faculty. The term “faculty” shall mean all licensed teachers paid from the Teacher Salary Schedule who are assigned to individual schools.

1.18.2 Probationary Teacher. The term “probationary teacher” shall mean a teacher who has been properly informed that they are not performing satisfactorily.

1.18.3 Provisional Teacher. The term “provisional teacher” shall mean any teacher with less than three (3) years of service in the district (except as noted in Section 12.8.1), working at least half time. Continued employment is not guaranteed during this contract period.

1.19 Vacancies.

1.19.1 Internal Vacancy. A position open only to the teachers within that school.

1.19.2 External Vacancy. A position open to teachers outside of that school.

1.20 Year of Service.

The term “year of service”, as defined by the Utah Retirement System, shall mean service by a teacher regularly employed in any one year for a number of days equal to at least one half of the school year.

Article 2

CONTRACTUAL EFFECT

2.1 Binding Agreement.

The board and association have entered into this agreement to establish certain terms and conditions of employment for the district's teachers. The parties understand that this agreement binds the teachers, the association and the board. This agreement cannot be changed by unilateral action of either party and district policies, procedures and practices shall conform to the express terms of the Written Agreement. Any amendment to or waiver of this agreement shall be in writing and signed by both the board and the association. The Written Agreement shall be deemed part of each teacher's contract unless that contract explicitly states to the contrary. The district shall provide the association with a report of provisional and unique contracts on an annual basis.

2.2 Alterations of Agreement.

Changes in any section of this agreement (basic rules, policy, administrative items, and shared governance) shall be made only through established procedures of negotiation, and not by either a unilateral decision by the parties or by informal agreement between administrators and officers or agents of the association. Changes shall prevail until new agreements are made. Dissatisfaction in the administration of the provisions of this agreement shall be manifested and processed through the grievance procedure. During the process of negotiations, if an impasse is reached, the issue in dispute shall be settled in any manner agreeable to both parties. When agreement cannot be reached, it shall be submitted to the board.

2.3 Duration of Agreement.

Each year, each party may bring up to three (3) issues to negotiate. In addition, compensation and other mutually agreed upon issues shall also be addressed. Prior to the expiration date the parties shall meet to negotiate a successor agreement.

The provisions of this agreement shall be effective upon ratification of the parties and shall continue and remain in full force and effect until a successor agreement is obtained. Any provision of this agreement may be renegotiated at any time upon mutual request of the board and the association. If either party does not wish to renegotiate the item, it shall become an item for negotiation at the first formal negotiations session.

2.4 Code of Ethics.

It is agreed that codes of ethics exist for the parties and such codes are the basis for actions not covered by this agreement.

Article 3

RECOGNITION OF ASSOCIATION

3.1 Exclusive Representation.

It is agreed that “all teachers” constitute “an appropriate unit” for purposes of bargaining terms and conditions of employment and representation. The board recognizes the Salt Lake Education Association as the exclusive representative of all teachers for bargaining. Any individual teacher or group of teachers shall have the right at any time to present grievances to the board. No teacher shall suffer any reprisal by the district for engaging in lawful association activities or exercising their constitutional rights.

3.2 Verification of Representation.

Such recognition, once effective as to the unit described above, shall be effective during each term of the agreement. If within ninety (90) days prior to December 31st of any year good cause exists to believe that a majority of teachers have not designated or selected the association as their representative, the board may request and shall be furnished by the association with satisfactory evidence of such designation or selection by such majority, failing which the association shall not be recognized as the representative.

Article 4

ASSOCIATION RIGHTS

4.1 Association Use of Buildings.

Use of buildings for teacher association meetings shall be available to all employee association groups. These meetings shall be without cost, as approved by the unit administrator provided that such meetings do not interfere with the normal operation of the school and follow other district policies.

4.2 Association Use of Facilities.

The right of the association to place notices, circulars, and other materials on designated bulletin boards and in teacher mailboxes shall be available to all employee association groups. Authorized representatives of the association shall assume responsibility for the posting or distributing of material for the association as well as removing expired notices. When appropriate, such materials shall be signed.

4.3 Released Time.

4.3.1 President. The district shall release the association president full time without pay. The president's schedule shall maximize the period of continuous uninterrupted non-classroom time to serve the common interests of the district and the association. Based on the needs of the district and the interest, skills, and licensure of the president, the district may allow the president to continue to work up to .33 FTE during their term of office.

4.3.1.1 Benefits. During the term of office, the association president subject to applicable laws, policies, contracts and regulations, may purchase the equivalent of full benefits to include the accumulation of sick leave, personal leave, seniority in the district, professional development hours/days, and retirement contributions; all based on a two hundred two (202) day contract. The

district will pay for ten (10) days of association leave for the president.

4.3.1.2 Return to Position. Upon completion of the president's first or second term of office, the president at their discretion shall be returned to the position from which they take leave or shall return as an unassigned teacher. If the president serves more than two (2) terms, the president shall return as an unassigned teacher (see Section 14.4.3.)

4.3.2 Others. The parties agree to continue the practice of allowing the periodic release of association representatives for district and association activities of value to the district as requested by the association.

4.4 Association Meetings.

The first, and third Wednesdays of every month are reserved for any recognized employee association business. No district/school activities involving teachers shall be held on these days after 3:30 p.m. School or district meetings may be held on the second, fourth and fifth Wednesday of each month.

4.5 New Teacher Recruitment.

At the annual district meeting for new teachers, a time shall be set aside, if requested, for all teacher associations to address and enroll new teachers.

4.5.1 Employee List. The district shall provide the association with an updated list of all certified employees in the SLEA bargaining unit by or before September 15th and February 1st of each calendar year. This list shall include name, work location, position and FTE.

Article 5

NEGOTIATIONS

5.1 Negotiations Scope.

After approval and implementation of the agreement and upon request by the association to the board or by the board to the association, the board and the association shall negotiate compensation, and conditions of employment, and any change that is deemed necessary in this agreement.

5.2 Initiating Negotiations.

Written requests for negotiations between the board and the association may be submitted at any time by either party.

5.3 Meetings.

Negotiations shall be conducted annually at times and places mutually agreeable to the persons named by each party; however, the first annual meeting shall be on or before the last Monday in March.

5.4 Identification of Issues.

At the second negotiation meeting, the teams shall present up to three (3) issues to be considered using the Interest Based Bargaining (IBB) process. After the second meeting, new issues may be introduced only by mutual consent.

5.5 Negotiations Data.

During the negotiations, upon request of either party, the other shall make available for inspection all records and data pertinent to the subject of negotiations.

5.6 Consultants.

Either party may, if so desired, utilize the services of outside consultants and may call upon professional and lay representatives to assist in the

negotiations. Each party shall pay their own costs, unless mutually agreed, and then the cost shall be shared.

5.7 Released Time.

If negotiations are scheduled during the school day, the participants shall be released from their regular duties without loss of pay. Qualified substitute teachers shall be provided, and cost shared by the district and association as needed.

5.8 Good Faith.

The board and the association agree to negotiate in good faith. During negotiations the board team and the association team shall exchange points of view on issues discussed and present relevant data when requested.

5.9 Distribution of Material.

All materials to be distributed anywhere shall be identified by source and be signed. During negotiations, at least bi-weekly, a mutually agreed negotiation update shall be sent out by both the board's negotiation team and SLEA to all interested parties. Such material shall not constitute a personal or unfair attack on any individual and shall comply with fair practices. Both parties shall exert effort to enforce this provision and shall publicly disclaim support of any material which is produced in violation of this provision.

5.10 Impasse.

If the negotiations reach an impasse, the issues in dispute shall be settled in any manner agreeable to both parties. (Section 2.2)

5.11 Adopting Agreements.

Any agreements reached through the aforementioned procedure shall be prepared in writing and shall be submitted to the association and the board for its approval. Association ratification is required prior to board approval for salary increases to occur.

5.12 Joint Study Committees.

- 5.12.1 Creation of Committees.** The negotiators for the board and the association are empowered to create joint study committees.
- 5.12.2 Consultants.** Consultants may be used if deemed necessary by either party. Costs shall be paid by the individual parties, unless mutually agreed, and then the cost shall be shared.
- 5.12.3 Meetings.** If meetings of joint study committees are scheduled during the regular school day, members of such committees shall be released from their regular duties without loss of pay and substitutes costs shared by the district and association.
- 5.12.4 Recommendations.** Recommendations and reports of joint study committees are advisory in nature.
- 5.12.5 Completion of Work.** Upon completion of its study and submission of a written report on the subject assigned to it, a joint study committee shall be considered dissolved, and once dissolved, no such committee shall be reactivated except by mutual consent of the negotiating teams.
- 5.12.6 Independent Study.** The above statements do not preclude the creation of any committee authorized by the association or the board to conduct an independent study on any subject.

5.13 Publication of the Written Agreement.

The board shall be responsible for the distribution of the formal collective bargaining contract between the parties. The district will annually send a mass-distribution electronic link on or before the first day of school and provide 200 copies by the first day of school to SLEA.

Article 6

GRIEVANCE PROCEDURE

6.1 Purpose.

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to grievances which may arise from time to time. Both parties agree that these proceedings shall be kept as informal and confidential as may be appropriate at any level of the procedure. All parties shall cooperate and act in good faith to resolve the grievance.

6.2 Procedures.

6.2.1 Level One - Informal. The aggrieved person shall first notify the person(s) with whom they have the grievance or their supervisor, of a Level One grievance. Notification shall outline attempts to resolve the matter informally by discussing the issue with the person(s) or supervisor within thirty (30) working days after becoming aware of the act or condition upon which the grievance is based. The teacher(s) may attempt resolution personally or may be represented by the association.

6.2.1.1 Association and Class Actions. If, in the judgment of the appropriate association representative, a grievance affecting a group or class of teachers is not resolvable at Level One, representatives of the association shall submit such grievance within fifteen (15) working days in writing to the superintendent directly.

6.2.1.2 Information. The board agrees to make available to the aggrieved person and their representative all pertinent information not privileged under law in its possession or control and which is relevant to the issues raised by the grievance.

6.2.2 Level Two - Formal. If the grievance cannot be solved informally, a formal written grievance (either hard copy or email) must be submitted describing the grievance and proposed resolution(s) within fifteen (15) working days after the Level One meeting(s) with the administrator or immediate supervisor.

6.2.2.1 Response. The formal grievance shall be answered in writing to the aggrieved within five (5) working days after receipt. If the grievance is not answered within the prescribed time limit, it is automatically appealed at the next level.

6.2.2.2 Decision. The aggrieved shall accept or reject the decision in writing within five (5) working days.

6.2.3 Level Three – Office of the Superintendent. If settlement is not reached following review, the aggrieved shall respond in writing to the superintendent within fifteen (15) working days.

6.2.3.1 Representation. The superintendent shall represent the administration at this level of the grievance procedure.

6.2.3.2 Decision. Within ten (10) working days after the receipt of the written grievance by the superintendent, the superintendent shall meet with the aggrieved person (and their representative if desired) to resolve it. The superintendent shall render a decision in writing within fifteen (15) working days of the meeting.

6.2.4 Level Four - Advisory Arbitration. In the event that it should be decided to appoint a hearing officer, as provided in the Orderly Termination Act, the association and the administration shall make the selection from a mutually agreed upon list.

- 6.2.4.1 Hearing Officer.** The hearing officer selected shall confer with the administration and the association and hold hearings promptly. The decision of the hearing officer shall be issued not later than thirty (30) calendar days from the date of the close of the hearings or if oral hearings have been waived, then from the date the final statement and proofs are submitted. The hearing officer's decisions shall be subject to board approval.
- 6.2.4.2 Recommendations.** The hearing officer shall submit to the board with a copy to the association, written findings of fact, along with the reasoning behind the findings and recommendations on the issues submitted, at the next regular meeting of the board. The findings and recommendations of the hearing officer shall be subject to board approval.
- 6.2.4.3 Cost.** The costs for the services of the hearing officer including per diem expenses, if any, and actual and necessary travel and subsistence expenses, shall be borne equally by the board and the association.

6.3 Joint Forms.

To facilitate operation of the grievance procedure, necessary forms for filing, for serving notices, for making appeals, for making reports and recommendations, and other necessary documents shall be jointly prepared and distributed by the superintendent and the association.

6.4 Rights of Teachers and Representation.

- 6.4.1 Reprisals Prohibited.** No reprisals of any kind shall be taken by either party against any party in interest, any school representative, any member of the PR&R Committee or any other participant in the grievance procedure.

6.4.2 Representation. Any party in interest may be represented and/or accompanied at all stages of the grievance procedure by an appropriate person of their own choosing. The faculty association representative shall be such representation at Level One unless the teacher desires to choose another person.

6.4.3 Right of Representation. Any teacher shall have the right to have the association present and to state its views at any level in the grievance procedure. Copies of all forms and correspondence shall be sent to the association.

6.4.4 Release for Hearing. When it is necessary at any level for a representative or representatives designated by the association to attend a meeting or hearing called by the superintendent during the school day, the superintendent's office shall so notify the principal of such association representatives and they shall be released without loss of pay for such time as their attendance is required at such meeting or hearing.

6.4.5 Separate Grievance File. All documents, communications and records dealing with the processing of a grievance shall not be filed in the personnel files of the participants.

6.4.6 Selection of Remedy. The sole remedy available to any teacher for any alleged breach of this agreement or any alleged violation of their rights hereunder shall be pursuant to the grievance and arbitration procedure; provided however, that nothing contained herein shall deprive any teacher of any legal right which they presently have.

6.5 Conflict Review Process. Conflict Review Process is used for resolving, at the lowest level possible, conflict between teachers and/or administrators. No teacher shall suffer reprisals or reduction in status as a result of having presented a conflict review process or having been a party of interest in a Conflict Review Process.

Representation: Any teacher has the right to have an association representative, of their choosing at all levels of the process. Use of a representative is not mandatory.

