

ALPINE SCHOOL DISTRICT
&
ALPINE EDUCATION ASSOCIATION

Certified Negotiated Agreement
2016 – 2017

April 28, 2016

The enclosed items are additions, corrections, or
deletions to the 2015-2016 Negotiated Agreement

Negotiations Teams:

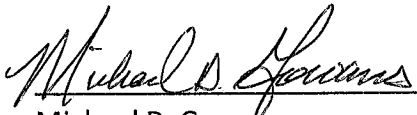
AEA Team

Michael D. Gowans, Spokesman
Glenda Anderson, Alpine UniServ
Marla Hendrickson
Brandon Engles
Lois Johnson
Suzie Makin, Alpine UniServ
BetteJo McLelland
Derek Smith

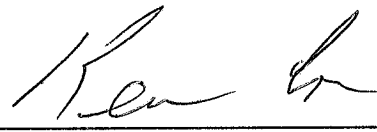
Board Team

Kevin Cox, Spokesman
John Patten
Robert W. Smith
Elizabeth J. Wilson
Tim Brantley

Signature Page for the 2016-2017 Negotiated Agreement.



Michael D. Gowans



Kevin Cox

4-29-16

Date

4-29-16

Date

CERTIFIED SETTLEMENT

2015-16

1. One percent will be added to the 2016-2017 salary schedule.
2. ASD agrees to fund insurance costs for full time employees with plan 4 being the base plan at no additional cost to the employee. Other plans will continue to be available with employees paying the additional cost. (See attached).
3. Step and Lane will be funded.
4. 1% bonus 1st week of January in a separate check.
5. 4057 – Evaluation Policy (eliminated)
6. 4057 A- Evaluation Policy as amended, Attachment A.
7. 4057.1- Disciplinary Policy as amended, Attachment B
8. 4024- Personal Leave as amended, Attachment C.

Alpine School District
Teacher Salary Schedule
Fiscal Year 2016-17

Step	Lane I	Lane II	Lane III	Lane IV	Lane V	Lane VI	Lane VII	Lane VIII	Lane IX
	B.S. Degree	B.S. Degree +20 Sem. Hrs.	B.S. Degree +37 Sem. Hrs.	B.S. Degree +50 Sem. Hrs.*	B.S. Degree +70 Sem. Hrs.*	M.S. Degree	M.S. Degree +20 Sem. Hrs.	M.S. Degree +37 Sem. Hrs.	Ph.D. Degree
1	1.06655 34,307	1.08334 34,847	1.10023 35,390	1.11738 35,942	1.11738 35,942	1.11738 35,942	1.12596 36,218	1.13454 36,494	1.14312 36,770
2	1.09013 35,065	1.11277 35,793	1.13266 36,433	1.15840 37,261	1.15840 37,261	1.15840 37,261	1.17555 37,813	1.19271 38,365	1.20987 38,917
3	1.11372 35,824	1.14218 36,739	1.16509 37,476	1.19941 38,580	1.19941 38,580	1.19941 38,580	1.22515 39,408	1.25088 40,236	1.27662 41,064
4	1.13737 36,585	1.17169 37,689	1.19752 38,519	1.24042 39,899	1.24042 39,899	1.24042 39,899	1.27474 41,003	1.30915 42,110	1.34347 43,214
5	1.18037 37,968	1.21468 39,071	1.24042 39,899	1.28332 41,279	1.28332 41,279	1.28332 41,279	1.31773 42,386	1.35205 43,490	1.40353 45,146
6	1.22326 39,347	1.26616 40,727	1.30058 41,834	1.35205 43,490	1.35205 43,490	1.35205 43,490	1.38637 44,594	1.42079 45,701	1.47226 47,357
7	1.28332 41,279	1.32631 42,662	1.36063 43,766	1.41221 45,425	1.41221 45,425	1.41221 45,425	1.44652 46,529	1.48084 47,633	1.53242 49,292
8	1.34347 43,214	1.38637 44,594	1.42079 45,701	1.47226 47,357	1.47226 47,357	1.47226 47,357	1.50658 48,461	1.54100 49,568	1.59247 51,223
9	1.40353 45,146	1.44652 46,529	1.48084 47,633	1.53242 49,292	1.53242 49,292	1.53242 49,292	1.56673 50,395	1.60105 51,499	1.65263 53,158
10	1.46368 47,081	1.50658 48,461	1.54100 49,568	1.59247 51,223	1.59247 51,223	1.59247 51,223	1.62685 52,329	1.66121 53,434	1.71268 55,090
11	1.52374 49,013	1.56673 50,395	1.60105 51,499	1.65263 53,158	1.65263 53,158	1.65263 53,158	1.68694 54,262	1.72126 55,366	1.77280 57,024
12	1.58389 50,947	1.66978 53,710	1.68694 54,262	1.73849 55,920	1.73849 55,920	1.73849 55,920	1.77280 57,024	1.80712 58,128	1.85870 59,787
15			1.77280 57,024	1.82431 58,681	1.82431 58,681	1.82431 58,681	1.85870 59,787	1.89301 60,891	1.94449 62,546
18			1.87585 60,339	1.91017 61,443	1.91017 61,443	1.91017 61,443	1.94449 62,546	1.97891 63,654	2.03038 65,309
21				1.99606 64,205	1.99606 64,205	1.99606 64,205	2.03038 65,309	2.06470 66,413	2.11627 68,072
24				2.10910 67,841	2.10910 67,841	2.10910 67,841	2.12625 68,393	2.16057 69,497	2.21215 71,156
27					2.19824 70,709		2.23266 71,816	2.26697 72,919	2.31845 74,575

