

Meet and Confer Agreements

AGREED UPON BETWEEN

Phoenix Elementary School District #1

&

Phoenix Elementary Classroom Teachers Association (PECTA)

&

Education Support Professionals Association (ESPA)

TO BE IMPLEMENTED

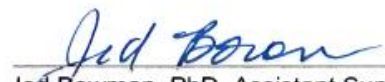
July 1, 2026 - June 30, 2027

Submitted to Governing Board On: February 19, 2026

Associations Team	Phoenix #1 Administrative Team
April Pettit, PECTA, Co-Chair Maria Rodriguez, ESPA, Co-Chair John Franklin, PECTA Caitlin Mahoney, PECTA Nicole Goodwin, PECTA	Dr. Jed Bowman, Chair Dr. Deborah Gonzalez Aaron Whittle Dr. Alicia Clynick Joseph Fuentes


Maria Rodriguez, ESPA President


April Pettit, PECTA President


Jed Bowman, PhD, Assistant Superintendent

Submitted on behalf of the Meet and Confer team from Phoenix Elementary School District #1, Phoenix Elementary Classroom Teachers Association, and Education Support Professionals Association.

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Introduction & Background

The Phoenix Elementary Classroom Teachers Association & the Education Support Professionals Association have and will continue to work collaboratively with the Phoenix Elementary School District #1 Administration and Phoenix Elementary Governing School Board to create the District's collaborative vision for the future.

We are committed to collaborating with the District Administration and Governing Board to establish a culture of excellence that promotes student achievement. We will continue to partner with the district and community to put the vision of the strategic plan into action by creating a culture and climate of interdependency, shared leadership, and trust to promote highly performing students, staff, schools and district.

The Associations have participated in the Meet and Confer process with the District Administration of the Phoenix Elementary School District #1 in collaboration to develop and maintain the best working environment possible. We appreciate the District Administration and Governing Board's recognition of our major professional contributions to the education, welfare, and success of children in the District.

The following are the agreements between the Phoenix Elementary Classroom Teachers Association & the Education Support Professionals Association and the Phoenix Elementary School District #1's designees to take effect in the 2026-2027 school year

Articles of Declaration

Article 1: Recognition

WHEREBY, the Phoenix Elementary School District #1 recognizes the Phoenix Elementary Classroom Teachers Association as the exclusive representatives for all certified educators.

WHEREBY, the Phoenix Elementary School District #1 recognizes the Education Support Professionals Association as the exclusive representatives for all classified staff and employees.

WHEREBY, the Phoenix Elementary Classroom Teachers Association represents all certified teaching personnel, excepting those excluded by Arizona state law.

WHEREBY, the Education Support Professionals Association represents all classified personnel, excepting those excluded by Arizona state law.

Article 2: Professional Rights & Responsibilities

WHEREBY, it is agreed upon that all staff shall be provided with safe, supportive working environments

WHEREBY, the Phoenix Elementary School District #1 shall ensure that all staff have access to all necessary materials (as required by individual job description), platforms, and student data systems

WHEREBY, all staff agree to maintain professional standards, as outlined by Arizona state statute and Phoenix Elementary district policy

Article 3: Compensation & Extra Duty Pay

WHEREBY, compensation schedules shall be communicated to all stakeholders and published annually.

Article 4: Evaluations & Professional Growth

WHEREBY, professional evaluation will be conducted in accordance with Arizona state law and Phoenix Elementary district policy.

WHEREBY, all staff shall be provided timely feedback and opportunities for support, to develop professional skills relevant to necessary job requirements.

Article 5: Grievance Procedure

WHEREBY, a structured, timely process shall be available for addressing disputes concerning the interpretation, or application, of this Agreement.

Article 6: Communication & Collaboration

WHEREBY, the Phoenix Elementary School District #1 with the Phoenix Elementary Classroom Teachers Association and the Education Support Professionals Association agree to meet regularly to address concerns, share updates, and collaborate on solutions

WHEREBY, agendas for Meet & Confer shall be shared with all stakeholders at least 24 hours in advance.

