

Date: July 17, 2018
NTA/NUSD Negotiations
TENTATIVE AGREEMENT
NUSD: William Young
NTA: Kristen Rocha

TENTATIVE AGREEMENT
Between
NATOMAS UNIFIED SCHOOL DISTRICT
And
NATOMAS TEACHERS ASSOCIATION/CTA/NEA

July 17, 2018

The undersigned parties represent that they have read and understand the terms of this tentative agreement and are authorized to execute the tentative agreement. The tentative agreement addresses the following articles:

Article I Agreement
Article IV Salaries
Article V Hours of Employment
Article VI Health and Welfare
Article VIII Safety and Well-Being
Article X Class Size
Article XII Professional Teacher Support Program
Article XIII Special Education and Special Subjects (via Memorandum of Understanding)
Work Year Calendars 2018-19 and 2019-20

Unfair Resolution: Within thirty days of ratification of this agreement, the following will resolve the unfair charge with prejudice

1. Natomas Unified School District versus Natomas Teachers Association PERB No. SA-CO-627-E

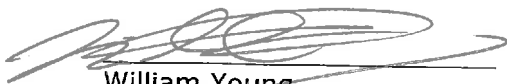
The Association shall present this tentative agreement to its membership for ratification at its next meeting immediately following the execution of the tentative agreement.

The District shall present this tentative agreement to the Governing Board for ratification at its next regular meeting immediately following the Association's ratification notice.

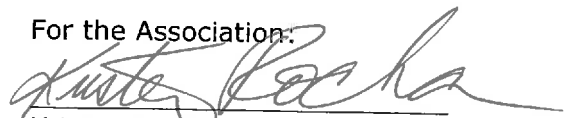
The parties agree that outline/formatting corrections (e.g. lettering, numbering, spacing) will be made as necessary throughout the document.

The undersigned agree this tentative agreement concludes negotiations for the 2018-19 school year.

For the District:


William Young
Deputy Superintendent

For the Association:


Kristen Rocha
Bargaining Chair

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ARTICLE I AGREEMENT

- A. This bilateral and binding Agreement is entered into this ~~20th day of July 2016,~~
16th day of July 2018 (subject to ratification by the Parties) by and between the Board of Trustees of the Natomas Unified School District, hereafter called "District", and the Natomas Teachers Association (who is affiliated with CTA/NEA), hereafter called the "Association". "Board" in this document refers to the Natomas Unified School District Board of Trustees.
- B. This Agreement is entered into pursuant to Division 4, of Title I, Chapter 10.7 of the California Government Code commencing with Section 3540.
- C. Term - This contract will be in full force and effect until June 30, ~~2018~~ 2019 or until a new Agreement has been agreed to by both parties.
- D. In order to provide the Association with opportunities to assist the District to make reasonable budget assumptions, funding allocations, and enrollment projections; to better manage position control and staffing assignments; and, to make reductions in expenses that do not require collective bargaining to implement, as well as to develop other systems and procedures for improving the District's financial position that the parties may agree is warranted:
1. A group of up to three Association representatives shall meet and consult with up to three District representatives as designated by the Superintendent; one shall be the Assistant Superintendent of Business Services. The meeting shall occur on a monthly basis (unless otherwise agreed), and be scheduled at the mutual convenience of the parties

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ARTICLE IV SALARIES

A. Salary Agreement

1. Longevity pay will only be in Classes IV and V.
2. An Internship/Emergency column is established for those teachers who are not yet credentialed.
3. The following salary schedule modifications will occur during the term of this contract:
 - ~~a. For the 2016-2017 year, 2.00% added to the 2014-2015 salary schedule~~
For the 2018-2019 year:
 - a. 3.00% added to the 2017-2018 year salary schedules, effective July 1, 2018
 - b. A one time, off-schedule payment of 1.00% of the bargaining unit member's salary will be paid on the October 2018 pay warrant.
 - ~~b. The first step of the salary schedule in each column shall be increased to be \$1 less than the second step in the same column.~~

~~For the 2017-18 year, the 2016-17 Salary Schedule will be increased by 2.5%, effective July 1, 2017~~
 - c. For the ~~2016-17-2018-19~~ year, the District shall pay the equivalent of 1.00% of the bargaining unit member's annual salary upon completion of twelve (12) hours of District-approved professional development that aligns with Common Core State Standards, Culturally Responsive Instruction, differentiated instruction and social emotional ~~training learning~~, Special Education, CAASPP Training, Physical Restraint Reduction training, inclusive practices, curriculum training, IB/MYP training commencing July 1, ~~2016-1, 2018~~. The District will provide the appropriate form that will require principal and School Leadership and Support approval. All hours must be completed and submitted by June 30, 2017, 9.
4. Teachers will be able to substitute a conference, workshop, or in-service

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day for one (1) of their three (3) staff development days with prior approval from the principal and if the substitute conference falls on the same day as the scheduled in-service.

B. Initial Placement

1. At the time of initial placement on the Certificated Salary Schedule, a teacher shall be given salary schedule credit for previous teaching experience on a year for year basis. ~~up to a maximum of fifteen years.~~ Teaching experience, for salary schedule purposes, shall include only full time paid experience in positions requiring certificated qualifications.
2. Outside teaching experience must be verified in writing by previous employers, giving dates of service by school year (e.g. July 1 - June 30). The teacher shall have been required to hold a valid teacher credential in order to receive the credit for outside experience.
3. To receive a year's credit on the salary schedule, a new employee must have served under contract for seventy-five percent (75%) or more of the school year. To calculate the percent of the year:

$$(\text{percent of days worked}) \times (\text{percent of the day worked}) = \text{percent of the year}$$
This fact must be verified in writing by the previous employer.
4. At the time of initial placement on the Certificated Nurse Salary Schedule, a school nurse shall be given salary schedule credit for previous school nurse experience and/or non-school RN experience on a year for year basis ~~up to a maximum of fifteen years.~~
5. At the time of initial placement on the Speech and Language Therapist Salary Schedule, a Speech and Language Therapist with a Rehabilitative Service Credential shall be given salary schedule credit for previous school and/or non- school Speech and Language Therapist experience on a year for year basis.
6. Counselors and Psychologists are required to have a Master's Degree and a Pupil Services Credential for employment. At the time of initial placement on the Psychologist/Counselor Salary Schedule, a Psychologist or Counselor shall be given salary schedule credit for previous school Psychologist or Counselor experience on a year for year basis ~~up to a maximum of fifteen years.~~

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C. Control of the Quality and Quantity of Units

1. A beginning teacher without prior teaching experience will not be permitted to enroll in college courses and obtain credit toward salary class increases during the first semester of employment unless approved in writing by the building principal.
2. The maximum number of semester units which may be earned during the fiscal year is twenty-four (24).
3. All bargaining unit members wanting to receive unit credit for advancement on the salary schedule must have an approved District Professional Growth Plan. Unit credit will be allowed for any course, lower, upper division or graduate level that will meet the approved goals on their plan.

a. Professional Growth Plan

1. Goals: The credential holder has a responsibility to formulate one or more professional growth goals that are based on an assessment of his or her professional growth needs.
2. Units: Classes, workshops, etc. must be selected that are likely to contribute to his or her competence, performance, or effectiveness in a subject or area of specialization that the credential holder teaches or reasonably expects to teach, in Kindergarten or in grades one through twelve.
3. Approval: The principal must approve the Professional Growth Plan. The principal must give prior written approval for course work. In the event the principal is on vacation or unavailable for an extended period of time the Associate or Assistant Superintendent may approve plan and courses.
4. Appeal: If the principal does not approve the Professional Growth Plan or courses, the credential holder may appeal to the Professional Growth Committee consisting of the Associate Superintendent, one principal and two teachers appointed by NTA.

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4. The final date for presenting written evidence for a change in classification on the salary schedule shall be fifteen (15) days prior to the beginning of the employee's work year unless coursework is in progress and then no later than October 1st, provided the personnel office is notified in writing on or before June 1st that it is the intention of the employee concerned to present such units. Written evidence shall consist of a transcript with the school seal, or the instructor's card with the course number, title of the course, number of units, grade, and the instructor's signature. An official transcript should follow within a month. Upon receipt of such written evidence, the personnel office shall, within ten (10) working days issue the teacher a receipt for the number of units earned.
5. Recognized units (lower, upper, graduate) shall be from institutions accredited by the following associations unless specifically approved by the superintendent:
 - (1) Western Association of Schools and Colleges
 - (2) Southern Association of Colleges and Schools
 - (3) North Central Association of Colleges and Schools
 - (4) Northwest Association of Colleges and Higher Schools
 - (5) Middle States Association of Colleges and Secondary Schools
 - (6) New England Association of Colleges and Secondary Schools
6. Board of Registered Nursing approved courses and Speech and Language approved courses will be counted for initial placement and salary advancement.
7. Non-transferable in-district units may also be earned at the rate of one (1) semester unit for each fifteen (15) hours of satisfactory work in District approved Continuing Education Programs and Board of Registered Nursing approved courses. A maximum of six (6) in-District (Continuing Education) units may be granted to an employee in each school year. CEU forms, verified by the principal/designee, shall be submitted to the superintendent/designee on or before June 1st to be applied to subsequent year salary schedule advancement. Such hours are cumulative from year to year. Employees on the last column of the salary schedule may elect to receive a one-time payment of \$150.00 in lieu of each verified CEU earned. District presenters of Continuing Education Programs will be paid at the rate of \$40.00 for each hour of instruction and one hour for preparation in each workshop.
8. A maximum of eighteen (18) in-district units may be applied to the salary

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schedule for each teacher. A maximum of six (6) in-district units may be applied to any class on the salary schedule.

9. All certificated personnel will be placed on the salary schedule according to the verification of units on file in the district office. Units not on file shall not be honored.
10. Year for year credit on this schedule shall be given for military service if such service was rendered while in the employ of this district. No more than two (2) years' credit shall be given for such military service.
11. All certificated personnel shall be given full credit on this schedule at the rate of one (1) step for each year of service in this school district, and must have been employed under contract seventy-five percent (75%) of a school year to constitute a complete year of service. To calculate the percent of the year worked:

$$(\text{percent of the days worked}) \times (\text{percent of the day worked}) = \text{percent of the year}$$

Teachers working less than 75% of the year will earn step increases as follows:

 - a. Work 50% - 75% of the year
 - i. Get a step increase but, if the teacher goes full time, the steps are recalculated and two part time years will equal one step.
 - b. Work less than 50% of the year:
 - i. Get a step increase every two years.
12. Teachers who are assigned supervision of student teachers shall receive one hundred percent (100%) of the supervising teacher stipend when received from the participating college or university. A pool of interested master teachers will be solicited and set up at the beginning of each school year. Student teachers will be assigned to each master teacher on an equitable basis. Student teachers' grade level and/or master teacher preference will be given first priority. After that, master teachers will be selected on a rotating basis. If a teacher is not selected from the pool, the administration will inform the teacher as to the specific reasons for the denial of the master teacher assignment.

D. Special Assignments

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1. See Appendix E for stipend schedule.
2. Elementary - per year.
 - a. In addition to stipends in the schedule, Appendix F, the School Site Council will determine which other extracurricular jobs will be funded. The rate will be \$40.00 per hour up to a maximum of \$650.00. Compensation for these other jobs will be from School Site Council funds. Teachers may volunteer their services without compensation.
3. Middle School - per year.
 - a. Department chairs will be paid a stipend of ~~\$1000~~ \$1,250, maximum of five (5) per middle school.
 - b. Department chair positions are to be chosen annually by the members of the department that is to be represented. The choosing shall be done by the third day of the school year. Members must teach 0.6 FTE or more in the department and only a person who teaches 0.4 FTE or more in that department may be eligible to vote.
 - c. Department chairs will be for Science, Math, English, Social Studies and P.E.
 - ~~d. Duties for Middle School Department Chairs:

Create a committee including department chairs, principals, and district administration to develop a job description for Middle School Department Chairs to be completed by the end of 2014.~~
4. High School -
 - a. HS department chairs of departments of 35 or more sections will be paid a stipend of \$2,750.
 - b. HS department chairs of departments of 12 to 34 sections will be paid a stipend of \$2,400.
 - c. Counseling department chair will be paid a stipend of \$2,500.
 - d. Maximum of nine (9) department chairs per comprehensive high school,

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including the counseling department chair.