Salary Schedule Base \$ 32,166

The salary schedule base for the 2016-17 year is increased by 1% over the 2015-16 base.

Summer School Rate	2013	2014	2015	2016
	31.46	31.77	32.09	33.37

INSURANCE RE-ANCHORING COST

	FY17 Monthly		FY17 Re- Anchored		Difference	FY17 Monthly		FY17 Re- Anchored		Difference			
	Employees - Single	Emp Deduction	Emp Deduction	Emp Deduction		Employees - Party	Emp Deduction	Emp Deduction	Emp Deduction				
Plan 1	297	\$ 70.38	\$ 78.58	\$ 78.58	\$ (8.20)	250	\$ 155.32	\$ 164.82	\$ (9.50)	647	\$ 222.79	\$ 248.69	\$ (25.90)
Plan 2	46	\$ 38.05	\$ 42.50	\$ 42.50	\$ (4.45)	35	\$ 83.98	\$ 93.73	\$ (9.75)	100	\$ 120.45	\$ 134.46	\$ (14.01)
Plan 3	71	\$ 25.68	\$ 28.68	\$ 28.68	\$ (3.00)	45	\$ 55.67	\$ 63.24	\$ (7.57)	178	\$ 81.28	\$ 90.73	\$ (9.45)

PERSONNEL CERTIFIED

1. ~~1.0 EDUCATOR EVALUATION~~

2. ~~1.1 Teacher evaluation is for the purpose of recognizing and encouraging teacher behaviors which contribute to student progress. Evaluations should unify faculties in working toward common school goals for effective instruction.~~

3. ~~1.2 Teacher evaluation should promote the professional growth of the teacher by identifying and reinforcing strengths and establishing goals for improvement. Teacher evaluation will provide assistance for those whose performance is marginal or ineffective.~~

4. ~~1.3 Evaluation of provisional educators:~~

1. ~~1.3.1 Provisional educators. Principals shall conduct a minimum of two evaluations (1 formative—1 summative) of all provisional educators annually. The educators shall complete one self-evaluation (formative) and have students complete one student evaluation (formative). The principal and educator shall use the District Scales for Effective Teaching "SET" (14 scales). The SET evaluation must be finalized and submitted to the Human Resources office on or before March 1st.~~

5. ~~1.4 Evaluation of probationary educators:~~

1. ~~1.4.1 Probationary educators. Principals shall conduct a minimum of two evaluations (1 formative—1 summative) of all probationary educators during the term of probation (at least annually). The educators shall complete one self-evaluation (formative) and have students complete one student evaluation (formative). The principal and educator shall use the District Scales for Effective Teaching "SET" (14 scales). The SET evaluation must be finalized and submitted to the Human Resources office on or before March 1st. If the future employment of a career educator is being questioned, the formative evaluation form shall be submitted to the Administrator of Human Resources by March 1st.~~