Article 7: Amendments & Duration

WHEREBY, this Agreement shall be effective from July 1, 2026, and shall continue in full force and effect through June 30, 2027.

Compensation and Pay Structure

ETR Increase and Eligibility

Pending district budget limitations, extra time compensation will be \$45 per hour. Such compensation is available in circumstances where work performed outside of the workday is voluntary, planned, budgeted, and pre-approved by an administrator.

Salary Increases and Schedule

Administration and PECTA agree to continue to use Classroom Site Fund monies to support base salary contributions and performance-based pay as recommended annually by the Performance Based Pay Committee (Prop 301) Committee.

Combined/Mixed Class Stipend

Non-Montessori, non-special area teachers, and non-departmentalized teachers who are asked to teach combo (multi-age) classes will receive a stipend of \$3,500/year.

Hard-to-Fill Stipend for Psychologists.

Hard to Fill stipend for psychologists under Category D related to district improvement at \$5,000 like OTs/PTs.

Longevity Stipend for Veteran Teacher

Longevity Payment

A longevity increment (prorated by FTE) shall be added to the compensation, pending budget capacity, of an employee with a minimum work year of one hundred seventy-five (175) days and who has completed ten (10), fifteen (15), twenty (20), twenty-five (25) or thirty (30) years of continuous contracted employment with the District, as shown below:

FTE	Years of Continuous Contracted Employment Increment				
	Ten (10)	Fifteen (15)	Twenty (20)	Twenty-five (25)	Thirty (30)+
1.0 FTE	\$200	\$400	\$600	\$800	\$1,000
0.75 FTE	\$150	\$300	\$450	\$600	\$750
0.50 FTE	\$100	\$200	\$300	\$400	\$500

PTO Payout and Buyback Program

Administration will implement the PTO payout and buyback benefit program in the 2026-2027 school year, pending budget capacity. Staff would have the option of cashing in accrued PTO time at the end of the 2026-2027 school year at the following rate based on completion of continual, non-interrupted years of service at the following rates:

Years	Percent
3 Years	40%
8 Years	50%
13 Years	60%
18 Years	70%
23 Years	75%
28+ Years	80%

Split Pay for Sub-Coverage

The District agrees to provide split pay for teachers, including associate teachers, that assume substitute responsibilities. The District will establish procedures aligned to Human Resource and Payroll guidelines to ensure compliance.

The District agrees to support the emergency sub certificate for qualified employees, i.e. any staff member with a high school diploma, GED, or higher. The District agrees that an Instructional Assistant (IA) in a special education self-contained classroom will serve as the sub in that classroom when practicable. In cases where an IA is solely dedicated to a single classroom, an administrator may request that this IA be recognized as a preferred substitute teacher in the event of a teacher absence. In this case, rather than requesting a substitute on the District substitute teaching team, the IA will be called upon to serve as a substitute teacher whenever a substitute is required. The IA will receive \$75 in addition to their regular hourly pay for each day she or he acts as a substitute teacher. Occurrences must be documented in the district's absence and substitute tracking software, SmartFind, as well as on a form that must be submitted to the Substitute Coordinator with a signed approval from a Principal or other Administrator. It is the responsibility of the teacher or IA that is receiving compensation for substituting to submit required documentation for Principal approval.

Teachers who assume substitute responsibilities are eligible for additional pay and will be provided a Split Pay Form completed by school administration and submitted within the pay period. This form must include signatures from teachers as well as administration and will be delivered to Human Resources for processing by

school administration. Principals and Office Managers will receive training on completing these forms at the beginning of the school year as well as regular reminders to complete these forms in situations when a teacher assumes substitute responsibilities. Teachers will receive reminders of their eligibility for this compensation and the process for ensuring they are compensated for these duties and will have access to the form via the school administration. Interventionist roles will be respected and be used as a last resort.

Summer Pay

Employees choosing 26 pays will be paid every 2 weeks through the summer instead of in one lump payment.

Work Calendar, Scheduling & Protected Time

Back-to-School Week

Certified staff will be expected to return to school 1 full week before instruction starts. Prior to the first day of school with students, certified staff of the district will be given two consecutive uninterrupted days to prep their classroom and/or workload. Those two dates are currently Wednesday July 29 and Thursday July 30, 2026.