In order to achieve a resolution satisfactory to all parties concerned, the following steps will be taken:

1) Local Level –informal steps

- a. The initiator of each review shall first communicate the nature of the problem to the person, on whom the review is being considered, with the objective of resolving the matter informally and making it clear that a formal review is being contemplated.
- b. If the problem/issue cannot be resolved at step [a] within five (5) business days, those initiating the review shall contact the supervisor of the person/s to resolve the issues. This step may be waived if the principal is the subject of the review, in which case the person filing the review may proceed to the formal steps.
- c. If resolution is not attained through the preceding steps, either party may notify the appropriate district level administrator that the issues remain unresolved. The district level administrator then shall initiate the following steps for resolution.

2) District Level –formal steps

- a. If resolution is not achieved through the informal steps, parties initiating the review shall submit to the designated district level administrator a detailed written description of the unresolved issues. In consultation with the person initiating the review and/or the association, the district level administrator may designate an alternative district level administrator to hear the review. The description shall clearly state the specific reasons for the review and shall specify the remedy requested. Unless the nature of the complaint or the circumstances requires confidentiality, copies of the written description of the unresolved issues will be provided to all affected parties.

- b. The designated district level administrator shall then schedule and conduct a meeting with the parties directly involved in the review. During the meeting, the parties initiating and responding to the review shall be provided an opportunity to state their concerns and positions pertaining to the unresolved issues.
 - c. After the meeting in step [b], the administrator shall submit findings and recommendations for resolution in writing within ten (10) business days of the meeting to the parties involved.
- 3) Office of the superintendent
- If the conflict has not been resolved the review shall be sent to the office of the superintendent for a decision which shall be given within ten (10) business days of the completion of the formal steps. The superintendent shall consult with the association president before making a final decision.

Article 7

SHORT TERM LEAVES OF ABSENCE

7.1 Purpose.

It is the policy of the board to provide short term leaves of absence for teachers of the district. Such leaves shall be implemented through procedures developed by the superintendent and the association.

7.2 Procedures for Leaves.

7.2.1 Notice to Human Resources. Applications for leave shall be implemented and processed by the Human Resources Administrator. In all cases the teacher shall notify the Human Resources Administrator of their intention to take leave.

7.2.2 Application and Notice. A teacher who knows they will be making application for a short-term leave shall notify the principal or supervisor as early as possible so that necessary arrangements can be made. Application for short term leaves shall be in writing according to district procedures.

7.2.3 Reporting Leave. The district's time and attendance system is to be used for reporting leave (or if the system is unavailable, the teacher is to report leave to their supervisor in a timely manner).

7.3 Paid Time Off (PTO).

7.3.1 Allowance. Full time educators are provided eighty-eight (88) hours of PTO during the annual term of the contract without loss of pay. PTO hours provided are prorated for teachers working less than full time.

7.3.2 Accumulation. Unused PTO in a contract year shall roll over to accumulated leave in accordance with 7.3.3. A teacher may accumulate up to the maximum of one thousand four hundred forty (1440) fully paid hours of accumulated leave.

7.3.3 Use. A maximum of thirteen (13) PTO days may be used in any contract year. Consecutive use of three (3) or more PTO days require at least one week pre-approval from the educator's supervisor for activities which generally could be pre-planned, such as weddings, anniversaries, birthdays, etc. No more than five (5) consecutive PTO days may be taken at any time.

The sole exception from pre-approval, or the use of five (5) or more consecutive days of leave, would be for leave taken for the purpose of attending to medical needs and time needed to recover from illness or to provide care for an employee's spouse or domestic partner, legally dependent children, parents and parents-in-law and/or dependents living in the home, a sudden death, or an unforeseeable disaster. Employees using PTO for sick purposes for three (3) or more days may be required to provide a return-to-work release prior to their return to work.

In the event an educator has taken approved Family Medical Leave (FML) at any point during the school year and has used all thirteen (13) allowable days of PTO, they may make a request to HRS to use up to two (2) days from their accumulated leave balance for PTO purposes.

7.3.3.1 Teachers with fifteen (15) or more years consecutive experience in the district may request the use of up to 10 consecutive days PTO once in their career. Requests will be made directly to the Human Resource Services department after obtaining principal approval. Requests will be evaluated in consultation with the president of the association or designee. Use of this once in a career opportunity may be at any point in the contract year.

7.3.3.2 PTO is allowed for use either prior to, or after, one of the following events: Fall Break, Thanksgiving, Winter Break or Spring Break, once annually. Additionally, PTO may be taken the day before or after a school holiday for the following specific reasons:

- a. Unforeseen illness, or FML
- b. Observance of religious holidays which fall on a regularly scheduled school calendar workday.
- c. Required court appearances.
- d. Deaths not covered by Bereavement Leave as defined in 7.6 below.

- 7.3.3.3 PTO may not be used during the five (5) contract days prior to the start of the school year, other than for illness as defined in 7.3.3.
- PTO may not be used during parent/teacher conferences.
- PTO may not be used on make-up days as the result of employee job action.

7.4 Sick Leave.

- 7.4.1 **Sick Leave Incentive Option.** Those enrolled as of June 30, 2019, remain enrolled for the remainder of their employment.

7.5 Sick Leave Bank.

- 7.5.1 **Purpose.** A sick leave bank is available for career contract teachers to draw upon for their own serious medical needs that take the employee out of work for fifteen (15) or more consecutive days. The sick leave bank is not intended to be used for short-term, in-and-out absences, elective medical procedures or other medical care that could be scheduled during non-contract time. The sick leave bank is available only for the teacher's own medical needs and not for family members. All full-time contract teachers shall contribute annually four (4) hours of their PTO allowance to the sick leave bank. The contribution is prorated for teachers working less than full time.
- Medically documented intermittent leave for long-term illness may be approved.

7.5.2 Eligibility. Teachers who have commenced their fourth year of contract employment, contributed to the sick leave bank the previous three (3) years are eligible to apply for the sick leave bank. Before being eligible to draw from the sick leave bank, educators must use all but two (2) PTO days of accumulated leave.

7.5.2.1 Application. Sick Leave Bank applications shall be on a standard district form and must include a recommendation from a doctor of medicine.

7.5.3 Waiting Period. There shall be a waiting period of twenty-four (24) hours without pay before a teacher begins to use hours from the sick leave bank. This waiting period shall be waived for teachers who have been employed as a contract teacher ten (10) or more years in the district.

7.5.4 Maximum Use. The difference between the contract teacher's accrued sick leave balance and nine hundred sixty (960) hours is the maximum available hours for a teacher to use. The combined total sick leave allowed between the sick leave bank and the teacher's accrued leave shall not exceed nine hundred sixty (960) hours in any twelve (12) month period. The twelve (12) month period shall commence on the first day of the extended illness. In unusual cases, teachers may request an extension to be approved by Human Resources and the SLEA President or designee, if the employee has applied for Long Term Disability. Use of the Sick Leave Bank shall begin a five (5) year period. Employees requiring the use of the Sick Leave Bank more than twice in that five (5) year period will be reduced to half benefit for subsequent use of the Sick Leave Bank.

7.6 Bereavement Leave.

All teachers employed by the board shall be entitled to a non-deductible leave of absence for the death of each member of one's own immediate family, of one's spouse's or domestic partner's immediate family, for up to forty (40) hours. These family members include spouse, children,

grandchildren, parents, grandparents, and siblings. Bereavement leave for the funeral or memorial service may be taken at a time appropriate for the family within a calendar year.

7.6.1 Unspecified Uses. For circumstances not specified in Section 7.6, the teacher may utilize paid time off for bereavement purposes.

7.7 Other Temporary Leaves.

Teachers shall be granted the following non-deductible temporary leaves of absence with pay during each school year.

7.7.1 Legal Proceedings. Teachers shall be granted the time necessary for appearances in any legal proceeding connected with the teacher's employment or with the school system, if the teacher is required by law to attend (less any remuneration received for such service). This provision does not apply when a teacher is the plaintiff in a civil lawsuit.

7.7.2 Jury Duty. Teachers shall be granted leave with pay for jury duty. Such leave shall be leave with pay less any remuneration for such services.

7.7.3 Educational Meetings. A teacher, upon request, may be granted up to but not to exceed forty (40) hours in any given contract year, the time necessary to attend educational meetings/workshops when permission is granted by the superintendent or designee.

7.7.4 Injury on the Job. Contract employees who are injured in the scope and course of their employment may receive the full amount of their salary for the duration of the contract year under the following conditions: The appropriate part of the salary (amount awarded by the Industrial Commission) shall be charged to the Workers' Compensation. The prorated daily balance shall be charged to the employee's leave. For incidents exceeding 15 consecutive workdays, and the employee's leave is exhausted the employee then becomes eligible to apply for the Sick Leave Bank.

7.7.5 Non-Deductible Leaves. Other non-deductible leaves of absence (with pay) may be granted by the superintendent or designee for the following reasons: (1) To serve by assignment on a shared governance project; (2) By assignment attending a workshop, convention or Professional Development training; (3) Assigned to assist by observing or by direct help a teacher on informal assistance; (4) Absent while being assisted on professional assistance; (5) Serving in a leadership capacity in a special district project; and (6) Attending to other district or association business by assignment of the superintendent or their designee.

7.8 Military Leave.

Teachers who are members of the United States Army, Air Force, Navy, Marines, Coast Guard Reserve or members of the Army or Air National Guard shall be allowed leaves of absence not to exceed ten (10) working days to attend annual training or other properly ordered periods of active duty in conjunction with their service (Section 8.3). Such leaves of absence shall be granted only on the basis of official military orders which must be filed in Human Resources. Teachers may choose to accept military pay or teacher salary while on leave. Teachers accepting district pay must remit military pay to the district.

7.9 Funding for Out of District Professional Meetings.

7.9.1 Requests. Teachers wishing to apply for approval to attend out of district conferences may apply following procedures published by the department or grant funding the conference with the approval of the site administrator. If funding is granted, the individual shall notify the site administrator of the approved conference.

7.9.2 Organization Conventions. The board shall grant permission to the association to send representatives to organizational conventions at no expense to the board.

7.10 Deductible Leaves.

Deductible leaves of absence (without pay) may be granted as per board policy and for personal and private reasons if these absences do not interfere with site responsibilities.

7.10.1 Personal Business. Permission may be granted to teachers to conduct private business or accompany a spouse, when such absence is without pay, and approved by the principal, and is considered by the superintendent as being appropriate.

7.10.2 Travel with Spouse. An employee may be granted a leave without pay to accompany a spouse to a convention or on a business trip if the immediate supervisor feels that it does not interfere with site responsibilities and is approved by the Human Resources Administrator. Such leaves shall be no more than five (5) days in length. (This limitation is not applicable to job share teachers.)

7.10.3 Priority for Board Needs. Employees are encouraged to attend professional meetings when such attendance is directly related to board needs or to building needs as determined by the SIC. When attendance at a professional meeting is a personal matter, no supporting funds are available. However, attendance may be approved if the principal believes it is appropriate and if it can be accomplished at no cost to the district.

7.11 Partial Deduction.

The superintendent may grant leaves of absence with deductions of the cost of a substitute when the absence serves the district needs to some degree.

7.12 Parental Leave.

All contract educators employed by the board who give birth to a child shall be eligible for up to three weeks (120 Hours) of postpartum recovery leave and four weeks (160 Hours) paid parental leave prorated per FTE; without medical documentation from a medical provider, postpartum recovery leave and parental leave shall run consecutively. Contract educators who do not give birth to a child but are eligible for parental leave shall be eligible for up to four weeks (160 Hours) paid parental leave prorated per FTE. All postpartum recovery leave and/or parental leave must be used consecutively within the first year following a birth, adoption or guardianship. Postpartum recovery leave and paid parental leave are in addition to any other leave the educator may be entitled to and will be paid at their regular rate.

Article 8

LONG TERM LEAVES OF ABSENCE

8.1 Purpose.

It is the policy of the board to provide long term leaves of absence for the employees which usually shall not exceed sixty (60) days but may not exceed the number of days in that teacher's annual contract. These leaves are for such things as military, illness, further study or personal renewal purposes. Such leaves are coordinated through procedures outlined in this section of the Written Agreement and approved by the superintendent or designee.

8.2 Long-Term Disability.

The Sick Leave Bank is not intended as protection for long-term catastrophic illness or hospitalization and cannot be a substitution for insurance programs which cover such periods of long-term disability. The approval and granting of sick leave from the Sick Leave Bank by the Sick Leave Bank Committee may be contingent upon the employee making application for disability retirement or otherwise taking the initiative in resolving personal finances in case of a permanent or long-term disability.

8.3 Compulsory Military Service.

Teachers, who leave for service as defined in the Uniformed Service Employment and Reemployment Right Act, USERRA, shall be granted reemployment by the board provided the service does not exceed five (5) years, continuous or cumulative. To qualify for reemployment, when possible, the teacher must provide advance notice before leaving for the service, must be separated honorably, and report back to work according to the following schedule:

Service of one (1) to thirty (30) days... the first regularly scheduled workday eight (8) hours after the end of the calendar day separated from service;

Service of thirty-one (31) to that teacher's number of annual contract days...application for reemployment must be submitted no later than fourteen (14) calendar days after separation from service;

Service greater than that teacher's number of annual contract days...application for reemployment must be submitted no more than ninety (90) calendar days after completion of the service.

Teachers are eligible for reemployment to a position for which they are qualified to teach and entitlement to all provisions of the seniority escalator at the point the teacher would have occupied if the teacher had been continuously employed.

8.3.1 Health Benefits. Health benefits coverage may be continued at the election and expense of the individual. For periods of thirty (30) days or less, the teacher shall only be responsible for the normal employee's share of the premium. For a period of more than thirty (30) days, the teacher may elect to purchase up to eighteen (18) months of health insurance at the rate that shall not exceed 102% of the full premium for the coverage. Upon return to work the teacher is entitled to reinstatement of health insurance without penalty, proof of insurability, or issues relating to pre-existing conditions except those related to the service.

8.3.2 American Red Cross. Teachers who enter the service of the American Red Cross in time of national emergency on a full-time basis shall be entitled to all the provisions of Sections 8.3 and 8.3.1 with all the privileges granted to those who enter the services defined by USERRA.

8.4 Extended Leave.

The board, upon application by an employee, may grant a leave of absence for the following reasons: illness, or a career employee may apply for leave for infant/child rearing, transfer of spouse, further study or renewal, or to serve as a duly elected member of the legislature of the State of Utah. Medical verification shall be required for extended leave for illness.