6. ~~1.5 Evaluation of career educators:~~

1. ~~1.5.1 Educators with three or more years of teaching experience (at least one of which is in Alpine School District) shall be evaluated every third year using the "SET" instrument (14 Scales of Effective Teaching). These evaluations shall include one self and one summative by the principal, or assistant principal.~~

1. ~~1.5.1.1 Alpine School District's full evaluation program will consist of using the SET instrument during year one. Year two of the evaluation rotation will require educators to be evaluated using a self-evaluation tied to goals related to the last SET observation. It is intended that the educator will develop these goals during year one of the evaluation process, following post-evaluation conference. The third year of the evaluation rotation will require the educator to show evidence of professional growth such as; convention/conference attendance, furthering education, or attending District professional development classes during the course of the three-year evaluation rotation. Specific requests for other professional development options may be approved by the principal.~~

2. ~~1.5.1.2 In the event that the educator and principal or assistant principal are unable to agree upon goals in year two, or professional development plan in year three, a full SET evaluation will be implemented for that year.~~

7. ~~1.6 Evaluation procedure~~

8. ~~EDUCATOR'S EVALUATION PROCESS~~

9. ~~Check with District Office/Human Resources to access a copy of the Flow Chart.~~

10. ~~1.6.1 Teachers may add a response to the supervisor's evaluation within ten days of the review of the score.~~

Note: All reference to days will mean calendar days with the exception of those marked with an asterisk (*). Those marked with an asterisk (*) will mean calendar days excluding Board of Education approved holidays. Negotiated: September 13, 1983

Negotiated Revision: October 14, 1986

Negotiated Revision: September 22, 1988

Negotiated Revision: August 21, 1995

Negotiated Revision: June 19, 2001

Negotiated Revision: May 24, 2011

ATTACHMENT A

Policy No. 4057A

~~(Ref.) Procedure No. 4057~~

PERSONNEL CERTIFIED

Definitions:

1. Educator: All licensed staff members
2. Supervisor: Those responsible for the evaluation of other licensed staff members.
3. Lines of Evidence: The data educators gather to demonstrate goals or standards are being met.
4. Formative Evaluation: When an educator participates in: annual self assessments, goal setting with a supervisor, professional learning, lines of evidence, and time for reflection. Those endeavors which prepare the educator for the Summative Evaluation.
5. Summative Evaluation: When an educator participates in: collecting lines of evidence, reviewing goals, determining that all Utah Effective Teaching Standards are being met. (This will also include the student growth component and stakeholder input component.)
6. Performance Expectation Definition: The *Utah Teaching Observation Tool* is comprised of 10 standards that articulate effective teaching and learning (Utah Effective Teaching Standards, March 2013). Each standard has a **Performance Expectation** (1.1, 1.2, 2.1, 3.1, 3.2, etc.) that serves as a measurement of performance, a source of information, and a guide for professional learning and support. Each performance expectation is comprised of indicators from the Utah Effective Teaching Standards that can be referred to for additional support and guidance. For example Performance Expectation 1.1 is comprised of indicators 1a and 2e.

1.0 EDUCATOR EVALUATION

1. 1.1 Teacher evaluation is for the purpose of recognizing and encouraging teacher behaviors which contribute to student progress. Evaluations should unify faculties in working toward common school goals for effective instruction.
2. 1.2 Teacher evaluation should promote the professional growth of the teacher by identifying and reinforcing strengths and establishing goals for improvement. Teacher evaluation will provide assistance for those whose performance is minimally effective, or not effective. Supervisors will work with the educators who have been identified as minimally effective by providing a written Plan of Assistance (POA).
3. 1.3 Evaluation of provisional educators:
 1. 1.3.1 Provisional educators. Supervisors shall conduct a minimum of two summative observations of all provisional educators annually. The educator shall complete one self-evaluation (formative), and with their supervisor engage in setting goals (formative), gathering lines of evidence (formative), and discussing progress of goals (formative). The supervisor and educator shall use the Utah Effective Teaching Standards (all 10 Standards: including self-evaluations,

student growth performance, and stakeholder feedback components). It is our expectation that summative observation evaluations, must be finalized and submitted to the Human Resources office on or before March 1st of the current school year. should be finalized by April 1. student growth, and stakeholder components & Learning (SGP/SLO) evaluations should be finalized and submitted to the Human Resource office on or before March 1, if using a lagging indicator from the previous school year data and May 1 if using SLO data from the current year.