- e. Department chair positions are to be elected annually by the members of the department that is to be represented. The election shall be done by the third day of the school year. Candidates for department chair positions must teach 0.6 FTE or more in the department and only members who teach 0.4 FTE or more in that department may be eligible to vote.

- f. Counseling department chairs must work at least a 0.6 FTE or more in the department. Counselors eligible to vote must work at least a 0.4 FTE in the department.

~~g. Duties for High School Department Chairs:~~

~~Create a committee including department chairs, principals, and district administration to develop a job description for High School Department Chairs to be completed by the end of 2014.~~

5. Nurses

Create a committee including special education administration, an HR administrator, a district nurse, and an NTA representative to develop a job description for nurses by December 30, 2018. This will be paid work at the rate of \$40.00 per hour.

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District Wide K-12

a. Notification of Opportunities

The district will notify all teachers of any opportunity to serve as PTSP or BTSA coaches or district committee members.

b. Selection for After School Tutoring/Parent Education Classes

Teacher in extended day tutoring and/or teaching parent education classes will be solicited from appropriately credentialed district teachers. Selections will be in the following order of priority:

1. Teacher working with the student.
2. Teacher in same grade at same site.

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3. Any teacher at the site with similar grade level experience.

4. Teachers from other sites in same grade level.

5. Any teacher in the District.

6. Other appropriately

qualified persons. The salary will

be \$40.00 per hour.

c. Selection of Home Instruction Teachers

Teacher applications for home instruction will be solicited from district teachers only. Selection will be in the following order of priority:

1. Home room teacher.

2. Teacher in same grade at same site.

3. Teacher in same grade level.

4. Any teacher with similar grade level experience.

5. Any teacher in the district.

A substitute shall be hired only if no teachers are available. The pay rate will be

\$40.00 per hour of instruction.

d. Selection of Members for Paid Committees

Joint Labor/Management Committees: All committees are advisory to the bargaining teams, recommendations are subject to negotiations and are not a waiver of EERA duty to consult and bargain.

Paid Committee work will be voluntary. Members will be selected on the basis of district seniority, school representation, and experience relevant to the needs of the committee.

Paid committee work will be paid as follows:

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1. \$40.00 per hour for 3 ½ hours or less per day.
2. At the substitute's daily rate of pay for more than 3 ½ hours in one day.

e. Extra Curricular Personnel

Coaches/Advisors/Coordinators who receive a stipend will be selected from certificated teachers in the Natomas Unified School District unless there are not enough qualified and interested teachers available. Selection will be in the following order of priority. The term "Qualified" as used in this paragraph means an individual who meets minimum requirements to be determined by a committee comprised of both District and Association appointees.

1. Certificated teachers at the same site as the team or program.
2. Certificated teachers from comparable schools (High School, Middle School, and Elementary) as the team or program.
3. Certificated teachers from other sites.
4. Other qualified people that are not certificated employees of the District.
5. Other qualified people who are not employees of the District.
6. For activities listed in Appendix F requiring a minimum number of students, if said minimum is met on the Start Date (as defined in paragraph 6 below) or within (two) 2 weeks of the Start Date, the position for said activity must be recognized.
7. Coaches and/or extra duty personnel (7-12) who switch supervision from one "like" activity to another shall retain years of service for purposes of placement on the compensation schedule (e.g. J.V. Football Coach 2 years to Varsity Baseball Coach Year 3).
8. Coaches and/or extra duty personnel new to Natomas Unified be granted up to two years experience by providing verification from their previous school showing that they were employed in a "like" paid position.

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9. All athletic seasons begin on the first day that the California Interscholastic Federation (CIF) and/or the league allows practice to begin or the day practice actually begins with District approval ("Start Date").
10. Athletic coaches who must coach in CIF required postseason playoffs shall receive the extra weekly stipend of \$100 a week for participation that exceeds two (2) weeks after the completion of the league season.
- f. Notification of Opportunities where stipends or extra pay are involved.
- Teachers will be notified in writing of opportunities according to the steps outlined in Article IV Section D.
- g. When a middle school or high school teacher agrees to an administrative request to substitute or is assigned to substitute during his/her prep period, the teacher will be paid \$40.00 per period. Timesheets must be submitted to and approved by the principal monthly during the school year.
- h. Positions created by grants or agencies outside the District shall be compensated at the rate established by the grant and/or funding agency.
1. "Teacher initiated grants" will be written and implemented, upon approval by the District, by the teacher or teachers involved. If additional stipends are involved in the implementation of the grant, those additional stipends or positions will be posted after the grant is awarded.
 2. "District initiated grants" stipends or positions will be posted when teachers are necessary to fill the positions i.e. if the names are needed to submit the grant, the posting will occur before submission.
- i. The District will compensate off-track teachers to attend workshops, in-services, at District request, in one of the following ways:
- Registration and expenses.
 - In-district units.
 - Sub rate.
 - \$40.00 per hour.
- j. District presenters of District workshops will be paid at the rate of \$40.00

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per hour for each hour of instruction and \$40.00 per hour for preparation time. The administrator and presenter will agree, prior to the presentation, on whether the preparation time will be paid at the above rates or if release time will be used for preparation in lieu of the \$40.00 per hour compensation, or a combination thereof. Further, the administrator and presenter will discuss the approximate number of hours the preparation will require using the following guidelines:

1 hour presentation - up to four (4) hours of paid

preparation. 2 hour presentation - up to six (6) hours of paid preparation.

3-6 hour presentation - up to eight (8) hours of paid preparation.

- k. District presenters on staff development days will be compensated for preparation time only. The administrator and presenter will agree, prior to the presentation, on whether the preparation time will be paid at the \$40.00 per hour rate, or if release time will be used for preparation in lieu of the \$40.00 per hour compensation, or a combination thereof. Further, the administrator and presenter will discuss the approximate number of hours the preparation will require using the following guidelines:

1 hour presentation - up to four (4) hours of paid

preparation. 2 hour presentation - up to six (6) hours of paid preparation.

3-6 hour presentation - up to eight (8) hours of paid preparation.

- l. Natomas Unified School District employed teachers and Natomas Unified School District retirees who substitute will be compensated at a rate that is \$25.00 more (full day) and \$12.50 more (half day) than the rate of pay that is being paid by the District.

67.

Adult Education and Summer School

- a. Bargaining unit members who also teach for Adult Education or Summer School will be compensated at a rate of \$40.00 per hour.

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- b. All assignments will be determined with the following considerations: specialized program requirements as defined in the job announcement and the credential to perform the services. From the qualified applicants, positions will be filled by district-wide seniority, where applicable.

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District Committee Leadership

- a. Teachers may be selected from time to time to chair some of the District level committees and cadres. The position may be split between two co-chairpersons. The chairperson(s) will:
1. Meet with district level administrator:
 - a. To determine overall cadre/committee task.
 - b. To establish goals and agenda for each cadre/committee meeting.
 - c. To assist in the gathering of materials and resources for meetings, the synthesis of data, the writing of notes and documents.
 2. Guide the cadre/committee in:
 - a. Meeting the State Content Standards, Common Core State Standards, and/or State Curriculum Framework.
 - b. Planning and implementing district staff development.
 3. Serve as the facilitator for the meetings and arrange for a recorder.
- b. Selection Process:
1. Associate Superintendent will select the chair from the current members of the given cadre.
 2. Consideration will be given to:
 - a. The commitment they have demonstrated to the cadre.
 - b. The leadership they have demonstrated.
 - c. Their knowledge of the curriculum and instructional strategies.

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- d. The working relationship he/she has with them.
 - e. The respect they have from the other cadre members and the staff at large.
3. Associate Superintendent's selection must be validated by the Cabinet and/or the Curriculum Committee. If the selection is not validated, he/she would have to make another choice for cadre/committee chair.
 4. Stipend Amount: \$1,500 for a full school year

E. Release Periods

1. In the High Schools, both the Athletic Director and the Student Activities Coordinator will receive at least two (2) release periods.
2. The Special Education Chair will be provided ten (10) days per year to update IEP's and work on testing.
3. Release periods paid from restricted funds (such as a grant) can be used when there is no expense to the District and Natomas Teachers Association is informed.

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NATOMAS UNIFIED SCHOOL DISTRICT
Certificated Nurse Salary Schedule
Effective July 1, 2017 **2018**

Steps	Class 0	Class I	Class II	Class III	Class IV	Class V
1	\$42,296	\$50,515	\$52,944	\$55,770	\$59,674	\$63,849
2	\$43,137	\$52,132	\$54,641	\$57,627	\$61,659	\$65,976
3	\$43,586	\$53,803	\$56,396	\$59,546	\$63,715	\$68,175
4	\$45,294	\$55,877	\$58,576	\$61,927	\$66,265	\$70,902
5		\$58,037	\$60,840	\$64,403	\$68,914	\$73,737
6		\$60,281	\$63,197	\$66,981	\$71,669	\$76,686
7		\$62,612	\$65,648	\$69,657	\$74,536	\$79,755
8		\$62,612	\$68,198	\$72,446	\$77,519	\$82,946
9		\$62,612	\$68,198	\$75,344	\$80,618	\$86,261
10		\$62,612	\$68,198	\$75,344	\$83,840	\$89,711
11		\$62,612	\$68,198	\$75,344	\$83,840	\$93,301
12		\$62,612	\$68,198	\$75,344	\$83,840	\$93,301
13		\$62,612	\$68,198	\$75,344	\$83,840	\$93,301
14		\$62,612	\$68,198	\$75,344	\$87,194	\$97,033
15		\$62,612	\$68,198	\$75,344	\$87,194	\$97,033
16		\$62,612	\$68,198	\$75,344	\$87,194	\$97,033
17		\$62,612	\$68,198	\$75,344	\$87,194	\$97,033
18		\$62,612	\$68,198	\$75,344	\$87,194	\$97,033
19		\$62,612	\$68,198	\$75,344	\$87,194	\$97,033
20		\$62,612	\$68,198	\$75,344	\$90,682	\$100,914
21		\$62,612	\$68,198	\$75,344	\$90,682	\$100,914
22		\$62,612	\$68,198	\$75,344	\$90,682	\$100,914
23		\$62,612	\$68,198	\$75,344	\$90,682	\$100,914
24		\$62,612	\$68,198	\$75,344	\$90,682	\$100,914
25		\$62,612	\$68,198	\$75,344	\$94,309	\$104,950
26		\$62,612	\$68,198	\$75,344	\$94,309	\$104,950
27		\$62,612	\$68,198	\$75,344	\$94,309	\$104,950
28		\$62,612	\$68,198	\$75,344	\$98,031	\$109,148

Certificated staff will receive longevity pay in Classes IV and V when they reach Steps 14, 20, 25 and 28. The longevity rate shall be four percent (4%) at each increment, as reflected in the above longevity steps.

1. At the time of initial placement on the Certificated Nurse Salary Schedule, a school nurse shall be given salary schedule credit for previous school nurse experience and/or non-school RN experience on a year for year basis up to a maximum of fifteen years.

Assignments to classes shall be based on education units as follows:

Class 0	Placement prior to earning first Internship, Preliminary or Clear Credential
Class I	BA
Class II	BA plus 45 recognized semester units* or MA
Class III	BA plus 60 recognized semester units* or MA plus 15 recognized semester units**
Class IV	BA plus 75 recognized semester units* or MA plus 30 recognized semester units**
Class V	BA plus 90 recognized semester units* or MA plus 45 recognized semester units**
	* Units must be earned after the issuance of the BA.
	** Units must be earned after the issuance of the MA.

2. Credentialed staff who attain a Masters Degree shall receive, in addition to item 1 above, a three percent (3%) salary increase. This increase is applicable only to one degree and does not apply to additional degrees, MA or PhD.