8.4.1 Written Notification. The teacher shall notify the Human Resources Administrator in writing of their desire to take such leave at least thirty (30) calendar days prior to the date on which the leave is to begin except in the case of emergency.

8.4.2 Length of Leave. An approved leave of absence except as noted in Section 8.5.2 sixty (60) calendar days or less shall extend to the beginning of the following school year or the first day of the second semester as mutually agreed upon at the time of taking leave. Requests for exceptions shall be reviewed by the association and the district and approved only by mutual consent.

8.4.3 No Compensation. The teacher shall receive no compensation from the district during the period of their leave of absence except as they might qualify for sick leave pay. To qualify for sick leave pay the absence must be occasioned by illness or disability; an employee must be disabled at the commencement of the leave period. While on leave of absence without pay, employees who become ill or disabled are not entitled to sick leave pay.

8.4.3.1 Insurance. Employees who are on an approved non-paid leave of absence may pay for their insurance (Section 19.4).

8.4.4 Intent to Return. The teacher shall give the Human Resources Administrator written notice of their continued intent to return to employment ninety (90) calendar days prior to the expected return date and/or end of contract year, whichever comes first. The teacher and the Human Resources Administrator may mutually agree upon a lesser notification period in writing.

8.5 Return from Extended Leave.

8.5.1 Return to Work. A teacher who is granted leave of absence that is not more than a full academic year shall, upon return to work at a pre-specified date, be reactivated to the position from which they take leave.

- 8.5.2 Pre-specification of Return.** At the time of taking approved leave, the teacher may specify a time of return to employment within sixty (60) calendar days. That teacher shall be returned to their position on that date, except in the case of an emergency.
- 8.5.3 Return from Leave/Unassigned.** Teachers returning from leave whose position has been eliminated through processes identified in Section 14.3.2 shall be considered “unassigned” and treated according to Section 14.3.5 of this agreement.
- 8.5.4 Schedule Placement and Benefits.** A teacher returning from approved extended leave without pay shall be placed on the step and lane of the salary schedule the teacher was on prior to taking leave unless the teacher had completed more than one-half of the school year. In this case, the teacher shall be placed on the next step and appropriate lane of the salary schedule unless returning during the same contract year. Upon the teacher’s return, all unused accumulated sick leave and any other benefits which accumulated to the teacher’s credit shall be restored.

8.6 Sabbatical Leave.

- 8.6.1 Purpose.** Sabbatical leaves are targeted investments in the teaching force. A sabbatical leave shall be considered only for reasons of professional growth such as additional academic or experience training that shall be of value to the district. Sabbatical leaves for teachers are provided under the following regulations:
- 8.6.1.1 Minimum Service.** Applicants shall have completed a minimum of ten (10) consecutive years of teaching experience in the Salt Lake City School District before being eligible to start a sabbatical.

- 8.6.1.2 Filing.** Applications shall be submitted on forms to be furnished by the board and shall be filed with Human Resources during the month of January preceding the school year of the anticipated sabbatical leave. Applications shall include a description of how the sabbatical will meet district needs.
- 8.6.1.2.1 Letter of Support.** Applications shall include a letter of support from the district and school administrator of the program which may be impacted by the planned leave activity.
- 8.6.1.3 Priority.** The administration and the association shall recommend a priority ranking of all applicants. Value to the district being equal, preference shall be given to those teachers with the longest period of uninterrupted service to the district and those who have not had a prior sabbatical leave. Applicants shall be notified of the priority ranking by March 15th.
- 8.6.1.4 Eligibility.** No person shall be given such leave of absence more often than once in a career.
- 8.6.1.5 Maximum Available Leaves.** A maximum of two (2) teachers approved by a committee representing the association and the administration shall have sabbatical leaves in any one year.
- 8.6.1.6 Salary.** Sabbatical recipients shall be paid one-half of their salary in equal monthly payments over regularly scheduled payroll dates.
- 8.6.1.7 Reemployment Guaranteed.** A teacher who is granted a sabbatical leave of absence is assured re-employment.

- 8.6.1.8 Return to Position.** A teacher must have the approval of the superintendent for a sabbatical leave. The full terms of the leave shall be negotiated with the superintendent and confirmed in a letter to the teacher including whether the teacher is returning to the school and/or assignment they are leaving or returning as an “unassigned” teacher. A teacher replacing a teacher on sabbatical leave who has been assured that they may return to their present assignment shall be made aware through written notification that the assignment is temporary.
- 8.6.1.9 Full Benefits.** All teachers on sabbatical leaves shall be entitled to all insurance benefits provided by the board at the expense of the board.
- 8.6.1.10 Unpaid Leave Option.** In addition to the above provisions, a teacher may be granted sabbatical leave without pay and may purchase their own health and major medical insurance under the board’s policy.
- 8.6.1.11 Intent to Return.** The teacher shall give the Human Resources Administrator written notice of their continued intent to return to employment ninety (90) calendar days prior to the expected return date and/or end of contract year, whichever comes first. The teacher and the Human Resources Administrator may mutually agree upon a lesser notification period in writing.

8.7 Renewal Leave.

The board, upon application by an employee who has fifteen (15) consecutive years of service with the district, may grant a leave of absence without pay for renewal purposes.

8.7.1 Maximum Allowable Leaves. The number of leaves granted for renewal purposes in any one year shall not exceed three (3).

8.7.2 Return from Leave. Provisions of Section 8.4.1 through 8.4.4 are applicable to such leave.

8.8 Medical Verification.

When a long-term leave is requested for health purposes, the board may require written verification from a Doctor of Medicine of the district's choosing as to the teacher's physical and/or mental condition, ability and advisability of either remaining at home or of returning to work.

Article 9

TEACHER PROTECTIONS AND STUDENT DISCIPLINE

9.1 Obligations and Reports.

Teachers have the obligation to enforce school rules and regulations and to enforce the discipline standards of the school in all areas of school operation. If any teacher is accused of a violation of law in connection with the teacher's employment duties, the teacher and the principal shall make written response as to the accusations and circumstances to the superintendent within five (5) days of the occurrence. A teacher charged with a crime involving moral turpitude or the commission of a felony in connection with their employment, shall report the charges as soon as possible to the principal. Failure to do so may result in disciplinary action up to and including termination.

9.2 Information.

The superintendent shall comply with any reasonable request to provide information in their possession to the teacher.

9.3 Directive Control.

Teachers may, within the scope of their employment, use and employ such amounts of directive control, as allowed by State Law and board policy, when as is in the teacher's judgment (in loco parentis) reasonable and necessary when it is their determination that such force is required in order to:

- a. quells a disturbance threatening physical injury to others or for controlling disruptive situations;
- b. obtains possession of weapons or other dangerous objects upon the person of any individual or within their control;
- c. defends themselves; or
- d. protects persons or property.

Acts of physical restraint shall be used for the purpose of control and not for the purpose of punishment.

9.4 Teacher Judgment and Board Support.

The board shall support the judgment of the teacher in applying such disciplinary practices as the teacher deems appropriate in order to maintain order and to protect the legal rights and safety of teachers and students if the actions of teachers do not violate board policies. The board shall support reasonable and professional disciplinary practices which protect the legal rights and the safety of teachers and students. Procedures for discipline in the schools shall be developed in accordance with State Law and board policy by the administration and the association.

9.5 Written Report.

The principal and the teacher shall immediately make a written report of the circumstances involving the action and discipline of a student, and such report shall be on file in the school office and the Student Services department. Any teacher who claims to have suffered physical threat, injury or abuse involving a student may file criminal charges against the student.

Article 10

PROFESSIONAL RIGHTS AND RESPONSIBILITIES

10.1 Interruption of Employment.

When a teacher returns to work for the district after an interruption in employment, the negotiated agreement in effect on the date the teacher returns to work is the contract under which the teacher is employed.

10.2 Academic Freedom.

Academic Freedom is a vital part of an effective school system. The district and the association acknowledge the fundamental need to protect employees from censorship or restraint which might interfere with the performance of their professional duties. Accordingly, employees may freely plan and carry out classroom presentations, introduce materials relevant to the course, and conduct appropriate discussion. When doing so teachers shall comply with their professional obligations in regard to State Law, district and state school board policy and disclosure documents.

10.3 Teacher Personnel Files.

All materials placed in a teacher's permanent central office personnel file, subsequent to initial employment materials, shall be available to the teacher for inspection upon request. A teacher must make an appointment with Human Resources to review their personnel file and may have items copied at their expense.

10.3.1 Notice of Personnel File Entries.

Material which is derogatory to a teacher's conduct, service, character or personality shall not be placed in a teacher's personnel file unless the teacher has had an opportunity to read the material. The teacher shall acknowledge having read such material by signing the actual copy to be filed. Such signature does not indicate agreement with content of the material.

10.3.2 Response to Personnel File Contents. The teacher shall have the right to answer any material filed, and their answer shall be reviewed by the superintendent and attached to the personnel file copy.

10.4 Procedures for Teacher Defense.

If criminal or civil proceedings are brought against a teacher for an act in connection with the teacher's duties and obligations within the scope of the teacher's employment, the district shall, upon request of the teacher, assume the responsibility of the teacher's defense and any judgment assessed against the teacher. A teacher shall request the district to provide that defense in writing no later than ten (10) days after receiving service of process. This provision does not apply in cases where the criminal allegations or civil proceedings are brought by the board. If the teacher fails to make request for defense within ten (10) days or refuses to cooperate in the defense, the district is not obligated to defend the teacher or to pay any judgment assessed. Nothing in this section shall require the district to pay any part of a claim or judgment for fines, damages, penalties, nor forfeiture arising out of criminal proceedings, nor for punitive or exemplary damages arising out of civil action.

10.5 Immediate Action.

In the event that a teacher has claimed to have suffered physical threat, injury, or abuse involving a student, pending a legal decision that an "assault" has been committed upon the teacher, the principal may determine that an attack, bodily threat, verbal abuse, physical injury or similar action has been suffered by the teacher. The principal shall then take such immediate disciplinary action regarding the student, that in the principal's professional judgment and within Utah State Law and board policy is necessary in order to bring timely relief to the situation.

10.6 Liability Insurance.

To the extent, and only to the extent, that the district may be liable for the teacher's conduct under applicable Utah State Law, the board agrees to provide liability insurance coverage for the benefit of the teacher. Such coverage shall be of the same scope and nature, and with the same limits,

as liability insurance carried by the district for its own protection, pursuant to the provisions of the Utah Government Immunity Act.

10.7 Personal Property Protection.

Under normal conditions the district does not assume responsibility for personal property. The district shall reimburse teachers for loss of personal property if loss occurs at school in relationship to disciplining students.

A review committee consisting of a district administrator, a school administrator and an association leader shall investigate situations to determine if loss was related to discipline of students.

10.8 District Negligence.

Whenever anyone suffers injury or loss as a result of district negligence, the district is legally responsible for that loss. The district is insured for such losses and anyone so injured should file a claim.

10.9 Committee Assignments. All assignments of teachers to district-wide committees, including Professional Development committees, PAR and ad hoc working groups shall be made in annual consultation with the association president with the greatest membership in the district.

10.9.1 Legislative Programs. Legislative programs shall be facilitated through the established procedures as defined in this agreement. Committees or other groups shall not be formed to fulfill the requirements of legislative action with the intention of circumventing the provisions of this agreement.

10.10 No Alteration of Duties.

General contract duties of any teacher of the general contract responsibilities of any teaching position in the district shall not be substantially altered or increased without prior consultation with the association.

10.11 Endorsement Assistance.

Teachers who have their assignment changed because of curricular changes at a school and who are required to qualify for a different endorsement may request assistance through the Professional Development committee.

10.12 Staffing Priorities.

No teacher newly hired who has not given service in the district shall replace a teacher who has been under contract, whose work has been satisfactory and who is qualified or has taught in a given grade, subject or position.

10.13 Interns.

No contract teacher shall be declared unassigned as a result of an intern program in their school.

10.14 Elementary Split Grade Level Classes.

Teaching assignments of split grade level classes shall be rotated on a yearly basis, and a teacher of a split grade level class shall not be required to teach the split a second consecutive year until all teachers in those two (2) grades levels have taken the assignment in rotation. At the conclusion of the school year, the teacher completing the split-level assignment, shall return to their previous grade level assignment.

10.15 Job Sharing.

10.15.1 Arrangement. In cases where it is advantageous to the district, the school, the teachers, and agreed to by the principal, a job-sharing arrangement may be implemented which provides that two (2) teachers may accept responsibilities for one (1) full time teaching assignment. The job-sharing assignment shall be reviewed annually by the administration. The result of this review shall be presented to the job-sharing team.

10.15.1.1 Schedule. The teachers' daily and weekly work schedules shall be arranged by the job-sharing team. It shall not be deemed appropriate to adopt schedules which anticipate long absences of teachers. Such absences shall be treated as extended leaves without pay.

10.15.1.2 Reporting. The job-sharing work schedule shall be described on the school organization report.

10.15.2 Companion Selection. A teacher opting to job share shall be given the opportunity of submitting the name of a companion teacher, provided that teacher is qualified for the position and is approved by the principal.

10.15.3 In-School Priority. Teachers may be assigned as a job-sharing team within their school without consideration of seniority of teachers from outside that school, providing there is an internal vacancy in the school for which the team qualifies.

10.15.4 FTE Modification. A part-time teacher being increased to full-time, or a full-time teacher being reduced in FTE, upon their request, may remain at their present school in spite of the seniority status of teachers wishing to be transferred into that school, provided there is an internal vacancy and provided the teacher is qualified to fill the internal vacancy.