4. 1.4 Evaluation of probationary educators:

1. 1.4.1 Probationary educators. Principals shall conduct a minimum of two observations, of all probationary educators during the term of probation (at least annually). The educator and their supervisor shall engage in setting goals (summative), gathering lines of evidence (summative), and discussing progress of goals (summative). The supervisor and educator shall use the Utah Effective Teaching Standards (all 10 Standards, including self evaluations, student growth and stakeholder input components). Observation, Student Growth and Stakeholder Input evaluations must be finalized and submitted to the Human Resources office on or before March 1 of the current school year. It is our expectation that summative observation evaluations, student growth, and stakeholder components ~~should~~ must be finalized and submitted to the Human Resource office on or before March 1 of the current school year. ~~Stakeholder input should be finalized and submitted to the Human Resource office on or before March 1 if using a lagging indicator from the previous school year data and May 1 if using SLO data from the current year.~~

1.5 Evaluation of career educators.

1. 1.5.1 Educators with three or more years of teaching experience (at least one of which is in Alpine School District) shall be evaluated annually using the Utah Effective Teaching Standards (10 Standards; Including the self evaluation, stake holder input and student growth components). These evaluations shall include one self evaluation and one summative by the supervisor. It is important to note that educators who are not meeting standards during their formative years will be moved to probation status immediately.

2. 1.5.2 Alpine School District's full evaluation program will consist of using the Utah Effectiveness Teaching Standards within the District's annual evaluation rotation. Year one review will be on Standards: 1,2,3,4,5,6,7,8,9,10, a self-evaluation, student growth, and stakeholder input; year two will include no more than 5 performance expectations selected by the supervisor and the educator based on the previous year's evaluation or desired area of growth, a self-evaluation, student growth, and stakeholder input; year three shall include no more than 5 performance expectations based on school goals or areas of desired growth, a self-evaluation, student growth, and stakeholder input. It is our

expectation that summative observation evaluations, student growth, and stakeholder input components should ~~must~~ be finalized and submitted to the Human Resource office on or before March 1 of the current school year. ~~Stakeholder input should be finalized and submitted to the Human Resource office on or before March 1 if using a lagging indicator from the previous school year data and May 1 if using SLO data from the current year.~~

2.0 EDUCATOR'S EVALUATION PROCESS

2.1 Check with District Office/Human Resources to access a copy of the Flow Chart, or obtain a copy on the District website under Human Resources Forms.

2.2 Educators can contribute additional information to inform their rating throughout the process.

2.3 Teachers may add a response to the supervisor's evaluation within ten calendar days of the evaluation review.

2.4 An educator who is not satisfied with a summative evaluation may request a review of the evaluation within 15 days after receiving the written evaluation.

2.5 A license level I employee may not advance on the salary schedule if the educator's most recent evaluation is at the lowest level of the evaluation instrument (not effective). A license level II employee may not advance on the salary schedule if the educator's most recent evaluation is at the second lowest level of the evaluation instrument (minimally effective). An employee may advance on the salary schedule the next pay period after the evaluation is emerging effective for level I teachers and effective for level II teachers. Until the pilot of the new Utah Effective Teaching Standards evaluation instrument is fully implemented, the prior Educator Evaluation policy 4057 negotiated on May 24, 2011 (known as SET), will be in effect. Educators will rotate onto the 2015 revised policy incrementally as the evaluation is fully implemented.