3. The Provisional Permits/Waivers column, Class 0, applies to all non-credentialed teachers hired after July 1, 2000.

4. 188 days of service per contract year.

5. This schedule reflects a salary increase of ~~2.5%~~ 3.0% effective July 1, 2017 **2018**

NATOMAS UNIFIED SCHOOL DISTRICT

Certificated Salary Schedule

Effective July 1, ~~2017~~ 2018

	<u>Class 0</u>	<u>Class I</u>	<u>Class II</u>	<u>Class III</u>	<u>Class IV</u>	<u>Class V</u>
Steps						
1	\$37,893	\$45,795	\$47,999	\$50,622	\$54,164	\$57,956
2	\$37,894	\$45,796	\$48,000	\$50,623	\$54,165	\$57,957
3	\$38,289	\$47,264	\$49,542	\$52,310	\$55,971	\$59,889
4	\$39,788	\$49,086	\$51,457	\$54,400	\$58,211	\$62,285
5		\$50,983	\$53,445	\$56,575	\$60,538	\$64,776
6		\$52,954	\$55,516	\$58,840	\$62,958	\$67,365
7		\$55,002	\$57,668	\$61,191	\$65,478	\$70,062
8		\$55,002	\$59,909	\$63,641	\$68,097	\$72,864
9		\$55,002	\$59,909	\$66,186	\$70,820	\$75,777
10		\$55,002	\$59,909	\$66,186	\$73,650	\$78,807
11		\$55,002	\$59,909	\$66,186	\$73,650	\$81,960
12		\$55,002	\$59,909	\$66,186	\$73,650	\$81,960
13		\$55,002	\$59,909	\$66,186	\$73,650	\$81,960
14		\$55,002	\$59,909	\$66,186	\$76,596	\$85,238
15		\$55,002	\$59,909	\$66,186	\$76,596	\$85,238
16		\$55,002	\$59,909	\$66,186	\$76,596	\$85,238
17		\$55,002	\$59,909	\$66,186	\$76,596	\$85,238
18		\$55,002	\$59,909	\$66,186	\$76,596	\$85,238
19		\$55,002	\$59,909	\$66,186	\$76,596	\$85,238
20		\$55,002	\$59,909	\$66,186	\$79,660	\$88,648
21		\$55,002	\$59,909	\$66,186	\$79,660	\$88,648
22		\$55,002	\$59,909	\$66,186	\$79,660	\$88,648
23		\$55,002	\$59,909	\$66,186	\$79,660	\$88,648
24		\$55,002	\$59,909	\$66,186	\$79,660	\$88,648
25		\$55,002	\$59,909	\$66,186	\$82,846	\$92,194
26		\$55,002	\$59,909	\$66,186	\$82,846	\$92,194
27		\$55,002	\$59,909	\$66,186	\$82,846	\$92,194
28		\$55,002	\$59,909	\$66,186	\$86,160	\$95,882

Certificated staff will receive longevity pay in Classes IV and V when they reach Steps 14, 20, 25 and 28. The longevity rate shall be four percent (4%) at each increment, as reflected in the above longevity steps.

1. At the time of initial placement on the Certificated Salary Schedule, a teacher shall be given salary schedule credit for previous teaching experience on a year for year basis ~~up to a maximum of fifteen years~~. Teaching experience, for salary schedule purposes, shall include only full time paid experience in positions requiring certificated qualifications.

Assignments to classes shall be based on education units as follows:

Class 0	Placement prior to earning first Internship, Preliminary or Clear Credential
Class I	BA
Class II	BA plus 45 recognized semester units* or MA
Class III	BA plus 60 recognized semester units* or MA plus 15 recognized semester units**
Class IV	BA plus 75 recognized semester units* or MA plus 30 recognized semester units**
Class V	BA plus 90 recognized semester units* or MA plus 45 recognized semester units**

2. Credentialed staff who attain a Masters Degree shall receive, in addition to item 1 above, a three percent (3%) salary increase. This increase is applicable only to one degree and does not apply to additional degrees, MA or PhD.


3. 183.5/185.5 days of service per traditional calendar contract year.

4. The Provisional Permits/Waivers column, Class 0, applies to all non-credentialed teachers hired after July 1, 2000.

5. This schedule reflects a salary increase of ~~2.5%~~ 3.0% effective July 1, ~~2017~~ 2018

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 NUSD ~~2018~~ 7/17/18

NATOMAS UNIFIED SCHOOL DISTRICT
Psychologist/Counselor Salary Schedule
Effective July 1, 2017 ~~2018~~

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<u>Steps</u>	<u>Class I</u>	<u>Class II</u>	<u>Class III</u>	<u>Class IV</u>
1	\$67,473	\$71,521	\$76,528	\$81,885
2		\$74,382	\$79,587	\$85,158
3			\$82,771	\$88,567
4				\$92,109
Longevity Steps				
9			\$86,082	\$95,793
14			\$89,526	\$99,624
19			\$93,107	\$103,609
24			\$96,831	\$107,754

Counselors and psychologists will receive longevity pay in Classes III and IV when they reach Steps 9, 14, 19, and 24. The longevity rate shall be four percent (4%) at each increment.

1. At the time of initial placement on the Psychologist/Counselor Salary Schedule, a Psychologist or Counselor shall be given salary schedule credit for previous school Psychologist or Counselor experience on a year for year basis ~~up to a maximum of fifteen years.~~

2. Assignments to classes shall be based on education units as follows:

Class I	MA
Class II	MA plus 15 recognized semester units*
Class III	MA plus 30 recognized semester units*
Class IV	MA plus 45 recognized semester units*

* Units must be earned after the issuance of the MA.

3. Beginning July 1, 2005, only units earned after the MA will be counted.

4. 195 days of service per contract year.

5. This schedule reflects a salary increase of ~~2.5%~~ **3.0%** effective July 1, ~~2017~~ **2018**

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NATOMAS UNIFIED SCHOOL DISTRICT
Speech & Language Therapist Salary Schedule
Effective July 1, ~~2017~~ **2018**

Steps	<u>Class I</u>	<u>Class II</u>	<u>Class III</u>	<u>Class IV</u>	<u>Class V</u>
1	\$58,790	\$61,626	\$65,066	\$69,621	\$74,495
2	\$61,057	\$64,005	\$67,669	\$72,406	\$77,474
3	\$63,416	\$66,480	\$70,374	\$75,302	\$80,573
4	\$65,868	\$69,054	\$73,190	\$78,313	\$83,796
5	\$68,418	\$71,733	\$76,116	\$81,448	\$87,149
6		\$74,519	\$79,161	\$84,705	\$90,634
Longevity Steps					
9			\$82,327	\$88,093	94,260
14			\$85,620	\$91,616	98,030
19			\$89,045	\$95,281	101,951
24			\$92,607	\$99,092	106,029

Certificated staff will receive longevity pay in Classes III, IV and V when they reach Steps 9, 14, 19 and 24. The longevity rate shall be four percent (4%) at each increment.

1. At the time of initial placement on the Speech and Language Therapist Salary Schedule, a Speech and Language Therapist with Rehabilitative Service Credential shall be given salary schedule credit for previous school and/or non-school Speech and Language Therapist experience on a year for year basis.

Assignments to classes shall be based on education units as follows:

Class I	BA plus 30 recognized semester units*
Class II	BA plus 45 recognized semester units* or MA
Class III	BA plus 60 recognized semester units* or MA plus 15 recognized semester units**
Class IV	BA plus 75 recognized semester units* or MA plus 30 recognized semester units**
Class V	BA plus 90 recognized semester units* or MA plus 45 recognized semester units**
	* Units must be earned after the issuance of the BA.
	** Units must be earned after the issuance of the MA.

2. 195 days of service per contract year.

5. This schedule reflects a salary increase of ~~2.5%~~ **3.0%** effective July 1, ~~2017~~ **2018**

Dependent Charter Certificated Salary Schedule (Effective July 1, 2018)

BA + up to 45	BA + 60 MA + 15	BA + 75 MA + 30	BA + 90 MA + 45	DISTINGUISHED EVALUATION RATING
* CTE/Pathway Exp. see below	* CTE/Pathway Exp. see below	* CTE/Pathway Exp. see below	* CTE/Pathway Exp. see below	** See Below
Column A	Column B	Column C	Column D	Column E
Step 1 50,438	Step 1 52,468	Step 1 56,141	Step 1 60,071	Step 1 64,277
Step 2 52,456	Step 2 54,043	Step 2 57,826	Step 2 61,872	Step 2 66,205
Step 3 54,555	Step 3 55,664	Step 3 59,560	Step 3 63,730	Step 3 68,190
Step 4 56,737	Step 4 57,334	Step 4 61,346	Step 4 65,640	Step 4 70,236
Step 5 59,006	Step 5 59,053	Step 5 63,188	Step 5 67,611	Step 5 72,344
Step 6 61,367	Step 6 60,825	Step 6 65,083	Step 6 69,638	Step 6 74,513
Step 7 63,820	Step 7 62,651	Step 7 67,035	Step 7 71,728	Step 7 76,749
Step 8 66,374	Step 8 64,528	Step 8 69,047	Step 8 73,879	Step 8 79,051
	Step 9 66,465	Step 9 71,118	Step 9 76,095	Step 9 81,423
		Step 10 73,251	Step 10 78,379	Step 10 83,866
		Step 14 75,449	Step 11 80,730	Step 11 86,380
		Step 20 77,713	Step 12 83,152	Step 12 88,972
		Step 25 80,045	Step 13 85,152	Step 13 91,642
		Step 28 82,446	Step 14 87,598	Step 14 94,391
			Step 21 89,022	Step 21 97,224
			Step 28 91,693	Step 28 101,112

* At the time of initial placement on the Dependent Charter Certificated Salary Schedule, a teacher shall be given salary schedule credit for previous teaching experience, relevant industry/pathway experience, and/or CTE experience on a year for year basis up to a maximum of fifteen (15) years. Teaching experience, for salary schedule purposes, shall include only full time paid experience in positions requiring certificated qualifications. For recruitment and retention purposes, initial placement also shall take into consideration a teacher's previous salary history to provide competitive and commensurate salary.

After initial placement, movement from column to column will be in alignment with Article IV, Section C of the NUSD NTA Collective Bargaining Agreement.

** Unit members achieving a Distinguished Summative Evaluation rating as defined under Article IX and related appendices while an active unit member will be placed at the appropriate step in Column E. This will commence the first pay period of the following academic year after achieving the Distinguished rating and is valid for up to two years.

A one-time, off-schedule 3% payment will be provided for the 2015-16 school year.

Credentialed staff who attain a Masters Degree shall receive a three percent (3%) salary increase. This increase is applicable only to one degree and does not apply to additional degrees, MA or PhD.

For 2015-2016, all active Dependent Charter unit members will retain their salary placement as of April 11, 2016 with the exception of those unit members who will move from the former Column A to the new Column A at the same step. (For example, if you were Step 5, Column C, you were at \$53,241, you would now be Step 5, Column B at \$54,858).