10.15.5 Absences. Whenever a sharing teacher is absent from their work as per the pre-arranged schedule, a record of their absence shall be maintained by the principal, and where appropriate, shall be reported to the payroll office. The absence may be covered in one of the following ways:

10.15.5.1 Roster. A substitute teacher may be requisitioned from the substitute roster.

10.15.5.2 Sharing Teacher: The other sharing teacher may "cover" for the absent teacher, in which case, one of the following apply:

- 10.15.5.2.1 Substitute Rate.** The “covering” teacher shall be paid at the substitute rate if the absence is covered by paid leave.
- 10.15.5.2.2 Contract Rate.** The “covering” teacher shall be paid at their contract rate if the absence is a leave without pay.
- 10.15.5.2.3 Sharing Teacher Arrangement.** The absent teacher may at a later date reciprocate by “covering” for the other teacher, in which case the “covering” teacher is not paid. It is intended that such an arrangement would be implemented only in cases of brief absences.

10.16 Grade Alteration.

The parties recognize the right of patrons and students to appeal grades. Teachers shall not be required to alter grades unless it is determined at the conclusion of the process G18 Complaint Resolution Process that the grades are unjust or do not conform to the policies of the district.

10.17 Teacher Availability.

Teachers, as professionals, shall be available as needed by appointment to consult with students, parents or administrators before the beginning of class work in the morning and after the regular dismissal of students.

10.18 State Funded Professional Development Days Distribution. If funded, of the six (6) Professional Development days three (3) are for district wide purposes, one (1) is for building and/or department purposes and two (2) are for individual teacher planning and preparation. Professional Development days are optional workdays. Sick leave, personal leave, etc., may not be used on Professional Development Day.

10.19 Teacher Workdays.

The five (5) contract teacher workdays shall be used as follows: three (3) days for district-wide/school purposes and two (2) days for teacher preparation, which includes teacher completion of online required training. If required training increases from that of 2021-2022, the district and association will negotiate additional time for completion.

10.20 Lunch Time Supervision.

All teachers are guaranteed a minimum daily duty-free lunch period of thirty (30) minutes without supervisory or lunch duty assignments. The school office shall be notified when a teacher plans to be out of the building during this time.

10.21 Back to School and Parent Teacher Conference Requirements.

Teachers are required to attend Back to School Night and/or Parent Teacher Conferences outside of the regular school day. Compensatory time shall be determined by the principal in consultation with Human Resource Services following state and district guidelines on an hour for hour basis.

10.22 Special Education Curriculum Planning.

To the extent not prohibited by law, any time a special education student is considered for inclusion in regular education classes, the individualized education plan teams shall include at least one (1) regular education teacher to whom the special education student shall be assigned in the preparation of the plan.

10.23 Facilities.

Each school shall have the following facilities and when new schools are constructed, they shall include teacher facilities of the nature noted below.

10.23.1 Storage. Space shall be provided in each classroom in which teachers may safely store instructional materials and supplies,

provided that the board shall not be held to be the insurer of the teachers' personal belongings stored in such space.

10.23.2 Workroom. A workroom for teachers shall be provided containing equipment and supplies to aid in the preparation of instructional materials.

10.23.3 Faculty/Staff Lounge. A furnished room shall be provided to be used as a faculty/staff lounge during the school day. Such room shall be in addition to the aforementioned teacher workroom. Other uses for the faculty/staff lounge during the school day shall be approved by Principal.

10.23.4 Telephone. Telephone service other than the office telephone shall be available to teachers. Business use of this phone shall have priority.

10.23.5 Parking. Parking facilities shall be provided at each school for staff.

10.23.6 Suitable Rooms. Teachers who consider their classrooms to be unsuitable for instruction, due to heating, lighting, ventilation, space, storage, seating, or other concerns relating to facilities, are encouraged to file a Conflict Review Process on the matter. In the event that a classroom temperature is so uncomfortable that it impedes learning, upon request of the teacher, the building administrator, or the immediate supervisor, may permit the removal of teacher and students to an alternate location until the temperature can be improved.

10.24 Involuntary Relocation.

10.24.1 Notice. Teachers who are required to relocate from their present room assignment shall receive reasonable notice of such reassignment as the circumstances may allow.

10.24.2 Relocation Plan. The district shall meet with school representatives to cooperatively develop a plan to facilitate the relocation. The relocation plan shall address safety provisions for teachers and students.

10.24.3 District Assistance. The district's moving crew shall provide assistance as needed in moving heavy equipment and furniture.

10.25 Cooperating Teachers.

All teachers who supervise student teachers from any of the training institutions shall be compensated according to the policy of each institution.

10.26 Teacher Support.

A teacher may be accompanied by the association or a certified educator of their choice in meetings held with principals. This individual's assignment shall be note taking and must be able to meet at the scheduled time.

10.27 Substitute Teacher Coverage.

Every school will maintain a list of the current teachers, for the purpose of providing classroom coverage for an absent teacher when a substitute is not available. Secondary teachers may volunteer during their prep period and will be compensated on a prorated rate of \$30.00 per hour (60 minutes).

In the event volunteers are not sufficient to cover missing substitutes, the school will use its lists of current teachers who will be required to provide an absent teacher coverage on a rotating basis. Teachers may refuse absent teacher coverage once per quarter.

Elementary teachers who take five (5) students from splitting a class, when a substitute is not available, will receive \$10.00 per hour for covering said students.

It may become necessary that an elementary school cannot divide an absent teacher's class among multiple classrooms.

Teachers who take on the entire class of a colleague in order to teach both classes simultaneously will be paid \$20 per hour.

Any teacher who agrees to teach for an absent colleague for three or more consecutive days, will receive an additional \$30 each day for class preparation starting on the third day, and continuing thereafter for each consecutive day.

Article 11

STAFFING AND STAFF REDUCTION

11.1 Seniority.

11.1.1 Seniority Ranking. Each teacher in the district shall receive a seniority number which shall indicate the beginning of their seniority. The number shall be based on the date and time of the return of the first contract during a period of continuous employment. The seniority number is not related to the employee number.

11.1.1.1 Non-continuing Contracts. All teachers on non-continuing contracts shall receive seniority on the same basis as teachers who have continuing contracts.

11.1.2 Interruption. It shall not be deemed an interruption of service while a teacher is on any approved leave of absence and is out of the district's employ for one school year or less. It shall be deemed an interruption of service when a teacher resigns or is terminated and is out of the district's employ for more than one school year in which case the accrual of seniority shall begin anew when/if that teacher is rehired. Seniority shall continue to accrue through Sabbatical Leave.

11.2 Reduction in Staff.

It is the procedure of the district to reduce staff in proportion to its loss of students and in consideration of its revenue.

11.2.1 Process. Based on the instructional needs of the district as established by the board, the district shall determine the number of teachers to be released for each content area. The superintendent, in collaboration with the association president or their designees shall determine which teachers shall be released. Each teacher shall be ranked based on qualifications, performance evaluations and professional contributions by content area. Teachers who teach in more

than one content area may be listed in multiple content areas. Consideration shall then be given to the teacher, by content area, in the district receiving the lowest ranking, and if the instructional needs of the district can be adequately met by the remaining teachers, then that teacher shall be released from duties. This process shall continue until the task is completed.

11.2.2 Notice of Lay-Off. Teachers must receive notice of termination by May 15th in the current year if their employment for the subsequent year is no longer in effect.

11.2.3 Salary upon Recall. Teachers who are reemployed following termination due to reduction of staff shall be placed on the next step and the same lane of the salary schedule they were on prior to termination if rehired within two years unless in the intervening time they have qualified themselves for a lane change in which case they shall be placed on the higher lane.

11.2.4 Benefits Restored. Sick leave and personal leave which have been accrued by an employee at the time of termination due to reduction in staff shall be reinstated to the credit of the employee upon their return to employment with the district if rehired within two years.

11.3 Staff Maintenance.

Any change from current practice of staffing on mid-year projections of annual average daily membership shall be made through the governance procedure. After contracts have been issued for the following year, termination shall be for unsatisfactory performance only.

11.3.1 Satisfactory Performance Assumed. Each teacher's performance shall be considered satisfactory unless there has been an evaluation by established procedures to the contrary.

11.3.2 Release from Contract. An individual teacher contract may be terminated by mutual agreement at any time. An individual teacher shall be granted a release from a contract upon thirty (30) days-notice.

- 11.3.3 Employment Period of Contract Teachers.** Contract teachers, except teachers hired on year-to-year contracts, are hereby provided a method whereby they may consider themselves reemployed for each succeeding year unless notified of a contrary intent.
- 11.3.4 Continuation of Contract.** All contract teachers who have not received notice of termination pursuant to provisions of the agreement by May 15th shall be entitled to continuing employment for the ensuing year.
- 11.3.5 Subcontracting.** Responsibilities which require certification shall not be assigned to non-certified personnel or assistants. This shall not restrict the district from implementing innovative staffing practices which conform to certification requirements.
- 11.3.6 Qualifications.** The district shall assign teachers according to Federal Regulations and State Board of Education guidelines:
- a. teaching major and/or minor;
 - b. equivalency; or
 - c. educational areas in which the teacher has demonstrated competency.
- 11.3.7 Staffing Patterns.** Special program directors and coordinators shall notify each School Collaboration Team of proposed staffing changes in sufficient time to allow the affected teachers to be informed and to present their views.

11.4 Class Size.

The School Collaboration Team in each school shall make strong efforts to attain reasonable class size loads and shall strive to balance loads and to treat all students, teachers, and content areas equally. Concerning class size the SCT shall:

- a. meet and make recommendations to correct inequities on class size and loads;
- b. meet monthly and more often if business dictates;

- c. review class size and teacher loads;
- d. develop guidelines on classroom student numbers, which can be used by teachers and administrators to make an appeal for relief (Section 11.4.1); and
- e. monitor elementary class size and secondary teacher loads and make suggestions to improve upon maximum and minimum class size/teacher load recommendations.

11.4.1 Overload Appeal. The SCT, represented by the principal or SCT chair, may petition the assignment load committee for additional staff for overload relief.

11.4.2 Teaching Schedule and Curriculum. The SCT shall review and provide input on the proposed teaching schedule and curricular offerings of the school when they are being developed (1) prior to the end of the school year, (2) at the beginning of the school year, and (3) at the semester change.

11.4.3 High Schools. High school scheduling and teaching periods are defined in board policy.

Article 12

EDUCATOR EVALUATION

EDUCATOR COLLABORATIVE ASSESSMENT PROGRAM, (ECAP) **PERFORMANCE ASSISTANCE, AND REMEDIATION**

12.1 Purpose.

The Educator Collaborative Assessment Program has been developed collaboratively by the school district and the Teachers Association through the Joint Educator Evaluation Committee pursuant to [53G-11-506](#). The purposes, processes, protocols and forms are found in the [ECAP](#) handbook.

12.1.2 Orientation. Evaluations shall not occur prior to the orientation by the principal. The principal of each school shall orient all educators assigned to the school concerning the school board's educator evaluation program, including the purpose of the evaluations and the method used to evaluate.

12.1.3 Procedures and Guidelines.

- a. The Educator Collaborative Assessment Program identifies the Utah Effective Teaching Standards and continuum of practices as a description of effective performance.
- b. Performance assessment is to be completed by the principal, the principal's designee or the teacher's immediate supervisor.
- c. Classroom observations are required annually for all teachers. As soon as possible, but no more than five (5) working days after an observation, the details of the observation shall be written and discussed with the teacher. After discussion and revision of the observation report, a copy of the report shall be given to the teacher.

- d. A written response from the educator to all or any part of the assessment report may be attached.
- e. The Collaborative Intervention Plan shall be collaboratively developed by the administrator and teacher. The components of the Collaborative Intervention Plan shall include:
 - Statement of specific concern/issue: reference the standard(s) and indicator(s)
 - Evidence/reason for the concern(s)
 - Expected outcome(s) of the plan
 - Time Frame of the plan
 - Evidence to meet the expected outcome(s)

12.1.4 Review. A teacher who is not satisfied with the written summative report has fifteen (15) calendar days to request a review. The review shall be conducted in accordance with ([53G-11-508](#)) Utah State Code.

12.1.5 Notification. At least sixty (60) calendar days prior to the end of the school year, a provisional teacher whose performance has been determined to be not effective shall be notified of the summative assessment results and the evaluator's recommendations. Supplementary performance assessments may be conducted for good cause after that date.

12.2 Performance Expectations.

12.2.1 Performance Assessment. It is the position of both parties that persons not suited to the educational setting shall not be employed by the district. The principal shall assess teacher performance based on the collaboratively developed ECAP. Anonymous comments shall not be considered in the performance assessment. A signed copy of the assessment report shall be given to the teacher.

12.2.2 Performance Assistance and Remediation. Performance Assistance and Remediation shall be based on the teacher's performance in meeting the goals of the collaboratively

developed intervention plan according to the provisions of ECAP.

Utah Effective Teaching Standards

Standard 1: Learner Development

The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.

Standard 2: Learning Differences

The teacher understands individual learner differences and cultural and linguistic diversity.

Standard 3: Learning Environments

The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

Standard 5: Assessment

The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

Standard 6: Instructional Planning

The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.

Standard 7: Instructional Strategies

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

Standard 8: Reflection and Continuous Growth

The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

Standard 9: Leadership and Collaboration

The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

Standard 10: Professional and Ethical Behavior

The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

12.3 Failure to Meet Utah Effective Teaching Standards.

- 12.3.1** Career Teachers who fail to meet the Utah Effective Teaching Standards shall be provided with Performance Assistance and Remediation or Peer Assistance and Review (PAR) in lieu of Performance Assistance and Remediation to improve their performance. PAR is only available if funded.

12.4 Peer Assistance and Review (PAR)

- 12.4.1 Use.** Provided the program is funded, a teacher or Principal may utilize the PAR process by completing a referral form and approval by the PAR panel.

12.5 Performance Assistance

- 12.5.1 Use.** Principals shall use performance assistance before a teacher is placed on remediation.

- 12.5.2 Process.** When the principal believes a teacher needs assistance to improve their teaching performance, the administrator shall work informally with the teacher using classroom observations, feedback and informal suggestions for improvement. The principal, in consultation with the association, may form a team consistent with 12.6.2.4 which would continue the process of remediation if necessary.

- 12.5.2.1 Representation.** The principal shall inform the teacher of their right to be represented by the association at any time during the process.

- 12.5.2.2 Improve Performance.** The process shall be a developmental effort to help the teacher improve performance and shall be based on standards written and measurable as determined by the principal in consultation with the teacher.