Negotiated: May 21, 2013

Negotiated: May 12, 2015

Negotiated: May, 2016

PERSONNEL CERTIFIED

EDUCATOR EVALUATION

1.0 REGULARLY SCHEDULED EVALUATIONS Observation Process

1. 1.1 At the beginning of the evaluation process an orientation and fifteen days advanced notice is required unless otherwise mutually agreed upon. Specific times for announced evaluations are recommended.
2. 1.2 For the provisional teacher (Level 1) performing in an acceptable range (emerging effective, highly effective) two summative evaluations are required. For those who receive a not effective, the process in number 1.5 will be followed.
3. 1.3 For those career teachers (Level 2) performing in an acceptable range (effective, highly effective) one evaluation is sufficient. A midyear conference is suggested and post-conference is required. If the evaluation will contain any score below an effective or scores which would affect the educator's pay, it is suggested that the post-evaluation conference be held within two working days. This would not preclude principals from working with teachers to improve individual areas of concern (for example, helping teachers improve a score of effective).
4. 1.4 For those career teachers (who have not been placed on probation) who receive an overall score of not effective, minimally effective on any performance expectation of a summative evaluation and who, therefore, need to have additional evaluations, a letter of improvement could be prepared and this process will be followed:
 1. 1.4.1 There would be two formative announced evaluations and one summative announced evaluation which are not cumulative. These should occur over at least a period of 30 calendar days. The summative evaluation would be the only one which counts as the final effectiveness rating.
 1. 1.4.2 The pre- and post-evaluation conferences are necessary for all evaluations. It is suggested that the post-evaluation conference occur within two working days after the evaluation.
 2. 1.4.3 During the formative evaluation an accommodation could be made for not observing all ten standards. This would require agreement between the principal and teacher in the pre-evaluation conference.
 3. 1.4.4 If the educator scores effective or above on the summative evaluation, there would be no need to continue the evaluation process.
 4. 1.4.5 When an unannounced observation is made:
 1. 1.4.5.1 A formal notification of the possibility of unannounced observations should be given to an educator who needs additional observations because of scoring a minimally effective or below.

2. 1.4.5.2 When an unannounced observation is made, an oral debriefing is required and it is suggested that this occur within two working days after the observation.
 3. 1.4.5.3 It is suggested that a reasonable number of unannounced observations be made. Unannounced observations will be for the purpose of observing areas of concern only (minimally effective or below).
5. 1.5 For provisional teachers who have received a not effective on their summative evaluation and probationary teachers an improvement letter will be prepared. Then there will be two formative announced evaluations and one summative announced evaluation which are not cumulative. It is recommended that within two working days after each of the two summative evaluations only the final summative evaluation scores be given to the teacher. If an improvement letter is needed, the letter must be delivered or mailed within fifteen calendar days of the final evaluation. The contents should be discussed with the educator unless it is necessary to send the letter by certified mail. The summative evaluation would be the only one which counts, and it is not cumulative. All ten scales will be observed for the two formative and one summative evaluation. Unannounced observations will be for the purpose of observing areas of concern.
6. 1.6 Alpine School District will comply with State/Board Rule and Administrative Code.