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ARTICLE V
HOURS OF EMPLOYMENT

- A. Starting and ending times will not vary more than ten (10) minutes from the current or previous year unless the District and the Association meet to seek a mutually acceptable solution. Notification of a change in given starting or ending times will be given to all affected parties as soon as a decision is made or at least six weeks prior to the implementation of the change.
- B. The preschool teacher's workday will include:
1. General Education Preschool Teacher:
 - a. i. 180 minutes of instruction with a morning preschool class.
 - ii. 180 minutes of instruction with an afternoon preschool class.
 - b. A 35 minutes duty free lunch.
 - c. A 25 minutes prep period in between sessions.
 - d. Preschool teachers are not required to participate in non-preschool yard duty/NIDS
 - e. Site administration will update preschool teachers with faculty meeting information if teachers are unable to attend due to conducting an afternoon preschool class.
 2. Preschool Special Day Class:
 - a. 180 minutes of instruction with either a morning or afternoon preschool class.
 - b. A 35 minutes duty free lunch.
 - c. 205 minutes of preparation and caseload management time.
 - d. Preschool teachers are not required to participate in non-preschool yard duty/NIDS
 - e. Site administration will update preschool teachers with faculty meeting information if teachers are unable to attend due to conducting an afternoon preschool class.
- C. The morning/afternoon Kindergarten Teacher's workday will include:
1. 15 minutes prior to their students' day. This will include supervision as determined at the site.
 2.
 - a. 190 minutes of instruction with his/her own class. (Traditional)
 - b. 200 minutes of instruction with his/her own class. (YR)

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3. 15 minutes morning break.
 4. 15 minutes afternoon break.
 5. 35 minutes lunch.
 6. 75 minutes will be spent in the classroom of the partnered Kindergarten teacher. In the event that the Kindergarten teacher is without a partner, the principal will assign the Kindergarten teacher 75 minutes of time to be directly involved in the areas of assessment, instruction, and/or diagnostic processes with students in Kindergarten through 3rd grades. These assignments will be made with consideration of the needs of the school after joint consultation with Kindergarten through 3rd grade teachers. The assignment will include covering a 15-minute break (or breaks) for the other Kindergarten teachers. Unit members will be given one (1) week's notice prior to the assignment or to a change in the agreed on assignment.
 7. 10 minutes after his/her own class session for supervision.
 8. See Appendix E for description of morning/afternoon Kindergarten Minutes.
 9. The District may implement a full-day Kindergarten option at District-designated sites:
 - a. A full-day Kindergarten teacher will be given one (1), three and one half (3.5) hour aide per day.
- D. Workday (Time at work) K-12 grade.
1. Teachers will begin fifteen (15) minutes prior to student day and end at the end of student day except on days when staff meetings or collaboration meetings are scheduled, or on minimum days.

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a. Traditional/Traditional Modified calendar.

b.	TK-K	368 minutes/day.
th	1-6	385 minutes/day.
	Middle School	420 minutes/day.
m	9-12	432 minutes/day.
		(includes Continuation)

Career Technical Education, Virtual/in-class instruction and
Independent Study Programs 432 minutes/day.

b. c. K-8 schools.

m	TK-K	368 minutes/day.
	1-6	385 minutes/day.
	7-8	420 minutes/day.

Career Technical Education, Virtual/in-class instruction and
Independent Study Programs 432 minutes/day.

2. Psychologists, Counselors, Nurses and Speech and Language Therapists will work a regular 8-hour day. Time will be built into the eight hours for breaks and a 35-minute lunch. Job descriptions for each of these positions will be developed that defines the essential duties to be completed within the work hours. Starting times may differ among individual positions and sites.

B. Student Instructional Day (Time in class)

1. Traditional/Traditional Modified calendar.

Morning/Afternoon TK-K	204 minutes/day.
Full-day TK-K	288 minutes/day.
1-3	305 minutes/day.
4-6	320 minutes/day.
Middle School	370 minutes/day.
9-12	372 minutes/day.
	(includes Continuation)

2. K-8 schools.

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Morning/Afternoon TK- K	204 minutes/day.
Full-day TK-K	288 minutes/day
1-3	305 minutes/day.

4-6	320
minutes/day.	

7-8	370
minutes/day.	

3. Elementary and TK-8 Minimum Days

Beginning the 2016-17 school year, minimum days at all elementary and TK-8 schools will reduce by twenty (20) minutes. All grades will dismiss one hour and twenty minutes prior to their regular day dismissal time, with the exception of grades 7-8 at TK-8 schools, which will dismiss at the same time as grade 5.

F. Teacher Instructional Day (Time teaching)

1. Traditional or Single Track calendar.

TK-K	288 minutes/day (1,440 minutes/week including 45 minutes prep).
1-3	305 minutes/day (1,525 minutes/week including 60 minutes prep).
4-6	320 minutes/day (1,600 minutes/week including 90 minutes prep).
6	(middle school) 5 out of 7 periods/day.
7-8	(K-8) 5 out of 6 periods/day.
7-8	5 out of 7 periods/day.
9-12	5 out of 6 periods/day.
9-12	(Continuation High School) teachers shall teach 7 periods, with 1 preparation period. Recognizing that the continuation high school shall have two sessions, morning and afternoon, full-time teachers shall teach in both the morning and afternoon sessions.

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Career Technical Education, Virtual/in-class instruction and Independent Study Program teachers shall teach a workday equal in length to that of a high school teacher. Preparation time will also be equal to a high school teacher. Start and end times will be adjusted to meet program

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needs

2. In order to meet program needs, increase state-mandated UC/CSU A-G access, and to increase student elective courses, middle school and high school sites can choose to implement non-traditional schedule(s) in alignment with specific programmatic needs.

These possible schedules:

- Would not start until the start of the 2017-18 school year at the earliest.
- Must be from a vote initiated by the principal with approval from the Superintendent or designee
 - The vote must take place by February 15th if the plan is to implement an approved change the following school year.
 - The vote must be approved by 55% of the active bargaining unit members assigned and working at that site who participate in the vote.
 - The vote shall be by secret ballot
 - The implementation provisions of a non-traditional schedule shall not waive or supersede any contractual provisions of the parties' collective bargaining agreement.

In order to demonstrate the desire to increase electives, the District will fund an additional one (1) FTE for VAPA, added in 2017-18, at NGMS and NHS. This FTE will be shared between the sites.

- G. Collaboration Time- Collaboration meeting time shall be used at all grade levels for the purposes of:

- Developing Common Assessments
- Curriculum Alignment Guide (CAG) Development
- Unit Development
- Sharing Best Practices
- Analyzing Student Assessment Data
- Student Placement
- Interdisciplinary Planning
- Student Social-Emotional Well-being

TK-6 and TK-8 schools: Collaboration meetings will be held on the second,

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third, and fourth Wednesday of each month that school is in session.

Collaboration meetings will be established through a school schedule and articulated with staff by the second week of the school year. Collaboration meetings shall not exceed forty- five (45) minutes in length. Collaboration meetings will begin no later than fifteen (15) minutes after the end of the grades 1-6 dismissal for TK-6 faculty and no later than fifteen (15) minutes after the end of the grades 7-8 dismissal for 7-8 faculty. In the event that there is a fifth Wednesday in a month that school is in session, no mandatory meetings shall be scheduled on that day.

Middle School: Collaboration meetings will be held during the daily collaboration period.

High School (non-Continuation): Collaboration meetings will be held on the second, third, and fourth Wednesday of each month that school is in session. Collaboration meetings will be established through a school schedule and articulated with staff by the second week of the school year. Secondary, grades 9-12, students shall report to school one hour later than the normal start time every Wednesday. Teachers shall report at their regularly scheduled start time and shall use this time for collaboration. In the event that there is a fifth Wednesday in a month that school is in session, no mandatory meetings shall be scheduled on that day.

- H. Teachers, counselors, psychologists may be required by the District to participate, at no additional compensation, in the following activities outside of the regular workday:
1. Teacher-scheduled parent-teacher conferences. The teachers shall have the responsibility for scheduling and completing regular parent-teacher conferences. Annual parent conference days will be held over a week of five (5) consecutive minimum days for TK-5 and TK-8 schools.
 2. One (1) Open House each school year.
 3. One (1) Back-to-School Night each school year.
 4. One (1) Promotion/Graduation ceremony program each school year for middle school/high school.
 5. Federal law requires at least one regular education teacher to attend IEP meetings of a student who is, or may be participating in the regular

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education environment. Teachers are required to attend IEP meetings including those that are outside of the regular workday. These meetings will be scheduled no earlier than thirty (30) minutes before, or later than sixty (60) minutes after, the student day; or unless otherwise mutually agreed upon.

6. Participation in principal or parent-initiated meetings for the purpose of student assessment is among a teacher's/counselor's required duties. These meetings will be scheduled no earlier than thirty (30) minutes before, or later than sixty (60) minutes after, the student day; or unless otherwise mutually agreed upon.

I. Faculty meetings:



The purpose of faculty meetings is to share, disseminate and discuss information that pertains to the operation of the school sites. Priority will be given to topics such as school policies, discipline issues, campus security, health and safety, schedules, calendars and other school business.

1. TK-6 and TK-8 schools: Faculty meetings shall be held on the first Wednesday of each month that school is in session. When the first Wednesday is a non-school day, the faculty meeting will be rescheduled the following week, not on a Wednesday. Faculty meetings shall not exceed forty-five (45) minutes in length. The total amount of time beyond the regular workday for such meetings shall not exceed sixty (60) minutes per month except in the case of emergency. Faculty meetings will begin no later than fifteen (15) minutes after the end of the grades 1-6 dismissal for TK-6 faculty and no later than fifteen (15) minutes after the end of the grades 7-8 dismissal for 7-8 faculty.
2. Middle schools and Continuation High Schools: Faculty meetings shall be held on the first Wednesday of each month that school is in session. When the first Wednesday is a non-school day, the faculty meeting will be rescheduled the following Wednesday. The total amount of time beyond the regular workday for such meeting shall not exceed seventy-five (75) minutes per month except in the case of an emergency. Faculty meetings shall begin no later than ten (10) minutes after the end of the regular instructional day. In addition, the sites may schedule a seventy-five (75) minute meeting on the third Wednesday of each month that school is in session for the purposes of school-wide program training. These meetings shall begin no later than ten (10) minutes after the end of the regular

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instructional day.

3. High schools: Faculty meetings shall be conducted during the first late start Wednesday.

Teachers, counselors, psychologists and speech and language therapists are required to attend staff meetings as scheduled. Those assigned to more than one site will attend the staff meetings on a rotating basis with exceptions made according to agenda items.

J. Duty Before School, After School, Recess.

The duty schedule will include the following criteria:

1. Duty assigned for calendar week.
 2. Only one duty per week.
 3. The same duty will not be assigned two weeks in a row.
 4. Duty will be assigned by rotation.
 5. Before school duty starts fifteen (15) minutes before instructional day.
 6. After school duty ends fifteen (15) minutes after the instructional day.
 7. Teachers may exchange duty as long as the exchange is noted on the master schedule in the office.
 8. Traveling teachers and eight-hour work day bargaining unit members are exempt from duty schedules.
 9. Duty schedules for Specialist teachers and Kindergarten teachers may vary, but the total duty minutes shall be equitable with other teachers.
 10. Teachers at the middle schools and high schools will be assigned an equitable number of duties.
- K. All bargaining unit members shall have a duty free lunch period of not less than thirty- five (35) minutes daily.

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- L. All bargaining unit members may be requested to provide input on District committees. Such participation shall be voluntary except where required by statute. Meetings of committees required by statute shall be scheduled no less than forty-eight (48) hours in advance except in cases of emergency.

M. Elementary Adjunct Duties/Activities/Committees.

It is recognized that bargaining unit members' professional duties and responsibilities continue beyond the normal workday. Elementary adjunct duties will be shared equitably by all bargaining unit members at each site and will be self-selected. Equitability will be based on the anticipated number of hours a teacher is involved in adjunct duties/activities/committees.

At the beginning of each school year the principal, in consultation with the leadership team at his/her site, will develop a list of adjunct duties/activities/committees for the school year. When the list is complete, teachers will be given the opportunity to self-select their duties/activities/committees. The principal or his/her designee, after reviewing and analyzing the resulting work list for equity and adequate coverage, may make appropriate adjustments where needed. Duties at the Elementary level will be no more than ten (10) work hours per year.

- N. Middle school teachers may be required to supervise activities in addition to those set forth in this Article V, paragraph G above, and such assignments shall be made by the principal on an equitable basis. Participation beyond a total of seven (7) hours per year for each middle school teacher shall be voluntary.