- 12.5.2.3 Assistance.** The principal may also call upon district teachers with appropriate training or experience in the grade level or content area to be

of assistance in supporting the teacher to improve their performance skills.

12.5.2.4 Feedback. Frequent written and oral feedback should be given to the teacher, but no record of this process shall be on file in the teacher's personnel file.

12.5.3 Summative Performance Assessment. If the problem persists beyond a time agreed upon by both teacher and principal, a summative assessment report shall cite the basis for the conclusions that lead to remediation.

12.6 Remediation

12.6.1 Determination. If the principal, based upon Sections 12.2 and 12.3, determines that Performance Assistance has not solved the problem, remediation shall be instituted.

12.6.2 Process. The remediation process shall be conducted as follows:

12.6.2.1 Informing Teacher. The principal or an administrator assigned by the superintendent shall inform the teacher of their right to be represented by the association.

12.6.2.2 Teacher Performance. Remediation shall be based on the teacher's performance in their assignment according to the Educator's Collaborative Assessment Program (ECAP).

12.6.2.3 Initiation of Remediation. The principal or an administrator assigned by the superintendent shall inform the teacher by conference and in writing, using the Referral for Remediation form, of the reasons for initiating remediation. Copies of the signed form shall be given to the teacher, the association and the superintendent's office.

12.6.2.4 Remediation Team. A Remediation Team shall be formed to maximize the help given to the teacher in the remediation process. The team shall consist of a professional educator designated by the superintendent, the school principal, an association coordinator, and a grade or subject assisting teacher. The team may also select a Team Assigned Teacher and/or others to assist the Remediation Team.

12.6.2.5 Roles. The roles ascribed to each member of the Remediation Team are as follows:

The Chairperson:

- a. is designated by the Superintendent;
- b. reviews the reasons and Referral Form for Remediation with the Team;
- c. schedules and attends needed review meetings as determined by the teacher and the team;
- d. facilitates the writing of the Remediation Plan in conjunction with the teacher and the team;
- e. facilitates periodic team reviews and gives copies to the teacher and the team members; and
- f. at the conclusion of the Remediation process, ensures the final Remediation Team Report is submitted to the superintendent in consultation with the team. Gives copies to the teacher, team members, and association.

The Principal:

- a. initiates Remediation Procedures;
- b. completes all necessary remediation forms in compliance with district and Written Agreement standards;

- c. defines the need for remediation with support statements;
- d. observes teacher and writes periodic reviews giving copies to teacher and team members;
- e. attends all review meetings;
- f. assists the teacher; and
- g. makes the final decision of remediation.

The Association Coordinator:

- a. is designated by the association;
- b. is the association liaison person between administration and teacher to ensure that the remediation process is properly followed;
- c. insures that the teacher is treated in a fair and equitable manner;
- d. attends all review meetings;
- e. observes and assists the teacher; and
- f. has substitute provided and mileage reimbursed upon request to administration.

The Grade-Subject Assisting Teacher:

(Teacher with similar position.)

- a. is designated by the association;
- b. observes and works directly with teacher using:
 - 1. model teaching;
 - 2. methods of student control;
 - 3. positive attitude toward students;
 - 4. appropriate strategies for teaching – lesson plans, curriculum, etc.;
 - 5. techniques to meet different learning needs;
- c. attends all review meetings; and
- d. has substitute provided and mileage reimbursed upon request to administration.

The Team Assigned Teacher (Optional):

- a. may be recommended by the remediation team;
- b. shall spend a period of time, up to one (1) month, based on individual need, working directly with the teacher;
- c. shall be employed from retired teachers or teachers on leave; and
- d. shall make a final written report to the remediation team and the teacher.

12.6.3 Disagreement. Should any member of the remediation team, or the teacher, disagree with any procedure or decision, they have the right to file a minority report.

12.6.4 First Team Meeting. Within fifteen (15) district scheduled working days after the Referral for Remediation form has been received by the superintendent, the remediation team shall be assigned, and the first team meeting held.

12.6.5 Plan. The remediation team shall develop a remediation plan in consultation with the teacher within five (5) district scheduled working days after the first remediation team meeting. If the remediation team determines that there is insufficient time to begin effective implementation of the remediation plan before the end of the school year, remediation shall be postponed until the beginning of the following school year with no monetary penalty to the teacher.

12.6.6 Time Line. The remediation shall have a flexible timeline ranging from thirty (30) to sixty (60) working days. This timeline shall be based on the district scheduled workdays and not an individual teacher's schedule. The remediation plan timeline shall commence the first classroom day after the first team meeting with the teacher. At the first meeting, as part of the remediation plan, the entire team shall determine the length of the remediation process based upon the following guidelines:

- a. One (1) component shall be assigned a minimum of thirty (30) district scheduled working days.

- b. Each additional expectancy shall be assigned at least an additional ten (10) district scheduled working days to a maximum total of sixty (60) district scheduled working days.
- c. In the event that absences due to illness occur, that amount of time shall be added to the remediation process. The administration may request medical verification of the absence. (Section 8.8)

12.6.6.1 Monthly Meetings. The remediation team shall meet at least once a month to review teaching performance as observed by members of the team.

12.6.7 Written Reports. The team shall first meet without the teacher to compile data from the observations and assessment processes. This report shall be written by the chairperson and copies shall be given to the teacher and all team members at each meeting.

12.6.8 Final Review. At the conclusion of the remediation process a meeting with the teacher and members of the team shall take place. The parties shall review the plans, expectations and progress at this meeting. If remediation is successful, as determined by the principal in consultation with the team and based upon Sections 12.2 and 12.3, the remediation process shall be terminated. After three (3) years of satisfactory performance all references to the remediation process shall be removed from the employee's personnel file.

12.6.9 Mutual Termination of Process. At any time during the remediation process, the remediation may be terminated upon the terms and conditions mutually agreed upon by the teacher and principal.

12.6.10 Final Report. Within ten (10) working days after the final evaluation meeting, the chairperson shall submit the final remediation team report including the principal's written decision to the superintendent and association.

- 12.6.11 Salary Adjustment.** Employees on remediation shall not be advanced on the salary schedule until satisfactory remediation has been achieved. Immediately upon satisfactory remediation, the salary shall be adjusted from that date forward. If the total remediation process is not completed by the end of the school year, the teacher may choose to have the remaining remediation period be extended into the next school year.
- 12.6.12 Return to Remediation.** If, after successfully completing remediation, a teacher reverts to previous patterns of poor performance within three (3) years, that teacher shall be placed immediately on remediation.
- 12.6.13 Termination.** A return to patterns of poor performance after two (2) remediations shall result in termination.

12.7 No Transfers.

A teacher shall not be transferred from the school of their assignment while on informal assistance or remediation, or on paid administrative leave pending an investigation.

12.8 Provisional Teachers. (Section 1.18.3)

- 12.8.1 Provisional Term.** A teacher shall be on provisional status until the teacher has completed three (3) consecutive years of service in the district. After three (3) consecutive years of service, a teacher employed for a fourth (4) year shall be given career teacher status. An experienced teacher may be removed from provisional status after two (2) years of service upon recommendation of the principal. Teachers retiring from the district and returning immediately to a teaching position, according to the Utah Retirement System guidelines, shall not be placed on provisional status provided they have demonstrated professional performance.
- 12.8.2 Provisional Assistance.** During the period of provisional status, the provisional teacher shall be provided with a mentor, examples of model teaching, visits to other programs, teacher

assistance within the teacher's own classroom and/or using other agreed upon methods of instructional assistance. Provided the program is funded, teachers in their first year of teaching shall receive mentoring by a PAR Consulting Teacher unless an alternative mentor is approved by Human Resources.

12.8.2.1 Mentor. The teacher shall be assisted by a mentor. Documentation of assistance shall be kept by the principal, with a copy for the provisional teacher.

12.8.2.2 Progress Report. A minimum of two (2) conferences with written reports addressing performance shall be conducted each school year. The two (2) conferences shall be based on observations with post conference meetings. One (1) conference shall be conducted prior to November 15th. The second conference shall be completed prior to February 15th. A conference shall not be held within fifteen (15) working days of another conference. The written progress reports shall be provided on a form mutually agreed to by the association and the district. Unless otherwise agreed, the written progress report is the form in the Educator Collaborative Assessment Program for Provisional Teachers. Classroom Observation and Feedback Form.

12.8.3 Final Conference. At least sixty (60) calendar days prior to the end of each provisional year, the provisional teacher and the principal shall meet to discuss the progress of the provisional teacher. The provisional teacher shall be notified at this time of their performance assessment results and the principal's recommendations.

12.8.4 Continuation of Employment. The principal shall notify the Human Resources Administrator, by March 15th as to whether the provisional teacher is recommended for rehire; if the provisional teacher is not recommended for rehire, he or she

may interview for positions in which they are qualified for the next school year.

12.8.5 Compliance. Within fifteen (15) working days of the provisional teacher receiving a non-continuing contract status letter, the association may request an additional year of provisional status for a teacher if the district has not substantively complied with the provisions (Section 12.8). If the teacher and the district agree to an additional year as a provisional teacher, the teacher may be assigned to the same school at which the teacher taught the previous year. The previous years' evaluations for a third-year provisional teacher shall be reviewed to determine whether an additional year as a provisional teacher is warranted or whether the teacher shall be issued career status and a continuing contract. If the district has not complied with a technical aspect of the provisions of section 12.8, the teacher shall be eligible to interview for positions within the district.

If there is a dispute between the district and the association regarding whether there has been compliance or whether the non-compliance is substantive or technical, the dispute shall be submitted in writing to an arbitrator who shall review the written record and the written submissions of the parties and shall decide whether there has been compliance or whether the non-compliance is substantive or technical. The decision of the arbitrator shall be final. Each year, the district and the association shall agree on a list of up to six (6) former employees who may serve as the arbitrator. The selection of the actual arbitrator shall be by drawing one (1) of the names at random. If the association fails to provide names the matter shall be submitted to the superintendent.

12.8.6 Transfers. Under most circumstances it is desirable for the provisional teacher to remain at one (1) school for the period of provisional status. Therefore, voluntary transfers shall not be honored.

Article 13

TERMINATION

13.1 Termination for Failure to Meet Remediation Standards.

When termination is necessary due to an individual's failure to meet remediation standards, written notice signed by the superintendent shall be given at least thirty (30) calendar days prior to the proposed date of termination. Such written notice shall be delivered in person or sent by registered mail addressed to the teacher at their last known post office address.

13.2 Termination Procedures for Other Causes.

13.2.1 Notice of Cause. Before any teacher may be dismissed for any cause, except where the procedures of this agreement are applicable, they shall be given a written notice by at least thirty (30) calendar days prior to the effective date of dismissal signed by the superintendent, stating the causes for dismissal. Such written notice may be delivered in person or sent by registered mail addressed to the teacher at their last known post office address. A copy of Article 13 shall be included with the termination notice.

13.2.2 Procedures. After receipt of such notice, the teacher shall, at their option, be entitled to (1) a conference with the superintendent, and (2) a fair hearing. The teacher may call the association, school staff, and such witnesses as the teacher may deem necessary. Said hearing shall commence within thirty (30) calendar days after the selection of the hearing examiner.

13.2.3 Just Cause. If the interest of the school or schools requires it for sufficient and just cause, a teacher may be suspended pending a hearing and the rendering of a decision. Teachers shall be dismissed only for just cause but shall not supersede

the board's rights under Section 11.2, Reduction in Staff, of the Written Agreement.

13.2.4 Selection of Hearing Officer. In the event that it should be decided to appoint a hearing officer(s), as provided in the dismissal procedures defined in state code, the association and the administration shall make the selection from a mutually agreed upon list. The hearing officer selected shall confer with the administration and the association and hold hearings promptly. The decisions of the hearing officer shall be issued not later than thirty (30) calendar days from the date of the close of the hearings or if oral hearings have been waived, then from the date the final statement and proofs are submitted. The hearing officer's decision shall be subject to board approval.

13.2.5 Restoration of Records and Benefits. In all cases where the final decision is made in favor of the teacher, the charge or charges against them shall be expunged from the records. If, pending final decision as to their dismissal, such teacher has been suspended and, therefore, has suffered loss of salary, they shall be reimbursed in full for this time lost.

13.3 Voluntary Termination of Employment (Resignation).

13.3.1 Mutual Agreement. The board and a teacher may mutually agree to terminate the teacher's contract at any time.

13.3.2 Voluntary. A teacher may voluntarily terminate the employment contract prior to the commencement of school by submitting written notice to the Human Resources Administrator no later than July 1st. After July 1st of each year, a teacher may terminate employment contract upon giving written notice to the immediate supervisor or the Human Resources Administrator at least thirty (30) calendar days prior to termination.

Article 14

TRANSFERS AND ASSIGNMENTS

14.1 Voluntary Transfer.

14.1.1 Priority to Present Staff. All teachers and counselors currently in a school, who hold the necessary qualifications, including part-time teachers, teachers on year-to-year contracts who have been recommended for rehire or whose current position no longer exists, or those on leave of absence, shall have priority to any internal vacancies in the school before any external vacancy is declared by the principal in consultation with HRS. PTPS is available only during the time frame between when the annual staff report is submitted to HRS and the end of the school year for the upcoming school year.

Teachers and counselors hired on year-to-year contracts in their first year and second year of employment and who hold the necessary qualifications, upon the recommendation of the principal for rehire, shall continue in their current assignment for the next year provided the position continues to exist. Teachers completing their third year of employment, who have been marked recommended for rehire shall have the opportunity to apply for other positions within the district under the same rights as career teachers.

If more than one (1) teacher in the school has applied for the same position, the teacher best qualified for that position shall be appointed, and qualifications being substantially equal, seniority in the school system shall control. Assignment of new teachers in the school shall be made in accordance with sections 14.4.1 through 14.4.5.

Provisional teachers who have been marked recommended for rehire whose position no longer exists in the school for the following school year are eligible to interview during the transfer window along with career status teachers.