If there is an occasion that one of the days is not uninterrupted, administration will offer commensurate preparation time on another day of back-to-school week.

Staff In-Service Days Following Extended Breaks

The Monday following Fall, Winter, and Spring breaks will be in-service days to prepare for the successful return of students. Certified Staff will have uninterrupted preparation time for a minimum of half of the day or 3.5 hours except for the Monday following the winter break. Monday, January 4th is to be a full certified staff workday. *(A separate calendar will be provided for Faith North staff.)*

In-Service Days:

Monday, October 12, 2026

Monday, January 4, 2027

Monday, March 15, 2027

The following Wednesdays will be **full days**, and not early-release, to keep instructional time consistent:

- Wednesday, September 9, 2026
- Wednesday, October 14, 2026
- Wednesday, January 6, 2027
- Wednesday, February 17, 2027
- Wednesday, March 17, 2027

Planning Time

Teachers shall be scheduled for a minimum of 225 minutes planning time per week. In the event of an administrative directive resulting in a teacher missing prep time, the administration must determine how to recover the missing prep time after consultation with the teacher. This clause is exclusive of teacher attendance at special events such as, but not limited to, field trips or school trips. District provided planning time is to be utilized for lesson planning, parent meetings, instructional coaching, meeting in collaborative teams to implement the CTM process, examining standards, identifying essential standards and pacing, creating common formative assessments, instructional dialogues, analyzing student data/work and planning for interventions and/or enrichment, meeting with administrator(s), IEP meetings, creating behavior plans, MTSS meetings, other duties as assigned to meet the needs of all students.

In elementary grades where music, art, and physical education are assigned, the teacher shall be relieved of duty while such classes are in session for the purpose of using this time as preparation and/or consultation time where a certified teacher is providing the class. In addition, the past practice shall be continued wherein the classroom teacher and the special area teacher plan together the activities and learning experiences of their students. However, it shall be the responsibility of the classroom teacher to supervise the students on their way to and from special classes. The administrators responsible for the scheduling of special area time shall make every reasonable effort to attempt consistency of preparation time for the teachers involved and shall attempt the equitable distribution of special area teacher time throughout the week. This shall include transition time between classes that will not count towards the allotment of 225 minutes planning time per week.

Specials Scheduling

Special areas and electives play a critical role in the overall social-emotional and academic development of students, as well as bringing joy into school. Master schedules at schools will reflect this belief by ensuring special areas are a part of the master schedule development process and that special areas have a minimum of 225 minutes for prep each week with every effort to ensure the time is as uninterrupted as possible. State requirements for instructional minutes and equity across all schools in the district should also be considered. Students should not be pulled from their special area classes for interventions such as ESS and EL minutes or other pull-out classes. Should Special Area teachers have concerns about a master schedule, such concerns should be brought directly to their Principal, and if concerns are not sufficiently addressed, they may be brought to the Human Resources Department for further consideration.

Special Areas Scheduling - Revised Proposal

Special areas and electives play a critical role in the overall social-emotional and academic development of students, as well as bringing joy into school. Master schedules at schools will reflect this belief by ensuring special areas are a part of the master schedule development process **AND** will guarantee a minimum weekly

instructional period of at least 45 minutes for students in each special area class. To meet this requirement, all Special Area classes must meet for a minimum of one (1) session per week/or one (1) day out of a six (6) day rotation for at least 45 consecutive minutes for the duration of the semester or school year, depending on the subject's curriculum structure. Master schedules at schools will also ensure that special areas have a minimum of 225 minutes for prep each week with every effort to ensure the time is as uninterrupted as possible. State requirements for instructional minutes and equity across all schools in the district should also be considered. Students should not be pulled from their special area classes for interventions such as ESS and EL minutes or other pull-out classes. Should Special Area teachers have concerns about a master schedule, such concerns should be brought directly to their Principal, and if concerns are not sufficiently addressed, they may be brought to the Human Resources Department for further consideration.