O. Adjunct Duties/Activities/Committees at the High School.

1. High school adjunct duties/activities/committees will be shared equitably by all bargaining unit members, except psychologists, at each site. Equitability will be based on the anticipated number of hours a teacher is involved in adjunct duties/activities/committees.
2. Bargaining unit members, excluding psychologists, will have the opportunity to self-select adjunct duties/activities/committees.
3. Prior to the teacher's last work day of the school year, the principal and the site leadership team will develop a list of adjunct duties/activities/committees for the ensuing school year. This list will contain at least the following: a list of anticipated events; proposed dates; the number of

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bargaining unit members needed for each event; the anticipated number of hours per unit member; and the total hours needed for each event. The completed list of adjunct duties will be given to each bargaining unit member for review. Suggestions and/or corrections will be forwarded to the principal or site leadership team.

4. Duties at the high school will be no more than ten (10) work hours. A committee of NTA site representatives and administrators from each comprehensive high school will meet in the summer or early fall of each school year to analyze and revise the process to more adequately fit the needs of the non-instructional high school programs.
 5. Bargaining unit members will be notified when and where the agreed upon list of adjunct duties/activities/committees will be posted. Bargaining unit members by seniority will have one week to self-select their preferred adjunct duties.
 6. The principal or his/her designee, after reviewing and analyzing the resulting list for equity and adequate coverage, may make appropriate assignments where needed.
- P. The traditional calendar work year shall consist of one hundred eighty-three point five (183.5) days (180 instructional + .5 meeting day + 3 staff development days) for returning teachers. It will be one hundred eighty-five point five (185.5) days (180 instructional + .5 meeting day + 3 staff development days + 2 mandatory orientation days) for new teachers. The year round calendar work year shall consist of one hundred and seventy six point five (176.5) days (173 instructional + .5 meeting day + 3 staff development days) for returning teachers and one hundred and seventy-eight point five (178.5) days (173 instructional + .5 meeting day + 3 staff development days + 2 mandatory days) for new teachers.

The music teacher's work year shall consist of one hundred and eighty-three point five (183.5) days. Additional days will be paid at a pro rata per diem rate.

Teachers and bargaining unit members other than bargaining unit members contracted to work longer than the traditional 183.5 day school year shall be paid, with the approval of their supervisor, their per diem rate of pay for each additional day worked.

Counselors will work 195 days at their per diem rate. Counselors who work more than 195 days shall be paid, with the approval of their supervisor, their

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per diem rate of pay for each additional day worked.

Psychologists will work 195 days, which may include three staff development

days. Psychologists who are assigned additional workdays by the coordinator of Special Education will be paid at their daily rate.

Speech and Language Therapists will work 195 days, which may include three staff development days. Speech Pathologists who are assigned additional workdays by their supervisor shall be paid at their daily rate.

Nurses will work 188 days, which may include three staff development days. Nurses who are assigned additional workdays by their supervisor shall be paid at their daily rate.

Teachers in year-round schools can be offered an extended contract at the per diem rate on a year-by-year basis. They cannot be required to accept the offer nor forced into involuntary transfer as a result of refusal. The extended contract is a year-by-year offer and cannot be made into a permanent 230-day position. Teachers who accept the offer will have twelve (12) leave days, subject to the provisions of Article VI, for the year the offer is in effect.

- Q. A minimum of three (3) staff development days will be scheduled during the school year.
- R. The purpose of this section is to clarify the work year for part-time and partial year employees.
1. Part-time employees work the full year, but do not work full time (not equivalent to 1 FTE).
 2. Partial year employees work full time each day, but not for the full year.
 3. Both part-time and partial year employees shall work a specified percentage of either the traditional or year-round student days. In addition, teachers shall work three full staff development days.
 4. For employees hired after the beginning of the school year, a work calendar will be established to include remaining teacher work days and staff development days.
- S. "Emergency" as used in this article shall be as declared by the Superintendent.

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- T. Teacher's participation in "Outdoor Education" and/or "Extended Day Activities" will be voluntary. Teachers not participating with their class will either exchange with another teacher, or be used in some other educational capacity.

U. Preparation Time

Full time teachers will be given time during the instructional day in addition to the fifteen minutes before school to plan, correct papers, prepare lessons, conference with parents and students, and perform other professional duties. Meetings during prep time will only be scheduled with the consent of the teacher, except in emergencies.

Part time teachers in grades 7-12 are paid a pro rata amount of salary and benefits and are expected to use the prep time as described in Article V.

1. When a middle school or high school teacher agrees to an administrative request to substitute or is assigned to substitute during his/her prep period, the teacher will be paid \$40.00 per period
 - a. Each secondary site shall put together a list of teachers who wish to volunteer to work during their preparation period. This list will be done by period.
 - b. When there is a need for substitute teachers during a period, the site administrator will first go down the list of teachers who have volunteered to substitute during their preparation period. Once the volunteer list is depleted for a period, the school shall:
 - i. Create a list of teachers by preparation period.
 - ii. The list will be gone through in order until each teacher has been asked to substitute before the school can go back to the start of the list.
 - c. Unless there is an emergency situation in which a class of students will go without coverage, teachers will not be asked to substitute during their prep period more than twice per week.
2. Teachers in grades TK and K have a minimum of (45) forty-five minutes of Physical Education provided by a Physical Education Specialist per week for preparation in weeks of five (5) full instructional days. In weeks of less

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than five (5) full instructional days, i.e., weeks with holiday, staff development days, minimum days, the prep time will be scheduled as equitably as the schedule will allow.

3. Teachers in grades 1, 2, and 3 have a minimum of (60) sixty minutes of Physical Education provided by a Physical Education Specialist per week for preparation in weeks of five (5) full instructional days. In weeks of less than five (5) full instructional days, i.e., weeks with holiday, staff development days, minimum days, the prep time will be scheduled as equitably as the schedule will allow.
4. Teachers in grades 4, 5 and 6 at all Elementary schools have a minimum of ninety (90) minutes of Physical Education provided by a Physical Education Specialist per week for preparation in weeks of five (5) full instructional days. In weeks of less than five (5) full days of instruction, i.e., weeks with holidays, staff development days, minimum days, the prep time will be scheduled as equitably as the schedule will allow.
5. Teachers on the year round schedule receive approximately the same amount of prep time for the year as teachers on traditional schedule. Variation will be due to scheduling of the PE and prep time specialist teachers. Every effort will be made to have time be equitable and distributed consistently throughout the year.
6. Elementary RSP, TOSAs, reading, physical education and Title I teachers may schedule prep time within their own educational programs in an amount equitable to teachers of similar work hours. Elementary SDC teachers team with another class to ensure equitable prep time in an amount equitable to teachers of similar work hours.
7. Counselors, Psychologists and Speech and Language Therapists and all other eight-hour bargaining unit members will schedule time within their workdays to prepare for assignments and duties.

V. Year Round Education

In the event that the year round program at a year round school changes, adds tracks or deviates from the current calendar structure, a committee consisting

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of four (4) teachers chosen by the Association from the year round school staff and administrators will meet to plan the implementation of the changes.

W. It is the intent of the District to hire substitute teachers for classroom teachers, P.E. teachers, and RSP teachers when they are absent. TOSA, Intervention and Specialist teachers will not be required to substitute except in emergency situations.

X. Zero Period

The workday of a teacher teaching a "zero" period is the same number of minutes as a teacher at the same grade level; however, the beginning and ending times will differ. If teachers teach more than five periods at the traditional calendar schools or six periods at the year round calendar schools, their salary will be increased by a pro rata amount.

Y. The option to have up to five (5) current instructional days changed to minimum days to allow for teacher collaboration (either by grade level or departments), or other entire staff development activities. It is understood that this collaboration/development time will not be used for faculty meetings and teachers will attend until what would be the end of a normal school day.

January 10, 2018

Time: 12:30

NTA/NUSD Negotiations

Tentative Agreement Article VI


Kristen Rocha


William Young

ARTICLE VI
HEALTH AND WELFARE BENEFITS

- B. All bargaining unit members who require and enroll in family coverage will receive ~~nine hundred ninety-seven dollars and ninety-eight cents (\$997.98)~~ one thousand forty-seven dollars and ninety-eight cents (\$1,047.98) per month for the purpose of funding pre-tax health and dental premium contributions and benefits. Those who enroll in two party or single parent coverage will receive ~~six hundred sixty-nine dollars and eighty-five cents (\$669.85)~~ seven hundred nineteen dollars and eighty-five cents (\$719.85) for the purpose of funding pre-tax health and dental premium contributions and benefits. Bargaining unit members, who select single coverage, will receive ~~five hundred eighty dollars and thirty-six cents (\$580.36)~~ six hundred thirty dollars and thirty-six cents (\$630.36) per month for the purpose of funding pre-tax health and dental premium contributions and benefits.

~~For the 2016-2017 school year, a one-time, off-schedule payment of six hundred dollars (\$600.00) per each bargaining unit member enrolled in medical benefits will be paid on the October 2016 pay warrant.~~

January 10, 2018

Time: 12:30

NTA/NUSD Negotiations
Tentative Agreement Article VIII


Kristen Rocha


William Young

ARTICLE VIII
SAFETY AND WELL-BEING

- G. A minimum of two (2) dedicated security personnel will be on secondary campuses and one (1) dedicated security personnel will be on K-8 campuses during workdays, where the student body is five hundred (500) students or greater. On secondary campuses where student enrollment is under five hundred (500) students, a minimum of one (1) dedicated security personnel will be on campus during the workday. In the event of absenteeism, site or district administration will provide coverage.

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ARTICLE X CLASS SIZE

A. It will be the District's goal for grades TK-6 schools and TK-8 schools:

1. As long as California's Local Control Funding Formula (LCFF) is in effect:
The parties acknowledge that as a condition of receiving the additional funding grant for TK-3 Class size reduction under the Local Control Funding Formula (LCFF) the District is required to make progress toward maintaining an average class enrollment of not more than twenty-four (24) pupils for each school site in Kindergarten and grades 1 to 3 upon full implementation of the LCFF, as such progress is defined in Education Code section 42238.02. The parties intend for the District to be in compliance with this law as interpreted by subsequent guidelines and regulations of the California Department of Education (CDE) upon full implementation of the LCFF (currently 2020) as set forth in Education Code section 42238.02(d)(3)(0).
2. To maintain class size goal of no more than twenty-five (25) students for grades TK- K
3. ~~2.~~ To maintain class size goal of no more than twenty-eight (28) students for grades ~~TK-1~~- 3
4. ~~3.~~ To maintain class size of twenty-five (25) to thirty (30) students for grades 4-6
5. ~~4.~~ To maintain a class size goal of thirty-two (32) students for grades 7 and 8 (40 for P.E.)
6. ~~5.~~ To maintain class size of twenty (20) to twenty-five (25) students for combination classes in grades TK-6.

B. Grades 6-8 Middle School:

1. Maximum class size of 35 students (40 for P.E. and Music); and
2. Limit the number of student contacts to 169 (200 for P.E. and Music).