- 14.1.2 Report of Vacancies.** The human resources department shall identify and advertise known external vacancies as early as possible after the assignment load committee meets to place career teachers needing an assignment for the next school year. These initial external vacancies shall be available to career teachers for transfers first. All other external vacancies which occur through the last day of school each school year shall be posted on the district website, sent electronically to each teacher and the association for all career teachers to consider, and posted externally at the same time. Notices of external vacancies shall include required endorsements and skill requirements.
- 14.1.3 Requests for Transfer.** Career teachers may apply for specific external vacancies by submitting a transfer application to Human Resources within five (5) working days following the initial external vacancy notice. After a teacher has submitted one (1) transfer application, requests for transfer to additional external vacancies can be accomplished by notifying Human Resources within two (2) working days following the external vacancy notice. All external vacancies will be posted electronically on the district website and sent electronically to all teachers as the external vacancies become known during the hiring season.
- 14.1.4 Hiring Process.** Using a common set of criteria, principals shall begin to identify applicants to be interviewed while waiting for the transfer period to close. The schools are strongly encouraged to review all teachers hired on year-to-year contracts that have been recommended for interviews, are qualified for the position, and have expressed an interest in the school. Upon receiving the transfer requests, the principal and members of the interview committee that includes a teacher representative shall review all transfer requests and select candidates to be interviewed. In the event that three (3) or more qualified career teachers have submitted a transfer request for the position, the interviews shall first be limited to the career teachers. If fewer than three (3) qualified career teachers have applied, the principal may request additional outside recruitment and consider applicants from outside the

district along with any career teachers and teachers on year-to-year contracts recommended for interviews.

Candidates to be interviewed shall be personally notified by the school. After interviewing and considering these candidates, the principal shall select the most qualified candidate. If the interviews were limited to career teachers requesting a transfer and none of the internal applicants meets the prerequisites for the position, the principal shall justify to the human resources administrator the reasons why none of the internal applicants could be selected. The human resources administrator shall verify with the association that full consideration and due process were given to all career teachers applying for the position.

When the position has been filled, all candidates shall be notified in writing by the hiring supervisor. Whenever possible, this notification shall be made within five (5) days.

- 14.1.5 Last Day to Transfer.** Transfer applications from teachers shall be accepted through the last day of school. If a position becomes available after the last day of school, it shall be filled by a candidate who is not currently employed as a licensed educator in the district. The teacher filling the position will be eligible for consideration for priority to present staff as described in 14.1.1.

The Human Resources Administrator may facilitate transfers based on individual circumstances with the agreement of both the teachers and principals. Considerable effort shall be given to facilitate transfers of teachers who have been with the same school for five (5) or more years, and who desire to transfer.

- 14.1.6 Late Hires.** If a position becomes available after the first day of second semester, it shall be filled on a temporary basis until the end of the school year. The internal vacancy position shall then be posted and filled in accordance with the Sections 14.1.1 through 14.1.4. Teachers filling these positions are not eligible for Priority to Present Staff for the following school year.

- 14.1.7 Part-time to Full-time Transfers.** Part-time teachers who desire full-time status may apply for internal and external vacancies as current teachers according to Section 14.1.3.
- 14.1.8 Trades.** Teachers who desire to initiate cooperative trades between schools may do so with the approval of the teachers involved, the principals involved and the Human Resources Administrator. Trades must have written limits stating (1) the minimum length of the trade period, and (2) any guarantee of return to the original schools, grade levels, teaching assignments, rooms, etc., at the end of the trading period.
- 14.1.9 Information.** The superintendent shall make available to the association requested information pertaining to individual reassignment and/or transfer.

14.2 Involuntary Transfers and Reassignments.

- 14.2.1 Necessary Changes.** The board and the association recognize that some involuntary transfer of teachers from one (1) school to another is unavoidable. Therefore, teachers shall be available for involuntary transfer as necessary by the superintendent. Such transfers shall be made in consultation with the association.
- 14.2.2 Consultation and Appeals.** An involuntary transfer shall follow a systematic process starting with a meeting between the principal and the teacher before moving to the district level. In that meeting the principal shall explain the reasons for the possible involuntary transfer and shall consider input from both the teacher(s) and the association. After that meeting the principal shall make a recommendation to the superintendent regarding any such involuntary transfer. If the affected teacher objects to the recommended involuntary transfer, upon the request of the teacher, the association and the teacher shall meet with the board's designee to appeal. The decision of the board's designee is final.

- 14.2.3 Reassignments.** The board and the association recognize that some reassignments of teachers within a school are unavoidable. Therefore, qualified teachers shall be available for reassignment as necessary by the principal, or a teacher qualified for the open position may request a reassignment. A reassignment shall follow a systematic process starting with a meeting between the principal and the teacher. In that meeting the principal shall explain the reasons for the possible reassignment. After that meeting, the principal shall make a decision regarding the reassignment in the school and provide a written explanation of the final decision to the teacher being reassigned. Teachers who are reassigned during the transfer window for the next school year are ineligible for Priority to Present Staff unless the principal indicates otherwise.

14.3 Unassigned Status.

- 14.3.1 Basis of Unassigned.** It is the policy of the district to declare staff unassigned based on program needs, student enrollment, and revenue. A teacher shall not be unassigned if there are documented performance or discipline issues (Article 12).
- 14.3.2 Identification of Unassigned.** For the purpose of determining which teacher(s) shall be unassigned, the principal shall first give consideration to the instructional needs of the school. The principal shall then consider the teacher(s) in the school, including those on leave of absence, with the least seniority in the district, and if the instructional needs of the school can be adequately met by the remaining teachers, then that teacher is declared unassigned. If the instructional needs of the school cannot be adequately met or if more teachers are to be unassigned, then the principal shall consider the teacher, including those on leave of absence, with the next least seniority in the district, and so on until the task is completed.
- 14.3.2.1 Job Share Seniority.** Each member of a job share team shall retain their individual seniority ranking. (Section 11.1.1)

- 14.3.3 Reporting Unassigned.** The principal shall report to the Human Resources Administrator which of the teachers presently assigned to that school are recommended to continue at that school into the new school year. Teacher(s) not needed to meet the school's needs for the new year shall be identified as "unassigned" and shall be so reported to the Human Resources Administrator. The principal shall be prepared to justify any decision which leaves a "less senior" teacher in a school and a "more senior" teacher unassigned.
- 14.3.4 Reassignment Form.** Each unassigned teacher shall complete a reassignment form developed by the administration and the association.
- 14.3.5 Assignment Load Committee.** The Assignment Load Committee shall facilitate the assignment of unassigned teachers into known vacancies, adhering to the needs of the district and insofar as feasible, the wishes of the teacher and seniority. The committee is chaired by the Human Resources Administrator or designee and composed of four (4) teachers selected by the association (representing each level) and three (3) other administrators selected by the administrators' association (representing each level) and shall meet as needed to facilitate the placement of unassigned teachers. In the assignment of unassigned teachers, the decision of the Human Resource Services Administrator shall supersede the recommendation of the principal when it is determined that such action is in the best interest of the district, or to avoid a violation of a teacher's right of due process. Such decisions are subject to appeal.

14.4 Priority of Assignment. The priority of assignment shall be:

- 14.4.1 Sabbatical Leave.** Sabbatical leave returnees who's specific assignment was agreed upon at the time the leave was granted (Section 8.6.1.8).
- 14.4.2 Leave.** Leave returnees whose specific assignment was agreed upon at the time the leave was granted.

- 14.4.3 Unassigned.** Unassigned teachers and sabbatical leave returnees whose specific assignment when they return was not agreed upon at the time the leave was granted shall be assigned in accordance with provisions of Section 14.3.5.
- 14.4.4 Request.** Teachers who have requested a transfer, subject to provisions of Sections 14.1.1 and 14.1.3.
- 14.4.5 New to District.** Teachers new to the district.

14.5 Filling Internal and External Vacancies.

- 14.5.1 Identification of External Vacancy.** For the purpose of determining the nature of an external vacancy within a school, the principal shall first consider the instructional needs of the students. The principal shall describe on a written district form the educational qualifications needed to fill the external vacancy, giving consideration to the totality of the assignment, including the academic subject matter, extra-curricular needs, and FTE. Before the report is submitted to the Human Resources Administrator it must be determined by the principal that no teacher presently on that school's staff is qualified and desires to fill the internal vacancy in its totality.
- 14.5.2 Notifying Staff During Non-Contract Time.** Teachers interested in being notified for site internal vacancies that occur after the end of the school year, may submit their name to the principal before school ends. If an internal vacancy occurs, the principal shall notify these teachers. The teachers shall have three (3) working days if a weekend is included to notify the principal of their interest in the internal vacancy.
- 14.5.3 Actions of the Human Resources Administrator.** When the Assignment Load Committee is unavailable, the Human Resources Administrator, in consultation with the association president, and adhering to the guidelines of Article 14, may initiate and implement transfers and reassignments of teachers. The Human Resources Administrator shall simultaneously notify the association of such action in writing.

Such actions are subject to later review by the Assignment Load Committee.

- 14.5.4 Counselors.** In assignment of school-based counselors, a school committee shall be composed of the school administrator, a(n) association representative(s) of the school(s) involved and must have at least one age-appropriate (elementary or middle or high school) counselor on the hiring committee.

Article 15

COLLABORATION AND STUDENT ACHIEVEMENT

Collaboration is a cornerstone of successful teams. By working together, educators can combine their unique skills, perspectives and experiences, which leads to more creative solutions and enhanced problem-solving. It is within the best interest of the Salt Lake City School District (SLCSD) to establish and maintain a supportive and collaborative environment that directly benefits both students and staff for the purpose of improving instruction. Collaboration between all educators fosters a sense of community, shared purpose, and positive atmosphere. A collaborative and collective approach to support students and staff will enhance the overall educational experience of the whole school.

SLCSD is committed to providing an excellent educational experience for all students and provides them with the skills they need to graduate ready for post-secondary settings, college, career and life. To that end, school collaboration teams, comprised of educators within the school, are established to provide school administrators with the necessary input and feedback to make well-founded, informed decisions. The following guidelines establish a collaborative framework for teachers to provide input to administrators in making such important decisions.

15.1 School Collaboration Team Responsibilities (SCT). A School Collaboration Team shall be established in each school from the faculty and administration of that school. It shall meet regularly to collaboratively discuss means of improving the educational program and conditions within the school. The school administration should consider input provided by the SCT when making decisions to improve the educational program and conditions within the school.

15.2 District Collaboration. The president of the association shall be entitled to attend all of the superintendent's general administrator meetings.

15.3 School Collaboration Team Composition.

Elections for SCT members shall take place among the entire faculty before the school year concludes and those elected shall begin their role on the first day of August of the next school year. Teacher membership on the SCT shall give special consideration for representation of all student groups. The SCT shall include one (1) Association Representative (AR) elected by the association with the greatest membership in the district. The balance of members shall be selected by the majority vote from among the entire faculty. In addition to the principal, the SCT membership shall consist of the following:

- Elementary schools shall have a total of five (5) teachers
- Middle schools shall have a total of seven (7) teachers
- Comprehensive high schools shall have a total of ten (10) teachers
- Non-traditional high schools shall have up to a total of seven (7) teachers

15.3.1 Additional Participants. Additional participants can be invited to attend as needed. Any additional participation or representation on the team shall be determined by the principal with input from the SCT as needs arise giving special consideration for representation of all student and employee groups.

15.3.2 Succession of Members. Teacher representatives on the SCT shall serve a staggered two (2) year term and may be elected to succeed themselves on the SCT. If a teacher member cannot fulfill their term, such position shall be filled by election to serve out the term.

15.3.3 Operating Procedures. The School Collaboration Team shall operate with the following procedures:

- 15.3.3.1 Open Agenda.** Agenda items may be submitted to any member of the SCT by any school employee.
- 15.3.3.2 Minutes Required.** Minutes of each SCT meeting shall be recorded so team discussions and feedback can be published and distributed to the school faculty within ten (10) days.
- 15.3.3.3 SCT Meeting Procedures.** The meeting procedures shall be determined by the SCT. The team shall meet monthly and more often if business dictates. SCT meetings are closed meetings and are available to elected members and invited guests.

15.4 Collaboration Areas.

- 15.4.1 School Day Report.** Upon receiving input from the SCT, the principal develops the School Day Report which shall include instructional time for students; time for faculty meetings, PT conferences/SEOPs, Back to School Night, planning, collaboration, professional development; and time to meet with parents and students.
- 15.4.2 Faculty Meetings.** At the beginning of the school year, a regular time shall be established for faculty meetings. Attendance at faculty meetings is expected. Educators shall obtain permission from the principal prior to each meeting if they cannot be in attendance. Educators absent from faculty are expected to be aware of and implement all information or decisions discussed in faculty meetings. Faculty meetings held at other times shall be scheduled forty-eight (48) hours in advance. Whenever possible, an agenda shall be posted twenty-four (24) hours in advance. To protect planning time, collaboration, and meeting time with parents and students, faculty meetings should generally not exceed 120 minutes per month, not inclusive of scheduled professional development.

15.4.3 Professional Development. Principals may hold five (5) required professional development sessions per year. Additional professional development meetings for the entire faculty held after instructional hours shall be discussed by the SCT.

15.4.4 Additional Meetings. Meetings to implement the provisions of a school's improvement plan may occur. The necessity for such meetings shall be determined by the principal after collaborating with the SCT. Attendance at these meetings is expected. Teachers shall obtain permission from the principal prior to each meeting if they cannot be in attendance.

15.4.5 Planning Time.

15.4.5.1 Elementary Planning Time. The principal, after receiving feedback from the SCT, shall develop and submit to the superintendent for approval a schedule which will provide each teacher with adequate on campus planning time that is separate from collaboration time with a suggested minimum of 90 minutes in a five-day week, not inclusive of short-day planning time. Any elementary teacher whose planning time drops below 90 minutes in a week, due to absent or unavailable rotations (specials), shall be compensated on a prorated rate of \$30.00 per hour (60 minutes) for those minutes below 90. Additionally, those elementary schools with a short-day weekly planning time may submit a plan for use of accumulated planning time in weeks shortened by holiday schedules.

15.4.5.2 Secondary Planning Periods. On campus planning periods for all teachers in the secondary schools shall be no less than one (1) period based on a seven (7) period day.

