

ARTICLE XIII

Working Conditions - Proposal

A. Elementary Preparation/Planning

1. The District will provide an elementary traveling team in the form of additional specialized instruction to provide preparation and planning time for teachers in elementary grades 1 through 5.
2. Traveling teachers shall be members of the staff at each site served.
3. Full-time Transitional Kindergarten ETK and K through Grade 5 teachers at the elementary level shall have preparation/planning time during the student attendance day as follows:
 - a. Transitional Kindergarten ETK and Kindergarten teachers: 30 minutes per week prior to the beginning of the full-day schedule; 90 minutes per week after full-day schedule begins
 - b. Teachers teaching a primary day —90 minutes per week.
 - c. Teachers teaching an intermediate day —190 minutes per week.
4. Sites are encouraged to schedule blocks of common grade level planning time.
5. In addition to the time listed above, primary teachers shall have the minute differential between the primary instructional day and the intermediate instructional day (currently 100 minutes) to use for instructional preparation, individual and joint planning, and scheduled parent and staff conferences. The teacher has the professional discretion to use the time within these purposes. Seventy-five to eighty (75-80) minutes of the 100-minute differential shall be provided in a minimum of 20-minute blocks during the week. If the primary teachers at a site are interested in a modification to the 20-minute blocks they may submit an alternate proposal to the site principal and site Association representative. A proposal may be adopted by a 2/3 vote of the affected teachers. A representative selected by the Association and a representative selected by the site administration shall oversee the voting process. The District must approve any schedule of differential time blocks that affects the District bus transportation schedule.

B. Secondary Preparation/Planning/Conferencing

Full time classroom teachers at the middle and high school levels shall have two sevenths (2/7) of the instructional periods for the purpose of instructional preparation, individual and joint planning, parent and staff conferencing, and student support. The classroom teacher has the professional discretion to use the time within these purposes. At the middle school level, teachers shall use one common preparation period per week for a “team” meeting. Middle school elective subject “team” members, who are unable to attend the team meetings, shall participate by contributing their views/information on meeting topics on a weekly basis. The scheduling of preparation periods shall be done at the site level to meet the needs of the program, staff, and students.

C. Same-Day Multiple-Site Secondary Classroom Teachers

Classroom teachers whose assignments require them to travel to different secondary school sites during the same teaching day (multiple-site teachers) and who are not members of the district-wide traveling music and P.E. teams shall be entitled to the following rights.

1. The site administrators in collaboration with the teacher shall determine which school will be the primary site of assignment for the purposes of attendance at required meetings when the meeting times conflict. It is the expectation that the teacher will be required to attend the number of meetings normally required of teachers assigned solely to the primary site served by the multiple site teacher.

2. Multiple-Site teachers shall be given a reasonable travel time between schools, except in extraordinary circumstances. In extraordinary circumstances, the site administrators at each site and the affected teacher shall work together to define the expectations of each site and develop a plan with the teacher to mitigate the circumstances. A full time teacher who is required to travel between sites during his/her workday shall be paid a full-time traveling teacher stipend pursuant to Appendix H.

D. Job Sharing

1. Definition: Job-sharing shall refer to two (2) permanent staff members or one (1) permanent staff member and a retired former PAUSD permanent staff member, when no other current permanent staff member is available, sharing one (1) assignment in order to accommodate staff members. Temporary staff members who are in a job-share assignment for the 2005-06 school year and who were in a job-share assignment in the previous year shall be eligible to continue to serve in a job-share assignment in 2006-07 and to continue thereafter notwithstanding the requirement that both members of a job-share have permanent status.
2. Any assignment openings may be available to unit members who have indicated in writing to the Certificated Human Resources Office their desire to job-share. Permanent staff members may submit job-share requests denied at the school site level to the Human Resources administrator for review.
3. Job-sharing assignments shall be filled only by permanent staff members, except as provided in D-1 above, who have jointly requested to work together and who have the approval of their supervisor(s). No job-sharing may be administratively mandated for any reason.
4. Responsibilities of an assignment by two (2) job-sharers may be divided and/or allocated according to a plan designed by the job-sharers, with the concurrence of their immediate supervisor. This shall include, but not be limited to, attendance at regular staff meetings, District meetings, parent conferencing, etc. Each job-sharer shall attend the three professional development days that are part of the teacher work year. Job-sharers shall be paid their per diem rate when attending a full professional development day.
5. Job-sharing unit members shall be placed appropriately on the teachers' salary schedule, receive one step increment for each year of service, and be given appropriate added increments for advanced degrees or longevity.
6. A job-sharer who has full-time permanent status and who wishes to return to a full-time assignment in the subsequent year, must so inform the Certificated Human Resources Office in February when staff plans are solicited. He/she shall return to a full-time status, provided there is an appropriate vacancy for which the unit member is qualified by specific training or experience.
7. If a permanent staff member wishes to job-share but is unable to find a permanent staff member as a partner, the staff member may request reduced employment pursuant to Article XI, Section K.