LEAVE, BENEFITS AND SUPPORTS

PTO Approval

PTO requests will be granted on a first-come, first-served basis to any staff member with accrued hours given that less than the amount of school staff below has not already been granted leave for the requested dates.

Bethune	No more than 2
Capitol	No more than 2
Edison	No more than 2
Emerson	No more than 1
Faith North	No more than 1
Garfield	No more than 1

Herrera	No more than 2
Kenilworth	No more than 2
Lowell	No more than 2
Magnet	No more than 2
Shaw Montessori	No more than 2
Whittier	No more than 2

Bereavement Leave Policy

Bereavement Leave Bank (BLB) Proposal

The District, ESPA, and PECTA agree to move forward with the District Bereavement Leave Bank (BLB) proposal. This voluntary bank will allow regular, benefits-eligible employees to donate up to five (5) days of their accrued leave. The BLB is intended to provide eligible recipients with up to five (5) paid workdays for extraordinary bereavement needs of an immediate family member. It is contingent upon final review by District legal counsel and subsequent approval by the Governing Board. A BLB Committee will be established to govern the Bank and will include representatives appointed by both PECTA and ESPA leadership.

Nursing Mothers

District and school administration shall provide reasonable break time for an employee to express milk for her nursing child each time the employee has a need to express milk, provide a place that is shielded from view,

free of intrusion from co-workers and the public which may be used by an employee to express milk and is not a bathroom, and work collaboratively with classroom teacher to arrange class coverage during said breaks.

Facilities and Security

The district will allocate resources to enhance security measures across all campuses. Specifically, replacing the current padlock-based gate security with more robust, tamper-proof systems and ensuring that all security cameras are operational and up to date.

Quarterly Climate Survey

The district will distribute a Quarterly Climate Survey to systematically gather insights into the workplace atmosphere, employee engagement, and overall satisfaction. These climate surveys will include both quantitative and qualitative questions focusing on key areas such as job satisfaction, communication effectiveness, professional development, and overall workplace climate. These surveys will be distributed in a timely manner to maintain relevance and capture current sentiments with results compiled, analyzed, and shared with staff.

Crisis Communication Training

The district will implement mandatory training for district center leadership, site leadership, and communications personnel on appropriate communication during and after crisis events.

Assault Response Procedure Retraining

The district will provide mandatory, clear training for administrators and staff on the steps to be taken when a staff member is assaulted by a student, including how to prevent these behaviors, de-escalate students, and the next steps teachers should take if an assault occurs. This training would ensure a consistent and appropriate response across all school sites, focusing on prevention, intervention, and follow-up actions.

EQUITY ACROSS SCHOOL ROLES

Class-Size

Schools will be staffed based on enrollment projections using the following ratios:

- *K-1* ➤ 24:1
- *2-3* ➤ 26:1
- *4-8* ➤ 30:1
- *Resource* ➤ 20:1
- *Self-contained* ➤ 3:1 adult to student ratio, based on student need

Caps:

In the event the number of students exceeds the designated allocation by 10% plus one (1), the district shall within the district's budget capacity impose acceptable alternatives that may include, but are not limited to:

- addition of an Instructional Assistant;
- increase the instructional assistant hours;
- reassign students to different teachers (leveling of classes);
- add a teacher

Special Area Budget Increase

Pending budget availability, the district will increase the special area budget from \$2.75 to \$5.00 per student.

Art: \$5 per student

Dance: \$5 per student

Drama: \$5 per student

General Music/Choir: \$5 per student

Instrumental Music: \$5 per student, based on enrollment

PE: \$5 per student

Other Elective/Enrichment (*graded and in synergy*): \$5/Student Budget

Psychologist Responsibilities

Ensure psychologists should not engage in discipline practices.

Psychologist Caseloads

Psychologist caseload assignments are recommended based on weighted totals of relevant variables and take into consideration the psychologist's level of experience (intern, 1–3 years, or 4+ years). Final assignments are made by the lead psychologist(s), in collaboration with the special education director, and are contingent upon budgetary capacity.

Duty-Free Lunch

Site administrators shall arrange work schedules to permit all certified staff, including self-contained teachers, to have no less than 30 minutes for their lunch break uninterrupted. This does not include transition time, teachers should account for transition time in their day, for taking students to and from lunch.