C. Grades 9-12:

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1. Maximum class size of 36 students (41 for P.E. and Music); and
 2. Limit the student enrollment per FTE to 162 (190 for P.E. and Music).
 3. For non P.E. and Music classes, the total student enrollment limit per teacher is $32 \times \text{the number of classes} + 2$. For Music and P.E., it is $38 \times \text{the number of classes}$.
 4. The intent is that students will only be counted once for the purpose of declaring overages.
 5. Continuation High School: Maximum class size of 25 students and limit the student enrollment per FTE to 154 for an average of 22 students per class
 6. Independent Study class size shall not exceed the equivalent ratio of pupils to full-time certificate employees for all other secondary programs.
- D. Health and Family Life will not be taught in P.E. classes if the class size exceeds the District's class size goal for a regular class.
- E. The Music program classes (all levels) will not exceed forty-one (41) students without the approval of the teacher.
- F. The District can adjust class size during the first seven (7) days of the school year without extra compensation.
- G. When class size exceeds the District's goal:
1. TK-8 Self Contained Teachers:
 - a. \$10 per student per day
 - b. A student will be considered part of a teacher's class each day they are:
 - i. on the teacher's official class roster, and/or
 - ii. not on the teacher's official class roster, but are assigned to that teacher for more than 120 minutes of any day.
 2. Secondary Option – Grades 7 and 8, and 6 at sites where the classes are not self-contained:
 - a. \$3 per day per student over the individual class size goal

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3. Secondary Option – Grades 9 through 12 (includes the Continuation High School):

- a. \$3 per day per student over the individual class size goal
- b. \$3 per day per student over the total enrollment goal

H. Special Day Classes (SDC)

- 1. SDC, Mild/Moderate or non-severe, grades TK-6, will be limited to a class size goal of fifteen (15) students. If the limit is exceeded, the teacher shall receive:
 - a. \$5 stipend per day per student over the individual class size goal
- 2. SDC, Mild/Moderate or non-severe, grades 7-12 will be limited to a district class size goal of fifteen (15) students. If the limit is exceeded, the teacher shall receive:
 - a. \$5 stipend per day per student over the individual class size goal
- 3. SDC programs designated Severely Handicapped (SH), Independent Living Skills (ILS), Adult Transition Program, autism specific or Social-Emotional Services will be limited to a class size goal twelve (12) students. If the limit is exceeded, the teacher shall receive:
 - a. \$5 stipend per day per student over the individual class size goal
- 4. SDC programs designated preschool, preschool severely handicapped and preschool autism specific will be limited to a class size goal ten (10) students. If the limit is exceeded, the teacher shall receive:
 - a. \$5 stipend per day per student over the individual class size goal

I. Learning Center Model/RSP-SDC Mixed Caseload

In the Learning Center model or RSP-SDC mixed caseload model, the class size for each period will not exceed the total number of students when the corresponding number of SDC students are enrolled.

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corresponding number of SDC students are enrolled.

SDC	RSP	TOTAL
15	0	15
14	2	16
13	4	17
12	6	18
11	8	19
10	10	20
9	12	21
8	14	22
7	16	23
6	18	24
5	20	25
4	22	26
3	24	27
2	26	28
1	27	28
0	28	28

When class size exceeds the above totals, the teacher shall receive:

1. \$3.00 per period of overage per day

J RSP Caseload

3. The RSP caseload will be limited to a caseload goal of twenty-eight (28).
When caseloads exceed twenty-eight (28), the teacher shall receive:
4. \$5 stipend per day per child over twenty-eight (28) the District shall submit a waiver to the California Department of Education for up to thirty-two (32) students.

K. Speech /Language Caseload

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The District shall make a reasonable effort to equalize case loads. A speech and language therapist employed on a part-time basis shall have a pro-rata equivalent of the caseload of a full-time therapist.

The speech and language therapist will be limited to a district average goal of fifty-five (55) students. When the caseload exceeds the district average of fifty-five (55) students and a thirty (30) day "grace" period has passed, the teacher shall receive:

9. ~~\$5-\$10~~ per week per student over the district average of fifty-five (55), the individual caseload goal
 - i. Preschool caseloads for speech and language therapists will be limited to a caseload goal of thirty-six (36) students.
 - ii. Speech and language therapists with a mixed caseload of preschool and school aged students shall have a prorated caseload average to account for the preschool students.
 - iii. If the speech and language therapist has a full-time speech-language-pathology assistant (SLPA) assigned, the caseload shall not exceed eighty (80) students. If the SLPA is assigned as an established part-time support, the caseload will be prorated

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ARTICLE XII
PROFESSIONAL TEACHER SUPPORT
PROGRAM

I. Beginning Teacher Induction Program (BTIP)

A. Purpose

1. This component of Beginning Teacher Induction Program shall provide assistance to eligible first and second-year teachers new to the profession. Beginning Teacher Induction Coaches shall provide assistance. The Induction Committee and the Associate Superintendent of School Leadership and Support will provide program oversight.
2. The District will utilize funds annually budgeted based on the anticipated number of participating teachers in the program.

B. Induction Committee

1. Two (2) teachers selected by NTA shall serve on the Beginning Teacher Induction Program Committee with two (2) administrators appointed by the Superintendent or designee.
2. Meetings and Compensation

The Induction Committee shall establish an annual meeting schedule with a minimum of five (5) meetings annually. It is mandatory that members attend scheduled meetings. In the event one member is unable to attend, to hold a meeting, a majority of the members must be present. Every effort shall be made to meet at times other than during the school day to allow teachers to remain in the classroom. Induction Committee members shall receive an annual stipend of \$3000. Replacements will receive a proportional amount as determined by the Induction Committee, based on the relative amount of time he/she spends in training and completing other committee duties.
3. An Induction Committee member (teacher) cannot serve concurrently as a PAR Committee Member (teacher) or be an Induction Coach.

C. Beginning Teacher Induction Coaches

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1. Beginning Teacher Induction Coaches ("Induction Coaches") shall be selected by the Induction Committee and must have a minimum of three years of successful teaching experience in the District.
2. Criteria for selection of Induction Coaches shall be based upon a review of the applicant's resume, credential(s), qualifications, letters of recommendation, most recent evaluation and observation of the applicant's teaching performance, and interviews by the Induction Committee as necessary.
3. The Associate Superintendent of School Leadership and Support or designee, along with the Induction Committee, will determine the caseloads of Induction Coaches. Caseloads shall take into consideration the amount of time required to complete the assignment.
4. The performance of an Induction Coach is subject to annual review by the Induction Committee.
5. Induction Coaches shall not evaluate Beginning Teacher Induction Program participants.

D. Compensation:

1. An Induction Coach will receive a stipend of \$2200 for each mentee, with a goal of no more than two (2) mentees per Induction Coach.
2. In return for the Induction Coach stipend, the Induction Coach will provide support and assistance to assigned beginning teachers as required by the Beginning Teacher Induction Program, attend required meetings and carry out other necessary related duties.
 - i. Meet with Induction Committee before the end of the fourth instructional week of the start of the school year and before the end of the school year.
 - ii. Respond to communications with the Induction Committee;
 - iii. Meet with the participating teacher two times a month recommended but minimum one time a month;
 - iv. Communicate with the principal;
 - v. Confirm progress with mentee and the Committee.

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3. The stipends shall be paid in two (2) installments: half in December and half at the end of the school year.
4. Release time will be given as needed for training, observations, and meetings that are required by the Beginning Teacher Induction Program. Release time for an Induction Coach will be allowed in consultation with the Induction Coach's site administrator.

E. Intern Support

1. Stipends and duties for unit members who provide support to interns will be according to Sections B and C above, unless otherwise designated in the Memorandums of Understanding (MOUs) between the District and each of the agencies who sponsor interns.

II. Peer Assistance and Review (PAR) Program

The Natomas Unified School District and the Natomas Teachers Association (NTA) have developed the following procedures for implementation of the Peer Assistance and Review Program. The purpose of this program is to provide support to permanent teachers ~~in accord with the law.~~

A. Purpose

1. The purpose of this Article is to maximize the opportunities ~~presented and resources provided by the California Peer Assistance and Review Program ("Program," AB 1X)~~ in a manner which best meets the needs and maximizes the professional growth of all teachers in the District.
2. The parties intend to utilize funds ~~offered through~~ budgeted for this Program to assist permanent teachers ~~as required by the law, to complement the current BTSA program thus maintaining a support and assistance system for newer teachers, and to assist other experienced teachers to the extent resources allow assigned or voluntarily participating in this PAR program.~~
3. The Program's assistance component shall be provided through Coaches as described below. This assistance shall not constitute the evaluation of unit members as set forth in Article IX of the NUSD/NTA Bargaining Agreement and Education Code section 44660 et seq.

B. Definitions applicable to this program

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0. ~~"First Year Teacher." Any individual assigned to provide instruction to pupils in a classroom setting for his/her first year, regardless of credential or intern status.~~
1. ~~"Experienced Teacher." Any teacher with more than two years of teaching experience.~~
2. **"Referred Teacher." A Referred Teacher is a permanent teacher who has received an overall rating of "Unsatisfactory" on the Certificated Employee Formal Summative Evaluation (Appendix C, Form D) Summary. A Referred Teacher is also a permanent teacher who has received an overall rating of "Needs Improvement" for two years in a row.**
3. **"Evaluator." An administrator or instructional supervisor appointed by the District to evaluate a certificated teacher.**
4. ~~"PAR Coach Teacher." A selected teacher meeting the qualifications outlined in Section F. An exemplary teacher meeting the requirements defined on page 65 who is selected by the Professional Teacher Support Committee to provide Program assistance, support, and review of a participating teacher.~~
5. **"PTSPAR Committee." The Professional Teacher Support Peer Assistance and Review Committee as outlined in Section D below, shall consist of five (5) members, three (3) of whom shall be permanent certificated classroom teachers who are chosen by NTA. The District shall choose the two (2) administrators to serve on the Panel.**

C. Provisions

1. ~~This program shall be a partnership program between the District and the Association.~~
2. **Confidentiality – All proceedings and materials related to the administration of this article shall be strictly confidential. Therefore, Professional Teacher Support Peer Assistance and Review Committee Members and Coaches may disclose such information only as necessary to administer this article. Violations of confidentiality may be addressed through legal recourse rather than the contractual grievance process.**
3. ~~The Professional Teacher Support Peer Assistance and Review Program process shall be reviewed annually by the Cabinet and NTA Executive Board and then brought to the negotiations team, if necessary,~~

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by May 30th.

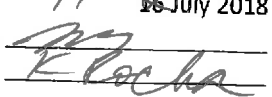
4. No Encroachment/Loss of Funding/Excess Revenue

- i. Expenditures for this Program shall not exceed ~~revenues received from funds made available through passage of AB 1X (1990, Villaraigosa) or successor legislation, excluding funds budgeted for this Program.~~
- ii. Funds shall be budgeted to enable PAR coaches to provide for release days and/or conferences as a developmental tool for the teachers assigned to the program.

1. ~~At the conclusion of the fiscal year, if revenue exceeds expenditures, the PAR Committee shall meet to determine the allocation of surplus.~~
5. Indemnity – The District shall defend the indemnity ~~PTSC-PAR Committee~~ members and Coaches against claims arising out of their good faith performance under this trust agreement. ~~PTSC-PAR Committee~~ members, who act pursuant to the Program, shall have the same protection from liability, and access to appropriate defense as other public school employees pursuant to Division 3.6 (commencing with section 810) of Title 1 Government Code.
6. Immunity From Liability – The District shall hold harmless the members of the ~~PTSC-PAR Committee~~ and the coaches from any liability arising out of their participation in this program as provided in Education Code section 44503, subdivision(c).
7. Non-management/Supervisory Status – Functions performed by teacher ~~PTSC-PAR Committee~~ members and Coaches pursuant to the program shall not constitute either management or supervisory functions as defined by subdivisions (g) and (m) of section 3540.1 of the Government Code.
8. Committee Professional Support – A member shall neither participate in discussion nor vote on any matter in which he/she has a professional or personal conflict of interest. If necessary, determination of whether a conflict exists, which justifies abstention from discussion or voting, shall be subject to a majority, affirmative vote.
9. Right of Representation – A Referred Teacher shall have the right to be represented by NTA in any meetings of the ~~PTSC-PAR Committee~~ to which they are called and shall be given reasonable opportunity to

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present his/her point of view concerning any report being made.

10. Grievability – A teacher shall not have access to the grievance process to challenge the contents of reports, recommendations or decisions of the ~~PTSC PAR~~ Committee. The teacher may file official responses, as provided herein, which shall become part of the official record of the intervention provided under this program. Although violations of confidentiality are not grievable, they may be addressed through other legal recourse.
11. It is understood that this program shall terminate if for any reason there exists an inability for full funding through AB 1X (1999, Villaraigosa), or successor legislation.
12. Board/District Reservation of Rights
 - a. Governing Board Review of Recommendations: Nothing herein shall preclude the Board from examining information which it is entitled by law to review in connection with the evaluation of and/or decision to retain in employment certificated employees.
 - b. Retention of Education Code Rights: Nothing herein shall modify or in any manner affect the rights of the Governing Board/District under provisions of the Education Code relating to the employment, classification, retention or non- retention of certificated employees.
 - c. Nothing herein shall modify or affect the District's right to issue notices (of unsatisfactory performance and/or unprofessional conduct) pursuant to Education Code section 44938.