15.4.5.3 Use of Planning Time. Use of planning time shall be at the professional discretion of the teacher. Planning time is provided so that teachers are prepared for their students and is scheduled to occur on campus. Occasional planning off campus is appropriate and may occur when necessary. Prior to planning off campus during the instructional day, educators will obtain permission from the principal or principal's designee. Teachers are expected to be prepared to meet the Utah Effective Teaching Standards.

15.4.6 School Calendar. The official school year calendar shall be developed and approved following the guidelines determined by the school board.

15.4.7 Budgets. Members of the SCT shall give input and feedback to the principal on the use of resources in individual school budgets, including carryover. At the beginning of the school year (September), the principal shall provide information to the SCT on expenditures from individual school budgets during the previous year and information on planned expenditures for the current year. In April, the principal shall provide information to the SCT on expenditures for the current school year and planned expenditures for the balance of the year and the succeeding year. This information shall be available to each individual teacher and shall be in such detail and form as to provide a general accounting of school expenditures. Individual school budgets such as:

Advanced Placement & IB	School Discretionary Budgets
Audio Visual Supplies	Intermediate Intramurals
Discretionary Equipment	Library Books and Periodicals
Experience Based Career Education	School Improvement Budget
High School Activities	Supply & Textbook

15.4.7.1 Supplies. It is recommended that each SCT provide input to the principal for fair and equitable resolution of supply allocation, orders, budgets,

and related matters which fit the needs of the entire staff.

15.4.8 Student Services Council.

- 15.4.8.1 Purpose.** A Student Services Council shall be established in each school to collaborate and recommend appropriate services, interventions, and strategies for students whose needs are not being met and to assure that due process rights are protected.
- 15.4.8.2 Elementary Schools.** The principal, a special education teacher, counselor/social worker, and a general education teacher shall serve as members.
- 15.4.8.3 Intermediate Schools.** The principal, assistant principal, counselor/social worker, and a general education teacher shall serve as members.
- 15.4.8.4 High Schools.** The principal, assistant principal (discipline), counselor/social worker, and a general education teacher shall serve as members.
- 15.4.8.5 Additional Participants by Invitation.** Additional participants may be invited to provide input and support to best serve students.
- 15.4.8.6 Council Determines Procedures.** The council shall meet weekly, or more frequently, if business dictates. The chairperson shall be the principal or assistant principal. The operating procedures of the council shall be determined by the council in compliance with the district policies.

15.4.8.7 Agenda. Students to be discussed during the council meetings shall be placed on an agenda by the chairperson so council members can be notified in advance. Individual members of the council will provide data/documentation pertaining to the placement and/or services of the student being discussed.

15.4.8.8 Minutes Required. Minutes of decisions made at each council meeting shall be recorded and shared in a secure manner by school administration with those who have a legitimate interest. The chairperson shall maintain copies of all minutes saved on the district electronic network.

15.5 Annual Training.

A joint district and association collaboration training session shall be conducted early in the school year. Principals and all members of SCT, are expected to attend. The SCT shall share the training with school-based staff early in the school year.

Article 16

PROCEDURES FOR SALARY LANE CHANGES

16.1 Professional Growth.

Recognizing that professional growth is a continuing responsibility of the professional educator throughout their career, the district has established salary lanes for those teachers who complete job related additional study.

16.2 Lane Change Qualification.

A teacher desiring to qualify for a lane change must submit to the Human Resources Department a list of job-related credits justifying the lane change on forms provided by the Human Resources Department. Documentation of the additional credits shall include (a) university transcripts documenting higher education credits, and/or (b) a Utah State Board of Education printout of professional development credits, and/or (c) documentation of previously approved district credits.

16.3 Criteria for Acceptable Credit.

16.3.1 Initial Teaching License. Credits earned after receiving the initial teaching license may be applied toward lane change credit.

16.3.2 Pre-Employment Credit. University or USBE credits earned prior to employment shall be approved by the Human Resources Department and shall only be considered at the time of hire.

16.3.3 Professional Development Credit. Credit hours for courses, workshops, and independent study offered by the district or schools shall be determined under the Utah State Board of Education Lane Change/Recertification Credit Rule.

16.3.4 Graduate Degrees. Completion of an advanced degree from an accredited institution shall place the person on the appropriate lane provided that the credits have not been previously used to earn a lane change. Only credit earned after

completion of the graduate degree will be considered for an additional lane change.

16.3.4.1. Exceptions. Credits earned as part of an additional teaching endorsement prior to the completion of a graduate degree may be used towards a lane change after completion of a graduate degree.

16.3.5 Master's Lane Equivalency. Teachers being paid on the B+40 lane shall be granted payment on the masters' lane upon completion of an individual program of study which includes fifteen (15) quarter hours or ten (10) semester hours of study and a project. Teachers shall not move beyond this lane until a masters' degree is earned. Master's lane change equivalency applications are processed by Teaching and Learning Department.

16.3.6 Ph.D. Lane. Shall be awarded upon verification of the degree and a teaching certificate.

16.4 Salary Movement.

16.4.1 Lane Movement. In changing salary lanes, the employee shall be moved horizontally across the salary schedule to the lane for which they qualify and then shall be moved to the next higher salary step unless the step had been awarded at the beginning of the current school year.

16.4.2 Effective Date. An adjustment in salary lane placement shall be effective on the first day of the teacher's contract provided that the lane change request was properly received and approved by Human Resources between May 5th and September 15th of that year.

Lane change requests received by Human Resources between September 16th and May 5th will become effective the 1st of the month following receipt of the lane change request provided that the request was received by the 5th of the month and the necessary credits have been properly documented.

16.5 District Lane Change Committee.

The Human Resources Department shall convene a district Lane Change Committee, when needed, to address lane change issues. The Lane Change Committee shall be composed of six (6) members: three (3) teachers selected by the association, and three (3) administrators selected by the superintendent.

16.6 Schedule Footnotes.

- 16.6.1 Master's Lane Equivalency.** Teachers being paid on the B+40 lane shall be granted payment on the master's lane upon completion of an individual program of study which includes fifteen (15) quarter hours or ten (10) semester hours of study and a project. Master's lane equivalency applications are processed by the Professional Development Department.
- 16.6.2 Ph.D. Lane.** Shall be awarded upon verification of the degree and a teaching certificate.
- 16.6.3 Advanced Degrees.** Degrees must be granted by a four (4) year college or university which has been accredited by the National Council for Teacher Educators or by one (1) of the six (6) regional accrediting associates.
- 16.6.4 Extended Year Salary.** Salaries for employees contracted for more than nine (9) months shall be calculated based on the number of extra days worked.

Article 17

SALARY AND SCHEDULE PLACEMENT

17.1 Verification of Salary.

All teachers covered by this agreement shall receive by November 1st of each year a copy of the current negotiated teacher salary schedule and a verification of placement on the salary schedule.

17.2 Negotiations.

Salary negotiations shall be conducted according to the articles of this agreement.

17.3 Index Schedule.

An index salary schedule (a copy of which is in the Appendices) which reflects the philosophy of the community, board and association has been adopted by the board. Advancement on the salary schedule is based on training and experience. Increments to an established maximum implies growth in efficiency through a program which combines continued preparation and experience. The bachelor's degree provides a minimum base from which all professional salaries are derived. The district has established a salary schedule structure which attempts to provide professional salaries for professional employees based on the following:

- a. a salary to attract career-minded teachers;
- b. increments for successful teaching experience;
- c. Increments for increased training at significant levels of attainment consistent with the negotiated teacher salary schedule;
- d. increased training indicated by the various lanes resulting in an increase in the number of experience increments allowed to reach the maximum;
- e. an incentive for a commitment to the educational program in the district.

17.4 Placement on Salary Schedule.

17.4.1 Previous Experience. New teachers employed by the board shall receive such recognition for experience prior to entering the employ of the board as is approved by the superintendent. Salary increments shall begin from the approved years of experience.

17.4.2 Experience Formula. Teachers new to the district shall be given credit for previous related licensed work experience in public schools, accredited private schools, and higher education equal to nine (9) years. In addition, teachers new to the district shall also be allowed up to three (3) years for military experience. The present formula for evaluating teaching experience is as follows:

<u>Years of Experience:</u>	<u>Credit:</u>
a. up to 5 years.....	full credit
6 years.....	5 years allowed
7 to 8 years.....	6 years allowed
9 to 10 years.....	7 years allowed
11 or 12 years.....	8 years allowed
13+ years.....	9 years allowed
b. military experience is evaluated as follows:	
6 months to 17 months.....	1 year
18 months to 29 months.....	2 years
30 months or more.....	3 years

Verification of such employment shall be required prior to placement on the salary schedule.

17.4.3 Placement of Career and Technology Education Teachers. Career and technology education teachers certified by the Utah State Board of Education who do not hold a baccalaureate degree shall be placed on the bachelors' lane if they are a skilled technician/tradesperson. Step placement shall be according to the experience formula with related work experience being considered.

17.5 Salary Schedule to All Teachers.

Following the conclusions of negotiations between the board and the association as an agent of the teachers, the superintendent shall deliver or mail to each teacher the negotiated salary schedule for the ensuing year. The notice may contain such other factors relating to their employment for said year as the superintendent may desire, but need not restate the terms and conditions applicable to this contract which are set forth in this agreement.

17.6 Employment Renewal Assumed.

If the proposed salary is based upon a salary schedule which has been adopted by the board and approved by the association, pursuant to sections of this agreement dealing with negotiations, the contract of employment for the ensuing year shall be deemed renewed unless the teacher notifies the Human Resources Administrator of their desire to terminate their employment.

17.7 No Individual Action.

If the proposed salary is not based upon a salary schedule which has been negotiated and adopted, the teacher need not indicate acceptance or rejection until they receive a new notice of a proposed salary which is based upon a salary schedule which has been negotiated and adopted.

17.8 Statute of Limitations.

In case of errors in employee's compensation, a Statute of Limitations of no longer than four (4) years for compensation adjustment shall apply.

17.9 Salary Schedule Conversion Table.

A conversion between semester and quarter hours is as follows:

1 quarter hour = $\frac{2}{3}$ semester hour
1 semester hour = 1.5 quarter hours

17.10 Productivity.

To better meet the needs of students, full-time secondary teachers (grades 7-12) may be asked to consider accepting an additional teaching assignment. Pay for a productivity assignment is prorated consistent with the school's class schedule to compensate for the loss of the planning period being used for the additional teaching assignment. For example, on a seven period schedule $1/7^{\text{th}}$, on a 8 period day $1/8^{\text{th}}$ of the 185 day teacher contract. Productivity pay shall be paid in equal amounts over the contract year. A productivity assignment may be withdrawn when absences are excessive during the extended contract period. Established hourly rates and leave accrual are not affected by accepting a productivity assignment. Planning time shall be agreed to by the teacher and the principal.

Article 18

EXTRACURRICULAR ACTIVITIES

- 18.1 Distribution of Days.** The number of days assigned for the UHSAA sponsored activities may not be altered. The SCT shall make a recommendation to the principal for the number of non-UHSAA sponsored activities.

	HEAD COACH DAYS	ASST. COACH DAYS	TOTAL DAYS
BASKETBALL GIRLS	16	25	41
BASKETBALL BOYS	16	25	41
BASEBALL	14	9	23
CHEER COMP	13	6	19
CROSS COUNTRY (COED)	10	5	15
DRAMA	4	3	7
DRILL TEAM COMP	13	6	19
FOOTBALL	16	53	69
DEBATE	16	9	25
GOLF GIRLS	10	4	14
GOLF BOYS	10	4	14
LACROSSE GIRLS	14	9	23
LACROSSE BOYS	14	9	23
MUSIC INSTRUMENT	4	3	7
MUSIC VOCAL	4	3	7
SOCCER GIRLS	16	16	32
SOCCER BOYS	14	9	23
SOFTBALL	14	9	23
SWIMMING COED	16	9	25
TENNIS GIRLS	10	4	14
TENNIS BOYS	10	4	14
TRACK COED	16	31	47
VOLLEYBALL GIRLS	16	25	41
VOLLEYBALL BOYS	16	25	41
WRESTLING GIRLS	14	9	23
WRESTLING BOYS	14	9	23
TOTAL DAYS	330	323	653

Each high school is provided with 120 days for non-UHSAA activities. The SCT shall allow for educator input and recommend to the principal an objective procedure to determine the allocation of days for non-UHSAA sponsored activities. Subject to the approval of the superintendent or designee.

18.2 Pay Schedule.

The UHSAA activities shall be funded at the established number of days. The principal shall develop a pay schedule for extracurricular activities related to this article and not to exceed the sponsor's professional per diem (1/185); or shall adopt the pay scale of extracurricular activities with all days calculated on the sponsor's professional per diem (1/185) for each day on the schedule.

18.3 Outside Advisors.

If coaches are hired from outside the district ranks, the pay scale shall be (1/185) of the Bachelors Lane 1 Step 1 on the teacher's salary schedule.

18.4 Sterling Scholar Stipends.

Each high school shall be provided stipends for sponsorship of the Sterling Scholar Program to be distributed by the principal. The amount for each high school is .04 times the salary at the first step and first lane of the teacher salary schedule.

18.5 Summer School Program.

18.5.1 Filling Positions. In filling positions relative to summer school and continuing education programs, consideration shall be given to a teacher's area of competence, experience, major and/or minor field of study, quality of teaching performance, and length of service in the district. If qualifications are substantially equal, length of service in the district shall be the determining factor.

18.5.2 Advertising Vacancies. All vacancies for positions in these programs shall be advertised as early as possible so interested teachers may apply.

18.5.3 Acknowledgment. The program supervisor shall acknowledge promptly in writing the receipt of such application.

18.5.4 Preference. Teachers currently employed and who plan to return to the district shall have preference.

18.6 Summer Pay.

Teachers assigned to summer programs or leadership in curriculum development which extends beyond the regular contract year shall receive additional compensation at their regular rates of pay for each day based upon the number of contract days in the school calendar.