Teachers assigned to more than one building during any school day shall be granted the same thirty (30) minute duty-free lunch period, exclusive of travel time, as that granted to other teachers.

CURRICULUM, INSTRUCTION & PROFESSIONAL GROWTH

Curriculum

The important curriculum development work, led by the Curriculum Content Specialists and Director of Curriculum and Instruction, will continue as planned. The C&I team will work to expand feedback loops

and other participatory processes that further invite teachers into curriculum and resource conversations. Through expanded input, curricular resources will be improved as teachers remain an integral part of the curriculum development process.

Alternative Performance Evaluation for Highly Effective Teachers

In Spring 2026, a committee will convene to develop an alternative performance evaluation cycle for teachers who have earned a 'Highly Effective' rating for three or more consecutive years. This initiative, scheduled for implementation in the 2026-27 school year, aligns with Governing Board Policy GCO (Evaluation of Professional Staff Members).

Staff Trainings & Professional Development

Administration and PECTA recognize the importance of differentiation, community partnership and continuing the momentum of the District's Equity Plan. Administration will make efforts to increase differentiation by seeking and using input and feedback to inform planning and offering choice to participants when possible. In addition, administration will seek to expand community partnerships through professional development and the equity plan. A mid-year opportunity to review this commitment between administration and the PECTA meet and confer team will be created in order to monitor these efforts and this commitment.

Professional Development on Early-Release Days

Early release Wednesdays shall be reserved for the growth and professional development of all employees based on evidence of need as determined by Teacher Growth Performance System (GPS) and evidence of student learning through the district assessment plan.

Cross-Training and Voluntary Rotation

The District and ESPA agree to establish a Cross-Training and Voluntary Rotation Program for classified staff, designed to promote professional growth, operational flexibility, and career development.

COMMITTEES, GOVERNANCE & DISTRICT COLLABORATION

Organizational Charts

Revised organizational charts will be communicated to all district employees at the beginning of each school year, in addition to a district-level directory that will be distributed to all staff. The directory will be revised throughout the year and re-communicated to staff at least twice per year. Changes in the organization chart will also be communicated as needed.

Updating Policies and Regulation

Update policies to accurately reflect the provisions outlined in our meet and confer agreements, ensuring alignment and clarity in our collaborative efforts.

Revise Policy GCL-R

PECTA will collaborate with district administration to clarify the language of GCL-R to create aligned schedules and times to allow for collaboration across sites in VTMs, CTMs, and other professional learning opportunities.

Facilities and Security

The district will allocate resources to enhance security measures across all campuses. Specifically, replacing the current padlock-based gate security with more robust, tamper-proof systems and ensuring that all security cameras are operational and up-to-date.

Federal Funding Team

Three PECTA representatives (including a GEN/SPED educator, special areas educator, and certified non-classroom educator) will serve on the LEA Integrated Action Plan Planning Team to assist the district with the allocation of Federal funds.

Association Appointment on Committees

All system wide committees in Phoenix Elementary will be authorized by the Superintendent. System wide committees include, but are not limited to, curriculum committees, insurance committee, Prop 301/Teacher Evaluation committee, assessment committee, and Professional Development committees. All committees will consist of Association Member liaison. Role of liaison includes but is not limited to collaborating with the district to select meeting dates, share feedback from staff to committee, share feedback from committee with staff, present committee findings and decisions to the administration and governing board.

Committees dealing with wages, hours and working conditions shall be composed of representatives from affected employee groups. The committee shall include at least one member from PECTA and ESPA. The role of the association representative is to serve as a liaison.

Prop 301 Committee

The District and PECTA will form a committee of 9 members consisting of 3 administrators, 3 Association members, and 3 members-at-large to develop the Prop 301 plan. The committee will meet at a time when no less than 6 out of the 9 members on the committee are available with no more than 2 people from each team absent.