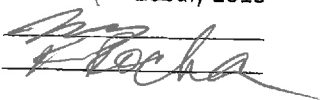
D. ~~Professional Teacher Support~~ Peer Assistance and Review Committee

1. Composition and Selection

The ~~Professional Teacher Support~~ Peer Assistance and Review Committee will consist of five (5) members — three (3) teachers and two (2) administrators. The teachers will be selected by the Natomas Teachers Association (NTA) and, if possible, consist of an elementary teacher, a middle and a high school teacher with ~~three (3)~~ one (1) alternates. ~~One (1) Two (2) certificated administrators will be a certified administrator selected by the Superintendent or designee. The other shall be the Associate Superintendent of Educational Services. There~~

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will be an administrator alternate. The parties to this Agreement share a mutual interest in appointing members to the Committee who have demonstrated successful professional experience in the District.

2. A PAR Committee Member (teacher) cannot serve concurrently as an Induction Committee member (teacher).

3. PAR Committee Teacher - Member Qualifications

- a. Be members of the certificated teachers bargaining unit.
- b. Have permanent status in the District.
- c. Have at least five (5) years of teaching experience, of which at least three (3) must be in the District.
- d. Have a rating of Satisfactory with no marks less than Applying or rating of Distinguished on their most recent evaluation in six (6) of six (6) areas.

4. Length of Terms

The Professional Teacher Support Peer Assistance and Review Committee member terms are for three (3) years, on a staggered three-year cycle. No limit shall be placed on the number of terms. When a committee member's term has expired, he/she may re-apply.

5. Meetings and Compensation

The PTSC-PAR Committee shall establish its meeting schedule with a minimum of ten (10) five (5) meetings annually. It is mandatory that members attend monthly scheduled meetings. To hold meetings, a majority of the members must be present. Every effort shall be made to meet at times other than during the school day to allow teachers to remain in the classroom. Committee teacher members of the PTSC PAR Committee shall receive an annual stipend of \$4000-\$3000. Alternates will receive a proportional amount as determined by the PTSC-PAR Committee, based on the relative amount of time he/she spends in training and completing other committee duties.

6. Decision Making

The PTSC-PAR Committee shall make decisions by consensus of the entire body. If no consensus can be reached, the The decision shall

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be made by a majority vote of the five (5) members.

- a. If no consensus can be reached regarding referred teacher recommendations then the default will be to recommend to extend the program for only one more year for the referred teacher and all appropriate PAR related documents would be provided to the Associate Superintendent of School Leadership and Support or designee.
- b. If consensus is still not reached after the second year of referred participation, all appropriate PAR related documents would be provided to the Associate Superintendent of School Leadership and Support or designee.

7. The PTSG-PAR Committee shall be responsible for:

- a. Meeting to review the work of the PAR coaches with their caseloads.
- b. Selecting its own chair annually, alternating the chair between NTA and Administration.
- c. Developing ~~the a proposed~~ budget for the Professional Teacher Support Peer Assistance and Review Program and submitting it to the Board of Trustees for approval and submitting it to the District designee.
- d. Determining the number and selection of PAR coaches, as well as other appropriate support personnel. Classroom observations of the coaching candidates may be included in the selection process.
- e. Evaluating coaches, their interventions and documentation.
- f. Accepting or rejecting voluntary requests from individual teachers to participate in the Voluntary Permanent Teacher Assistance Peer Assistance and Review Program.
- ~~i. Making recommendations to the Board of Trustees regarding participants in the program, including the names of individuals who, after sustained assistance, are not able to demonstrate satisfactory improvements.~~

 Annually reviewing and providing recommendations to NTA and

NUSD: William Young

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the ~~Board of Trustees~~ Superintendent or designee for improving the PAR Program. PAR Program evaluation may include, but not be limited to, interviews or surveys of program participants.

[Signature]

Providing annual training for the PAR Committee Members.

[Signature]

Duties and tasks will be distributed between all five (5) committee members.

8. If a member of the PAR committee fails to meet the expectations set forth, or resigns, or cannot fulfill their responsibilities, the Superintendent or Teacher Association President will take appropriate action.
9. Establishment of Annual Program and PAR Budget: The PTSC-PAR Committee shall use the following procedure for establishing the annual program plan and budget. Beginning on or after May 15 but no later than June-September 1 of each fiscal year, the PTSC-PAR Committee will establish a Program and budget for the succeeding year which will include:
 - a. The estimated ~~state~~-NUSD revenues budgeted for the program;
 - b. The projected total number of Participating Teachers;
 - c. The projected number of PAR Coaches needed to service the projected need;
 - d. The projected expenditures necessary to implement assistance plans developed by the Participating Teachers, Evaluators and PAR Coaches;
 - e. The projected costs for training, administrative overhead, etc.
 - f. By June-September 1, the Program and proposed budget will be approved-completed by the PTSC-PAR Committee. Should the PTSC Committee fail to reach consensus on these matters, a majority vote will prevail.

E. Referred Teachers

1. Referred Teachers: A Referred Teacher, as defined in Section B, must participate in the PAR program.
2. The Plan of Assistance is developed after the Referred Teacher receives an "unsatisfactory" evaluation or receives "Needs Improvement" for two successive years, as set forth in Section G indicated on the

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K. Rocha

~~Certificated Employee Summative Evaluation in Appendix C, Form D.~~
The PAR Coach's assistance shall focus on the specific areas recommended for improvement by the Referred Teacher's Evaluator.

- a. The recommendations in the Plan of Assistance shall be considered as part of the Referred Teacher's performance goals for the period of participation in this program.
3. The report described in Section G, ~~#7 below~~ shall be included as part of the Referred Teacher's annual evaluation, which is placed in the official personnel file. The evaluator, as the individual officially responsible for the evaluation, retains the right and responsibility to comment on the report in his/her evaluation.

F. PAR Coaches

~~This Professional Teachers Support (PTS)~~ PAR Committee shall select coaches.

1. Qualifications: The minimum qualifications for a PAR Coach are as follows:
 - a. Be a full-time teacher and hold a valid California credential and ~~be of~~ have permanent status.
 - b. Have a minimum three (3) years of classroom experience out of the previous five (5) years of experience.
 - c. Possess exemplary teaching ability, including effective communication skills, subject matter knowledge, and mastery of a range of teaching strategies necessary to meet the needs of students in different contexts.
 - d. Possess a working awareness of the California Standards of the Teaching Profession.
 - e. Have a commitment to building a collaborative relationship with assigned teachers, i.e. ability to nurture and offer emotional support to assigned teachers.
2. ~~Number, Training, and Terms of~~ PAR Coaches:
 - a. PAR Coaches shall support ~~one (1) or more of the Professional Support~~ PAR Program Components.

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i. Mandatory Tenured Teacher Intervention Program.

ii. ~~Beginning Teacher Support and Assistance (BTSA).~~

iii. ~~Support Program for first year teachers and those teachers new to the District.~~

ii. Voluntary Permanent Teacher Assistance Program.

b. ~~In the first year, mentor teachers will be given the opportunity to serve as Coaches. They shall be assigned to support the Professional Teacher Support Components as mutually agreed.~~

c. ~~Agree to be trained in the CFASST process the summer following their selection.~~

b. PAR Coaches may serve consecutive terms. Once selected and trained, a coach will serve a three (3) year term.

c. The ~~PTS~~ PAR Committee will determine Coaches' caseload. The committee shall collaborate with Educational Services personnel in the assignment of Beginning Teacher Participants (BTSA) and participants new to the District.

d. The terms of the PAR Coaches are subject to annual evaluation by the Committee. The documentation of such evaluations shall not be made part of the coaches' personnel file except the written request of the coach.

3. Compensation:

PAR Coaches shall receive a stipend ~~and release time based on their caseload of at least \$1,200~~ per participating teacher. The Coach's caseload will depend on the needs of the PAR Program.

Stipends for PAR Coaches/Mentors

~~\$1800~~ per BTSA Mentee

~~\$ 600~~ per Non BTSA Mentee

~~\$1800-\$2200~~ per referred (to PAR) teacher or approved voluntary PAR participant teacher

~~*(If a non-BTSA mentee requires significant assistance, the coach may apply for~~

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~~additional stipend up to \$1800.)~~

4. Duties Working with Referred Teacher:

- a. PAR Coaches will work with teachers with the objective of improving the quality of education of students. The primary focus will be to enhance student learning. Classroom management techniques are to be improved to enhance the learning environment.
- b. ~~The~~ PAR Coaches must follow an observation schedule that includes meeting with the teacher before and after an observation. In addition, Coaches should examine actual student work. Written feedback from Coaches to teachers should be provided on the observations and on the collected samples of student work. There shall be multiple observations.
- c. Performance goals for an individual teacher shall be clearly stated in writing, in alignment with State Content Standards and California Standards for the Teaching Profession (CSTPs).
- d. PAR Coaches should help teachers attend training in subject area(s), teaching techniques, and classroom environment. They should also recommend workshops for the participating teacher to attend.

5. The PAR Coach will provide support and assistance to assigned referred teacher(s), attend required meetings, and carry out the following duties:
 - a. Meet with PAR Committee before the end of the fourth instructional week of the start of the school year and before the end of the school year.
 - b. Respond to communications with the PAR Committee;
 - c. Meet with the referred teacher(s) two times a month recommended but minimum one time a month;
 - d. Communicate with the referred teacher's principal;
 - e. Confirm progress with referred teacher(s) and the Committee.

G. ~~Mandatory Tenured Teacher Intervention Program~~

The purpose of the PAR Program is to provide intervention to permanent teachers whose performance has been evaluated as "Unsatisfactory" (Referred Teacher - RT).

Mandatory intervention is also provided for tenured teachers who have received an evaluation of "Needs Improvement" for two successive years.

1. The prime focus of the PAR Program is to provide Referred Teachers

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with assistance and to renew their quality of teaching.

2. Tenured teachers, who have been referred, shall be mandated to participate in the program. For the purpose of the ~~PTS-PAR~~ program, an "Unsatisfactory" evaluation is not meeting District expectations in three (3) ~~or more areas of Columns A and/or B of six (6) criteria on the Certificated Employee Summary-Summative Evaluation Report.~~ A "Needs Improvement" evaluation is not meeting District expectations in two (2) ~~areas of Columns A and/or B of six (6) criteria on the Certificated Employee Summary-Summative Evaluation.~~
3. At the time of the ~~Certificated Employee Summary-Summative~~ Evaluation Conference, the administrator shall provide the RT with a copy of the ~~Procedures for Professional Teacher Support Article XII~~ and a list of available ~~PAR~~ Coaches. The teacher will review the list and select his/her top three (3) choices for a coach ~~PAR Coaches~~ prior to September 1. The administrator who authored the evaluation shall meet with the RT to prepare the referral form and send it to the PTS Committee. The administrator shall provide the Committee with a copy of the evaluation, together with appropriate supporting documentation. The administrator and the RT shall keep copies of the referral packet. The committee shall review the referral packet, including the evaluation report and supporting documentation. It may also interview the referring administrator and/or the RT before assigning a coach.
4. Assistance, remedial efforts and activities shall be intense and multifaceted and shall be preceded by a conference. The conference shall involve the RT, the principal/designee, and the ~~PAR~~ coach. The purpose of the conference is to develop an Individual Growth Plan.
5. Collaborative communication and consultation between the RT, ~~PAR~~ Coach, and principal shall be ongoing.
6. The ~~PAR~~ Coach shall provide written and verbal performance reports during a conference with the RT. The written reports shall be provided to the ~~PTS-PAR~~ Committee.
7. ~~PAR Coaches' Report to the PTS-PAR Committee:~~ On or before April 1, the Coach shall complete a written report documenting the results of the Referred Teacher's participation in the Program.