Article 19

INSURANCE

19.1 Basic Coverage.

The board shall continue to make available to all full-time teachers and their dependents the board insurance program to include group insurance for hospital, surgical, extended medical, dental and life insurance and shall continue during the summer months until the beginning of the next official school year, provided the teacher shall have completed service for the full period of this contract (Section 1.12.) The insurance policy shall be reviewed annually by the Association and the Board and adjusted to current medical and hospital changes.

19.1.1 District Insurance Committee. The district shall maintain an insurance committee with representation on such committee from the association and bargaining units for other classifications of employees. The insurance committee shall evaluate the district's insurance benefits and develop plans to achieve the best possible efficiency of the district and its employees. These plans shall be recommendations to the district and the association. The district shall change insurance benefits only through negotiation with the association; however, the district retains the right to choose the provider of those benefits (insurance company, self-insurance, etc.) The district shall change the benefit provider only after discussion and input from the association.

19.2 Insurance Waiver.

In the event any eligible teacher elects not to accept health and accident insurance, the district shall contribute one hundred forty-five dollars (\$145.00) per month to a Flexible Spending Account (FSA) for full-time teachers or a prorated amount for those working less than full time. To be eligible to participate in this program, the teacher will enroll every year during Open Enrollment through "employee online".

Any teacher applying to withdraw from the health and accident plan must first document other group sponsored coverage in order to adopt this provision.

19.3 Cost Containment.

All non-emergency and non-maternity surgical procedures and hospitalizations shall be pre-approved by the Claims Administrator prior to performance of the surgical procedure or admission to the hospital. Once pre-approval has been granted, the surgical procedure or hospital stay qualifies for reimbursement under the established medical plan. Failure to obtain pre-approval does not disqualify your claim; however, reimbursement shall only be paid at a reduced co-insurance payment (example: 50% of normal and customary charge). Elective cosmetic surgery is eliminated.

19.4 Unpaid Leave Benefits.

It shall be the policy of the board to allow an employee who is on an approved non-paid leave of absence to keep their insurance coverage in force, provided the employee pays the premium each month as determined by the board. The length of time for which an employee may self-pay the insurance while on an approved leave of absence shall not extend beyond eighteen (18) months.

19.5 Life Insurance.

Each employee shall be covered with group life insurance in the amount of twenty thousand dollars (\$20,000) or their annual salary, whichever is greater. The premiums for this coverage shall be paid by the board.

19.6 Long Term Disability Insurance.

The board shall make available to the teachers a long-term salary protection and waiver of retirement contribution plan as approved by the board. This protection program does not apply to teachers over sixty-five (65) years of age or to hourly or non-contract teachers.

19.6.1 Payment. A teacher is eligible for the long term disability insurance policy at the Board's expense beginning the school

year following the teacher achieving fifteen (15) years of total service to the district. To receive this benefit the teacher shall apply in writing on a form available in Human Resources, during the open enrollment period. Teachers who are not eligible for the district-paid LTD insurance are encouraged to provide themselves with such coverage.

19.6.2 Eligibility. Teachers who are sick for more than six (6) months are eligible for long term disability benefits. Teachers are therefore expected to contact the Long-Term Disability district's administrator whenever they believe there is a possibility that they may be sick and away from work for six (6) months or more. The six (6) months have to be consecutive and must be for the same illness. Teachers are qualified for sick leave usage of more than one hundred twenty (120) days for the same illness only if they document that their claim for long term disability benefits has been rejected. Teachers who elect not to provide themselves with long term disability coverage shall not be eligible for sick leave benefits exceeding those available to teachers who are covered by long term disability insurance. The district shall generally not provide more than one hundred twenty (120) days of sick leave for the same illness.

19.6.3 Re-employment. Teachers returning from long term disability with a physician's clearance to return to work shall be considered "unassigned" and treated according to section 14.3.5 of this agreement.

Article 20

TAX-SHELTERED DEDUCTIONS

20.1 Establishing Tax-sheltered Deductions.

All teachers may elect to contribute part of their salary to tax-sheltered deduction plans according to the provisions of the Internal Revenue Code and issued by a company approved by the district. To implement this election, the teacher shall file the deduction authorization form in the payroll office.

20.2 No Tax Advantage Guarantee.

While it is intended that the tax-sheltered deduction plans shall have tax advantages, pursuant to the provisions of the Internal Revenue Code, it is understood and agreed that the board does not guarantee these plans, contracts, or tax advantages.

20.3 Limited Company Recognition.

The board may limit the number of contract companies which it shall recognize as agents for the tax-sheltered deduction plans.

Article 21

RETIREMENT

21.1 Eligibility.

Any teacher who resigns from district employment may choose to retire provided they qualify for a benefit from the Utah Retirement System. If there is any question of eligibility, it is the employee's responsibility to provide written documentation from the Utah Retirement System.

21.2 Continuation of Insurance.

Insurance coverage supplemental to Medicare is available to retired teachers through the Utah State Retirement System and private insurance carriers. Retired employees need only to select the plan of their choice and pay the required premium to acquire such coverage.

21.3 Payments for Accumulated Leave.

Upon retirement under Utah State School Employees Retirement System provisions, or early retirement as defined in Section 21.4 of this agreement, an employee shall be paid an amount of money equal to 25% of the value of their accumulated leave based on their annual salary at the time of retirement. Payout is based on 25% of salary and is paid on the employee's final paycheck.

21.4 Early Retirement.

Any teacher employed by the board for at least fifteen (15) years and who has at least thirty (30) years in the Utah State Retirement System may choose to take early retirement.

21.4.1 Insurance. The board shall maintain health, major medical, and life insurance benefits for early retirees and their dependents for the first seven (7) years of their retirement or until the retiree is eligible for Medicare, whichever comes first. The board shall contribute the same amount towards retiree premiums as it does towards premiums for continuing teachers. Following retirement, spouses or dependents may

be added to coverage at the full expense of the retiree. Teachers taking early retirement may continue to pay premiums at group rates on health, major medical, and life insurance for themselves and their dependents during any years following the receipt of early retirement benefits until eligible for Medicare.

Starting with the 2022-23 contract year, for early retirees and their dependents under the age of 65, any new retiree participating in the early retirement insurance program will pay 125% of the employee premium amount for their enrolled plan.

21.4.2 Medical Retirement. Two (2) teachers employed by the board for at least fifteen (15) years and who qualify for the Utah State Retirement may be granted early retirement insurance benefits provided it is determined by mutual agreement of the association and the Human Resources Administrator that there are compelling, verifiable medical reasons to grant such retirement.

21.5 Notification.

An eligible teacher may retire upon giving written notice to the Human Resources Administrator at least thirty (30) calendar days prior to retirement. It is recommended that a teacher retiring at the end of a school year notify the Human Resources Administrator by April 1st.

2025-2026

Salary Schedule

Salary Schedules #19
Salt Lake City School District
2025-26
Certified Teachers - 185 Days
185 Days - 8 Hours Per Day

Step	Bachelors & Certificate			Bachelors +20 & Certificate			Bachelors +40 & Certificate			Masters & Certificate		
	Base	ESA	Total	Base	ESA	Total	Base	ESA	Total	Base	ESA	Total
14												
13										89,049	10,350	99,399
12							84,532	10,350	94,882	84,622	10,350	94,972
11				78,318	10,350	88,668	80,568	10,350	90,918	80,568	10,350	90,918
10	73,539	10,350	83,889	74,888	10,350	85,238	76,715	10,350	87,065	77,762	10,350	88,112
9	70,476	10,350	80,826	71,174	10,350	81,524	73,986	10,350	84,336	75,075	10,350	85,425
8	66,727	10,350	77,077	68,524	10,350	78,874	71,376	10,350	81,726	72,457	10,350	82,807
7	64,110	10,350	74,460	65,981	10,350	76,331	68,794	10,350	79,144	69,920	10,350	80,270
6	61,531	10,350	71,881	63,558	10,350	73,908	66,396	10,350	76,746	67,494	10,350	77,844
5	59,060	10,350	69,410	61,202	10,350	71,552	64,007	10,350	74,357	65,164	10,350	75,514
4	56,708	10,350	67,058	58,954	10,350	69,304	61,765	10,350	72,115	62,887	10,350	73,237
3	54,435	10,350	64,785	56,818	10,350	67,168	59,599	10,350	69,949	60,716	10,350	71,066
2	52,216	10,350	62,566	54,697	10,350	65,047	57,463	10,350	67,813	58,583	10,350	68,933

Step	Masters +20 & Certificate			Masters +40 (Ed S)			D PhD		
	Base	ESA	Total	Base	ESA	Total	Base	ESA	Total
14	95,644	10,350	105,994	98,910	10,350	109,260	101,881	10,350	112,231
13	90,530	10,350	100,880	93,461	10,350	103,811	96,120	10,350	106,470
12	86,310	10,350	96,660	89,099	10,350	99,449	91,758	10,350	102,108
11	83,300	10,350	93,650	86,036	10,350	96,386	88,695	10,350	99,045
10	80,422	10,350	90,772	83,083	10,350	93,433	85,741	10,350	96,091
9	77,679	10,350	88,029	80,278	10,350	90,628	82,936	10,350	93,286
8	74,989	10,350	85,339	77,517	10,350	87,867	80,176	10,350	90,526
7	72,407	10,350	82,757	74,897	10,350	85,247	77,556	10,350	87,906
6	69,907	10,350	80,257	72,311	10,350	82,661	74,970	10,350	85,320
5	67,512	10,350	77,862	69,846	10,350	80,196	72,504	10,350	82,854
4	65,196	10,350	75,546	67,496	10,350	77,846	70,155	10,350	80,505
3	62,961	10,350	73,311	65,213	10,350	75,563	67,872	10,350	78,222
2	60,761	10,350	71,111	62,989	10,350	73,339	65,648	10,350	75,998

1. Payment for a graduate degree will be awarded upon verification of the degree and a teaching certificate.
2. Master's Lane Equivalency: Teachers being paid on the B+40 lane shall be granted payment on the master's lane upon completion of an individual program of study which includes 15 quarter hours or 10 semester hours of study and a project. Master's lane equivalency applications are processed by the Professional Development Department.
3. For teachers who are contracted to work less than full time or less than 9 months per year, the District agrees to pay the cost of their insurance premiums in the same proportion that the fraction of their contract relates to full time.
4. Teachers who pass the National Certification Boards will receive 50% reimbursement of paid fee. These teachers will also receive an annual stipend equal to \$2,606 which is the difference between step 1 the PhD lane and step 1 the Masters +40 lane.
5. Longevity pay - 1 percent of the employee's total salary will be added to regular pay once the employee has completed 20 full, consecutive years in the District.
An additional 1 percent of the employee's total salary will be added to regular pay once the employee has completed 26 full, consecutive years in the District.
6. Extended contract assignment see Article 17.10
7. Step increases on this schedule may be awarded annually depending on available funding and Board approval.
8. This schedule includes a legislative Educator Salary Adjustment (ESA) of \$10,350 on all steps. The ESA amount is set by the Legislature and is dependent on legislative appropriation. The adjustment is included on extra duty rates paid at hourly or daily rates.
9. The rates reflected on this salary schedule will be effective on the first contract day of the year.

School Day Report	
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School Name

Please refer to
WA 15.4.1.1 for more
information about
this report.

School Day

Regular Day Start Time	Regular Day End Time	Reg. Day Lunch Period
------------------------	----------------------	-----------------------

Short Day Start Time	Short Day End Time	Short Day Lunch Period
----------------------	--------------------	------------------------

Faculty Meetings	
1	2
3	4
5	6
7	8
9	10
11	12
13	14
15	16
17	18
19	20
21	22
23	24
25	26
27	28
29	30
31	32
33	34
35	36
37	38
39	40
41	42
43	44
45	46
47	48
49	50
51	52
53	54
55	56
57	58
59	60
61	62
63	64
65	66
67	68
69	70
71	72
73	74
75	76
77	78
79	80
81	82
83	84
85	86
87	88
89	90
91	92
93	94
95	96
97	98
99	100

Day of the Week	Frequency of Meeting	Time when occurs
-----------------	----------------------	------------------

Planning Time

Day (s) of the Week	Frequency	Time when occurs
---------------------	-----------	------------------

Please use addendum
if needed for individual
teachers.

--	--	--

PLC/Collaboration Time	
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14
15	15
16	16
17	17
18	18
19	19
20	20
21	21
22	22
23	23
24	24
25	25
26	26
27	27
28	28
29	29
30	30
31	31
32	32
33	33
34	34
35	35
36	36
37	37
38	38
39	39
40	40
41	41
42	42
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46	46
47	47
48	48
49	49
50	50
51	51
52	52
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71	71
72	72
73	73
74	74
75	75
76	76
77	77
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79	79
80	80
81	81
82	82
83	83
84	84
85	85
86	86
87	87
88	88
89	89
90	90
91	91
92	92
93	93
94	94
95	95
96	96
97	97
98	98
99	99
100	100

Day(s) of the Week	Frequency	Time when occurs or Duration
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Meeting Time with Students and Parents	
1	2
3	4
5	6
7	8
9	10
11	12
13	14
15	16
17	18
19	20
21	22
23	24
25	26
27	28
29	30
31	32
33	34
35	36
37	38
39	40
41	42
43	44
45	46
47	48
49	50
51	52
53	54
55	56
57	58
59	60
61	62
63	64
65	66
67	68
69	70
71	72
73	74
75	76
77	78
79	80
81	82
83	84
85	86
87	88
89	90
91	92
93	94
95	96
97	98
99	100

Day(s) of the Week	Frequency	Time when occurs
--------------------	-----------	------------------

Please use addendum
if needed for individual
teachers.

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Professional Development Time	
1	2
3	4
5	6
7	8
9	10
11	12
13	14
15	16
17	18
19	20
21	22
23	24
25	26
27	28
29	30
31	32
33	34
35	36
37	38
39	40
41	42
43	44
45	46
47	48
49	50
51	52
53	54
55	56
57	58
59	60
61	62
63	64
65	66
67	68
69	70
71	72
73	74
75	76
77	78
79	80
81	82
83	84
85	86
87	88
89	90
91	92
93	94
95	96
97	98
99	100

Topic	Day of the Week	Frequency	Time when occurs
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Addendum- School:

[illegible]

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