The plan will be submitted to the PECTA prior to the issuance of contracts. The plan will then be sent to eligible certified staff for a vote. Eligible certified staff will have at least 2 weeks to look over the plan, ask questions, and vote. The eligible certified staff must vote on the plan with a 70% approval rate. If there is not a 70% approval, the committee must reconvene to address concerns that eligible certified staff have presented. The plan must be edited to address these concerns and will then be brought back to the teachers to re-vote with a minimum 70% approval rate. Should a second vote not result in a 70% approval rate, the superintendent will hold an open meeting (could be a regularly scheduled meeting) to hear feedback from eligible certified staff. After receiving feedback, the superintendent will determine what changes need to be made and can advise the committee to make the changes before voting on the finalized plan.

Monthly Association Meetings with the Superintendent

The associations and the superintendent shall establish monthly meetings with representatives from PECTA and ESPA to ensure continuous communication.

Quarterly Climate Survey

The district will distribute Quarterly Climate surveys to systematically gather insights into the workplace atmosphere, employee engagement, and overall satisfaction. These climate surveys will include both quantitative and qualitative questions focusing on key areas such as job satisfaction, communication effectiveness, professional development, and overall workplace climate. These surveys will be distributed in a timely manner to maintain relevance and capture current sentiments with results compiled, analyzed, and shared with staff.

Training Videos

The district will create videos for job specific training that can be part of the onboarding process.

Crisis Communication Training

The district will implement mandatory training for district center leadership, site leadership, and communications personnel on appropriate communication during and after crisis events.

Assault Response Procedures Retraining

The district will provide mandatory, clear training for administrators and staff on the steps to be taken when a staff member is assaulted by a student, including how to prevent these behaviors, de-escalate students, and the next steps teachers should take if an assault occurs. This training would ensure a consistent and appropriate response across all school sites, focusing on prevention, intervention, and follow-up actions.

HIRING & INTERNAL MOVEMENT

Training Videos

The district will create videos for job specific training that can be part of the onboarding process.

Cross-Training and Voluntary Rotation

The District and ESPA agree to establish a Cross-Training and Voluntary Rotation Program for classified staff, designed to promote professional growth, operational flexibility, and career development.

Internal Interview Guidelines

1. Transparent Communication of Available Positions
 - Post all internal transfer opportunities in a timely and consistent manner, ensuring that all eligible employees have equitable access to apply.
 - Include detailed job descriptions, qualification requirements, and specific selection criteria to provide clarity and prevent ambiguity.

2. Clearly Defined and Published Interview and Selection Process
 - Develop a standardized interview protocol and selection criteria that are consistent across all schools and departments.
 - Make the interview process clear to all candidates by outlining specific steps, timelines, and decision-making procedures in advance.
 - Ensure that selection committees consist of a diverse range of stakeholders, including administrators and peer representatives.
3. Fair and Consistent Evaluation Criteria
 - Provide a rubric or evaluation tool that aligns with district values and the skills/experiences required for the position. This will ensure all candidates are evaluated equitably based on their merits and qualifications.
 - Ensure that applicants receive feedback on their performance in the interview process to support professional growth and future opportunities.
4. Commitment to Representative Workforce
 - Ensure that the internal transfer process actively supports the district's goal of building a multi-faceted workforce. This representation is fostered by cultivating broad candidate pools and making staffing decisions that reflect the varied backgrounds and experiences of our student body.
5. Timely Communication of Transfer Decisions
 - Communicate decisions promptly and professionally to all applicants, providing detailed explanations when transfer requests are not granted.
 - Provide an appeals process for employees who believe their transfer requests were not handled in accordance with district policies.

Exit Interviews

Employees submitting resignations will be invited to participate in an exit interview. This implementation would:

- Gather Feedback: Understand the reasons why employees choose to leave the district, identifying patterns and areas for improvement.
- Enhance Retention: Use feedback to develop strategies that address employee concerns and enhance retention efforts.
- Improve Culture: Foster a culture of openness and continuous improvement by demonstrating that employee voices are valued.
- Inform Data-Driven Decisions: Collect and analyze data from exit interviews to inform policy changes and resource allocation

Involuntary Transfers

Teachers shall receive 2-days of pay at current sub pay if the transfer occurs over the summer or 2 days of class coverage if the transfer occurs during the school year.