E. Elementary Specialized Academic Instruction (SAI, formerly Special Day Class) Preparation/Planning

The District will provide some form of preparation/planning time for SAI teachers, comparable to that received by regular classroom teachers for each grade level.

Due to the complexity of SAI teaching assignments, comparability shall be determined based upon deliberations at each site among the teacher, site administrator, and Assistant Superintendent, HR.

- F. **Student Support Teams** (e.g. Instructional Support Team, Student Study Team, Inclusion Support Team, Intervention Strategy Team, etc.)

1. Sites will establish student support teams to implement inclusive best practices to support student success and learning in alignment with the district vision.
2. To support the development of these practices, each elementary/secondary site shall be allocated funds annually to support meetings, attendance at trainings, observing other school models, and the planning, implementation and evaluation of site level practices.
 - a. Elementary sites will be allocated \$1,500
 - b. Middle school sites will be allocated \$2,500
 - c. High school sites will be allocated \$3,500
3. The placement of students needing identified support in classes shall be thoughtful, with due consideration of the instructional/emotional/behavioral needs of the students, and adhere to IEP specifics.

G. Co-Teaching

1. Definition: Co-teaching is defined as an instructional delivery approach in which general and special education educators share responsibility for planning, delivery, and evaluation of instructional techniques for a group of students; general and special education educators work in a coactive and coordinated fashion, which involves the joint teaching of academically and behaviorally heterogeneous groups of students in integrated settings.
2. Assignment to co-teaching sections/classes will be based on expertise and site/student needs ~~as directed by~~ **in collaboration with the unit members and** site administrator.
3. For secondary level co-teaching sections, partners may be assigned up to ~~four (4)~~ **three (3)** co-teaching sections with no more than ~~three (3)~~ **two (2)** co-teaching preps each semester.
4. The District will provide two (2) days of professional learning each year for co-teaching teams (all levels).
5. To the extent possible, secondary school administrators shall give primary consideration in the development of the master schedule to ~~providing~~ **provide** co-teaching partners with a common preparation period.
6. Responsibilities of the co-teaching assignment ~~may~~ **will** be divided and/or allocated according to a plan designed by the co-teaching partners with the approval of the site administrator.
7. **A maximum of three (3) Co-Taught classes and two (2) periods for case management, assessment, meeting with co-teachers, collaboration with the teaching teams, and collaboration with General Education teachers.**

H. Student Medical Procedures

Unit members will not be required to be primary providers of necessary pupil medical procedures. However, unit members will be expected to provide backup service in extraordinary circumstances or when the primary provider is unexpectedly incapacitated. The District and the Association will establish an ongoing list, which defines “medical procedures” which are covered by this provision. Unit members may agree to receive an annual stipend for being the on-site primary provider of necessary pupil medical procedures. The Primary Medical Provider Stipend is listed in Appendix H.

I. Status After Change in Assignment

For teachers who are assigned to a new discipline at the secondary level, or for elementary teachers who are assigned a new grade level, the District will provide additional training and support as necessary.

J. Safety Conditions

1. The following procedure will be utilized to provide a written response to matters, which negatively impact the safe and orderly learning environment. This procedure will require the site principal to provide a written response within five (5) workdays of the date the unit member’s written concern was first received. In addition, if the unit member believes that the written

response was inadequate, or that the action taken was insufficient to remedy the unsafe condition, then the unit member may receive a written response from the Superintendent or designee within ten (10) workdays of the receipt of such a request from the unit member. Forms for such submissions will be made available at each school site.

2. Within 24 hours of verifying the information, the Superintendent or designee shall inform the teachers and administrators at a site that a potentially violent student is assigned to their site. Within three days of this notification, a site administrator will schedule a meeting involving all personnel who have regular contact with the student to develop an appropriate support plan or to modify an existing plan. If the student changes teachers or grade levels at a site, all personnel who have regular contact with the student will have the opportunity to review and modify the plan.
3. Beginning with the 1998-99 school year, the District will develop procedures for implementing this provision and will train unit members about teacher rights and responsibilities in dealing with students identified under this section.

K. Full Day Kindergarten

1. The Kindergarten school year will begin with a shorter instructional day – ending at the start of the primary lunch period. The full-day Kindergarten day shall begin ~~in mid-October~~ **the first full week of November** and be the full primary day, with a maximum of 1550 instructional minutes per week.
2. During the Kindergarten full-day schedule, the site and District shall provide 14 hours per week of instructional aide support for each kindergarten class.