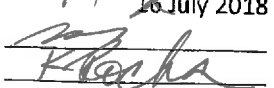
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- a. The report shall contain a description of the recommended assistance activities and a log of the Referred Teacher's level of participation in the assistance activities.
 - b. The report shall contain one of the following two conclusions:
 1. That the elements of the Plan of Assistance involving the peer intervention have been satisfactorily completed; or,
 2. That despite sustained assistance, the Referred Teacher has not been able to satisfactorily complete the elements of the Plan of Assistance involving the peer assistance. Further assistance through the Program will not be recommended.
8. The assistance shall be provided by the Coach under this article and shall be monitored by the ~~PTS-PAR~~ Committee.
 9. The Coach shall provide an oral report and all written documentation regarding the progress of the RT to the ~~PTS-PAR~~ Committee. During the Coaches' formal RT presentation to the ~~PTS-PAR~~ Committee, the RT and principal/designee will be given an opportunity to comment.
 10. Prior to the submission of reports to the ~~PTS-PAR~~ Committee, the RT will be entitled to review all reports generated by the Coach and to have his/her comments included. To effectuate this right, the Coach shall provide the Referred Teacher with copies of such reports at least five (5) working days prior to any ~~PTS-PAR Committee~~ meeting in which the report will be given. This process shall also apply to the Evaluator of the Referred Teacher.
 11. The deliberations of the ~~PTS-PAR~~ Committee regarding the submitted reports and status of a RT(s) shall be closed and confidential. Their decisions, by consensus, for the RT(s) to either exit from PAR based on improved evaluation or to continue RT's participation in the PAR program for one more year, shall be based on the information provided by the Coach, the principal, and the participating teacher.
 - a. If no consensus can be reached regarding referred teacher recommendations then the default will be to recommend to extend the program for only one more year for the referred teacher and all appropriate PAR related documents would be provided to the Associate Superintendent of School Leadership and Support or designee.

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- b. If consensus is still not reached after the second year of referred participation, all appropriate PAR related documents would be provided to the Associate Superintendent of School Leadership and Support or designee.
- c. The decision of the PAR Committee shall be reported to the RT, the PAR Coach, the principal by June 1st. and the Assistant Superintendent, Human Resources, who will forward the decision to the School Board as defined by subdivision (a) section 44502 of the Government Code.
- d. Nothing in this article precludes the principal or District from doing informal observations nor from notifying the teacher verbally and/or in writing regarding incidents or events related to the teacher's fulfillment of his/her professional obligations.

~~H. First Year Teacher Support Program and Teachers New to the Natomas Unified School District~~

~~This component of PTS shall provide assistance to first year teachers who are not participating in the Beginning Teachers Support (BTSA) program and to experienced teachers who are new to the District.~~

~~The purpose of the program is to provide guidance and assistance to first year teachers, internship program teachers, and experienced teachers who are new to Natomas Unified School District. The participants will receive assistance to improve his or her instructional skills, classroom management, and knowledge of curriculum and/or related aspects of their teaching performance.~~

- ~~a. The prime focus of the program is to provide assistance to first year and new teachers in the areas of understanding the District and school culture, explaining school procedures, understanding District expectations, ordering materials and supplies and related duties and responsibilities.~~
- ~~b. Any teacher, who is new to the District and is not participating in BTSA, is eligible to participate in the PTS program.~~
- ~~c. All teachers participating in the PTS Program will be assigned a Coach. There will be a conference between the teacher and the Coach to develop an assistance plan.~~
- ~~d. All consultations/observations between the participating teacher and the Coach are confidential, with the exception of reporting to the PTS.~~

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~~Committee and, in the case of the internship teacher, reporting to his/her advisor.~~

~~e. Coaches shall work with the internship teachers' advisors regularly to provide additional assistance.~~

~~f. Bi-monthly meetings between the participating teacher and the Coach are recommended. Other meetings/observations will be scheduled as needed.~~

~~g. Experienced teachers who are new to the NUSD shall be in the program for one year. Internship teachers shall remain in the program as long as they are enrolled in the internship program.~~

~~h. Beginning Teacher Support Program (BTSA)~~

~~The purpose of the PTS program is to deliver beginning, teacher-centered services that will enhance the academic achievement and over all growth of students. All credentialed beginning teachers will participate in the BTSA Program.~~

~~a. The prime focus of the PTS program is to provide beginning teachers enhanced professional growth and development and increase their competency through a comprehensive induction process.~~

~~b. Eligibility requirements to participate in the program are as follows:~~

~~i. Meet the state eligibility requirements.~~

~~ii. Be a credentialed teacher in the NUSD.~~

~~iii. Must fulfill program participation requirements for a minimum of two (2) semesters, preferably two years.~~

~~c. Teachers shall gain a professional voice by working closely with experienced colleagues to chart their own progress through the continuum of skills, knowledge, and abilities associated with each of the six (6) Standards of the Teaching Profession (CSTP) and the California Formative Assessment and Support System for Teachers (CFASST).~~

~~d. All activities, communication and documentation between the beginning teacher and the Coach will be strictly confidential, and only a record of participation will be forwarded to the PTS Committee. BTSA activities are not to be used for evaluation purposes.~~

~~e. Teachers involved with the BTSA Program will be eligible to earn units~~

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~~through California State University, Sacramento, based on the additional time that they are required to put in to participate in the BTSA Program.~~

J. Voluntary Tenured Teacher Assistance Program

This component shall provide support to permanent, tenured teachers desiring assistance in improving their teaching practice, and support retention. Volunteers will receive assistance to improve their instructional skills, classroom management and knowledge of subject.

~~The purpose is to encourage voluntary teacher participation and to give teachers more professional responsibility to support and play a key role in the assistance of their colleagues. The prime focus is to provide an opportunity for permanent teachers to improve their effectiveness through peer assistance.~~

Teachers can also receive assistance with new programs and how to align their instruction to State Content Standards.

- a. ~~Program~~ examples may include, but are not limited to:
 - i. Language Arts
 - ii. Freshman Mathematics Courses
 - iii. Specifically Designed Academic Instruction in English (SDAIE)
 - iv. Mathematics in grades 4-12
- b. ~~The purpose of the program is to encourage voluntary teacher participation and to give teachers more professional responsibility to support and play a key role in the assistance of their colleagues.~~
- c. ~~The prime focus of the program is to provide an opportunity for permanent teachers to improve their effectiveness through peer assistance.~~
- d. The teachers desiring to participate voluntarily in the PTS-PAR Program shall submit a request to the PTS-PAR Committee for approval.
- e. A teacher's voluntary participation in the program shall be a maximum of one (1) year.
- f. All communications between the Voluntary Teacher and the PAR Coach will be confidential, and shall not be shared with others, including the PTS-PAR Committee, without the written consent of the participating teacher.

2018-19 NTA/NUSD Tentative Agreement

2018-19/2019-20 Calendars

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WORK YEAR CALENDARS

The work year calendars for the 2018-19 and 2019-20 school years are attached.

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2018-2019 Workday Calendar 183.5 Teacher Workdays



First Day of Class	August 8, 2018
Last Day of Class	May 23, 2019
No School	Non-Workdays
July 4	Independence Day
September 3	Labor Day
November 12	Veteran's Day (observed)
November 19	Certificated Holiday
November 20	Certificated Holiday
November 21	Local Holiday
November 22	Thanksgiving Day
November 23	Local Holiday
December 21-January 4	Winter Recess
December 24	Christmas Eve
December 25	Christmas Day
January 1	New Year's Day
January 21	Martin Luther King Day
February 11	Presidents' Day (Lincoln Day)
February 18	Presidents' Day (Washington Day)
April 15-April 19	Spring Recess
May 27	Memorial Day
Certificated Staff Development Days (3.5)	Non-Student Days
August 6	District Staff Development Day
August 7	District Staff Development Day
October 8	District Staff Development Day
May 24 (.5)	District Staff Development Day

District Wide Minimum Days:

December 20, 2018 and May 23, 2019

Elementary and K-8 School Minimum Days:

5 minimum days for Parent/Teacher Conferences. Check your school calendar for dates.

Secondary (Middle and High) School

Minimum Days:

December 18-19, 2018

May 21-22, 2019

1st Quarter: 10/12/18

1st Semester: 11/2/18

2nd Quarter: 12/20/18

2nd Semester: 2/15/19

3rd Quarter: 3/8/19

3rd Semester: 5/23/19

4th Quarter: 5/23/19

January 2019						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
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27	28	29	30	31		
18 workdays						

February 2019						
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18 workdays						

March 2019						
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31						
21 workdays						

April 2019						
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17 workdays						

May 2019						
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June 2019						
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July 2018						
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August 2018						
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20 workdays						

September 2018						
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19 workdays						

October 2018						
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23 workdays						

November 2018						
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16 workdays						

December 2018						
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30	31					
14 workdays						

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2019-2020 Workday Calendar 183.5 Teacher Workdays



July 2019						
Su	M	Tu	W	Th	F	S
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20 workdays						
September 2019						
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29	30					
20 workdays						
October 2019						
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27	28	29	30	31		
23 workdays						
November 2019						
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15 workdays						
December 2019						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
14 workdays						

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November 26	Certificated Holiday
November 27	Local Holiday
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<u>District Wide Minimum Days:</u> December 19, 2019 and May 21, 2020	
<u>Elementary and K-8 School Minimum Days:</u> 5 minimum days for Parent/Teacher Conferences. Check your school calendar for dates.	
<u>Secondary (Middle and High) School Minimum Days:</u> December 17-18, 2019 May 19-20, 2020	
1st Quarter: 10/11/19 2nd Quarter: 12/19/19 3rd Quarter: 3/6/20 4th Quarter: 5/21/20	1st Semester: 11/1/19 2nd Semester: 2/14/20 3rd Semester: 5/21/20

January 2020						
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March 2020						
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22 workdays						
April 2020						
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17 workdays						
May 2020						
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31						
15.5 workdays						
June 2020						
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NTA: Kristen Rocha

**MEMORANDUM OF UNDERSTANDING
BETWEEN
NATOMAS UNIFIED SCHOOL DISTRICT
AND
NATOMAS TEACHERS ASSOCIATION**

**Special Education Joint Solutions Panel
For the 2018-19 School Year**

July 17, 2018

The Natomas Unified School District ("District") and Natomas Teachers Association ("Association") enter into this Memorandum of Understanding ("MOU") regarding a Special Education Joint Solutions Panel following the June 25, 2018 factfinding hearing and as recommended by the factfinding panel members.

The District and Association agree to the following terms:

1. To establish a Joint Solutions Panel for Special Education for the 2018-19 school year.
2. The Panel Composition shall consist of four (4) Association unit members (appointed by NTA) and four (4) management members.
3. There will be two (2) Co-Chairs (one Association unit member and one management member).
4. Each Association Panel member will receive a four thousand dollar (\$4,000) stipend for the 2018-19 school year.
5. The Panel is a recommending body.
6. The Co-Chairs will mutually select an independent facilitator/trainer. The facilitator will oversee the panel for at least the first half of the year.
7. Meetings shall take place once a month starting September 2018, at minimum, outside of the school day; more may be scheduled to address the charges given to the panel
 - a. However, the Panel's first meeting will be a training during the workday. Release time shall be provided for this training day. The first meeting will consist of a half (½) day training on problem solving techniques and half (½) day to set up

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communication protocol and process between unit members teaching students with disabilities and the District.

- b. Any additional training will be concurrent with Panel meetings.
8. The Panel is charged with first tackling communications then addressing concerns as have been expressed (e.g. handbook, SLP concerns, review and recommend Professional Development around Least Restrictive Environment placement), and responding to concerns as they arise from communications protocol.
9. The Panel will provide an end of process summary shared with respective bargaining teams prior to the last teacher work day of the 2018-19 school year.


The term of this MOU shall be for the 2018-19 school year only, with the option of continuing during the next year upon mutual agreement of the Association and the District.

The undersigned represent that they are authorized to execute this MOU.

For the District:


William Young
Deputy Superintendent

For the Association:


Kristen Rocha
Bargaining Chair