L. Special Education

1. Terms:

- a. Student: a student who has an active IEP
- b. Specialized Academic Instruction (SAI), Adapted or modified instruction, as appropriate to the needs of the student, and content, methodology, or delivery of instruction, pursuant to the student’s IEP, to support the student’s access to the general curriculum and while meeting the standards that apply to all District students.
- c. SAI Teacher: One who provides instruction to students with active IEPs, pursuant to this Article, as follows:
 - i. In a self-contained special education classroom, or
 - ii. In a “push in/pull out” special education model (RSP), or
 - iii. A teacher who holds a special education and core subject credential or the equivalent and teaches a “basic core curriculum class” at the secondary level.
- d. Caseload: the number of children who receive specially designed instruction or directly related service from a special education service provider.

2. Release Time:

- a. SAI & Speech-Language Pathologists are entitled to 10 release days per year to perform IEP and other student-related non-instructional duties. An SAI teacher may be permitted to use up to five (5) of these days (5 hours each) on non-work days to perform such duties and shall receive their per diem rate of pay for the extra day(s).

- b. These days are considered non-instructional days, will be reflected in IEPs, and service minutes do not need to be made-up
- 3. Class Size/Caseload (prorated for part-time teachers)
 - a. Self-contained Special Education Class Size/Caseload
 - i. Autism – shall not exceed 10 students
 - ii. Emotionally Disturbed (ED) – shall not exceed 8 students
 - iii. Deaf and Hard of Hearing (HOH) – shall not exceed 12 students
 - iv. Mild-Moderate elementary – shall not exceed 12 students
 - v. Moderate-Severe/Futures – shall not exceed 8 students
 - b. SAI/Resource “Push-in/pull-out” Teacher Caseload
 - i. SAI push in/pull out teacher caseload shall not exceed 20 students
 - 1. Secondary: Caseload not to exceed 20 students with a max of 3 Co-Taught classes and 2 periods for case management, assessment, collaboration with the team, collaboration with General Education teachers.
 - a. All students with an IEP or 504 in a co-taught classroom receive services from the Special Education Co-Teacher per CA Education Code 56362 section 1 are to be considered on that teacher’s caseload.
 - 2. Elementary: Caseload not to exceed 20 students or a total of 1050 instructional service minutes per week.
 - c. Speech-Language Pathologists
 - i. 45 by weighted caseload including RTI students
 - 1. Mild to Mod students in an SDC class program will count as 2 students on the caseload.
 - 2. Mod to Severe students will count as 3 students on the caseload.
 - 3. ED students will count as 4 students on the caseload.
 - d. Vision and Orientation and Mobility
 - i. Providing instruction based on the severity or intensity of students’ needs and age of students:
 - 1. 8-12 students
 - 2. A Teacher of the Visually Impaired should have no more than 3 Braille students on their caseload. Therefore, 1 Braille student = 3 Low Vision students.
- 4. Special Education Aide
 - a. For every 10 Mild-Mod/RSP students, one Program Attendant will be assigned to the Mild-Mod/RSP teacher. Program Attendants assigned to a student one-on-one will not be counted as the Attendant assigned.
 - b. For every 5 Mod-Severe/Futures/Autism/ED students, one Program Aide will be assigned to the Mild-Mod/RSP teacher Attendants assigned to a student one-on-one will not be counted as the Attendant assigned.
- 5. Weighted Caseloads for General Education Classes:

- a. Special Education students mainstreamed into General Education classes shall be weighted on the class roster/class size (no matter the percentage in the classroom)
 - i. Mild to Mod students, either pushed in part of the day or fully included, will count as 2 students on the class roster/class size
 - ii. Mod to Severe students will count as 3 students on the class roster/class size.
 - iii. ED students will count as 4 students on the class roster/class size
6. Student Related (IEP, SST, IST, 504...) Meetings Outside of School Hours Compensation
 - a. All educators who need to attend student-related meetings outside of school hours shall be compensated at the Appendix H Hourly Teaching rate (prorated).
 - b. If an IEP can't be signed after 2 meetings, District personnel should take over the responsibilities of the IEP moving forward, leaving the Education Specialist/Speech-Language Pathologist to teach rather than being responsible for multiple meetings beyond the annual/triennial
7. Aggressive/Violent Students:
 - a. No employer shall require, or permit any employee to go or be in any employment or place of employment that is not safe and healthful. Labor Code § 6402
 - b. No educators should be subjected to violence or the threat of violence from students.
 - c. If a student is violent towards any staff or student, the district will send in a SpEd district staff member/behaviorist who will stay in the classroom with the student and work with them each day until the behavior is no longer violent or an alternative placement can be found.