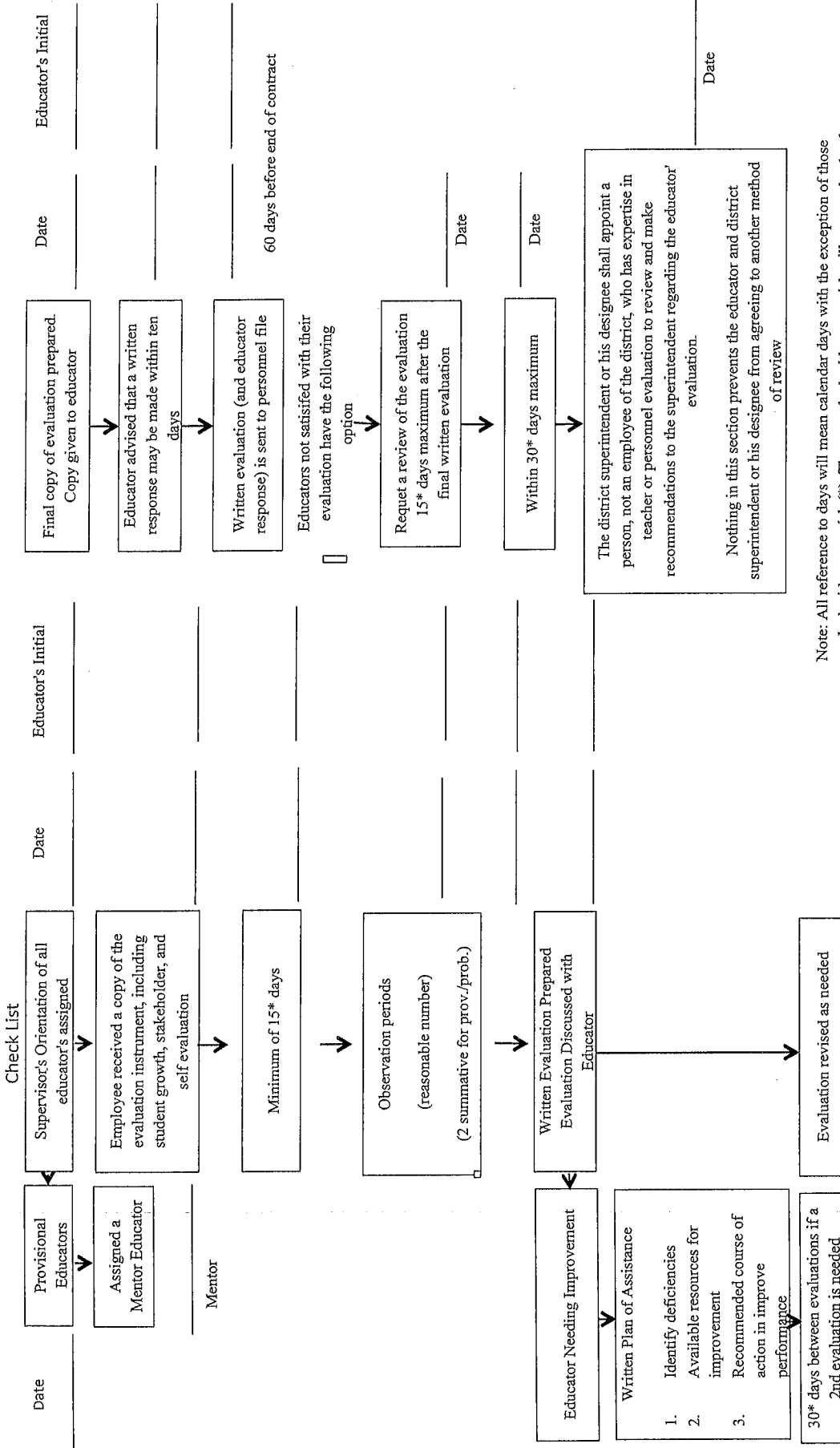
Negotiated: September 28, 1999

Negotiated Revision: May 18, 2010

Negotiated Revision: June 9, 2015

Negotiated Revision: May, 2016

Alpine School District
Educator's Evaluation Process



Note: All reference to days will mean calendar days with the exception of those marked with an asterisk (*). Those marked with an asterisk will mean calendar days excluding Board of Education approved holidays.

Attachment B

Policy No. 4057.1

PERSONNEL CERTIFIED

1. 1.0 DISCIPLINARY ACTION OUTSIDE OF SET-EVALUATION
2. 1.1 Investigation Process for Taking Action on Complaints
 1. 1.1.1 Complaints by administrators, adults, parents, or students must be investigated by the administrator. As part of the investigation the administrator will conference with the teacher regarding the problem.
 2. 1.1.2 The investigation should be fair and both sides of the issue should be carefully considered.
 3. 1.1.3 Upon receipt of the complaint. The principal will encourage a meeting between the teacher and the person making the complaint. In the event that the complainant is unwilling to meet with the teacher, the principal will visit with the teacher regarding the complaint and present the complainant the response of the teacher.
 4. 1.1.4 If disciplinary action is forthcoming based upon the complaint, the teacher shall have the opportunity to know the identity of the person making the complaint unless there are concerns about student safety.
 5. 1.1.5 In cases where the teacher does not have the opportunity to confront the accuser--be it adult or student--if any further action is warranted or taken, the principal will meet with the teacher to explain the reasons why the action is being taken.
 6. 1.1.6 The teacher will have the opportunity to submit a written rebuttal.
 7. 1.1.7 There can be no retaliation.
3. 1.2 Anonymous complaints will be investigated to determine the validity before disciplinary action is taken.
4. 1.3 Violations of Policy
 1. 1.3.1 The administrator would investigate, verify that a problem exists, and counsel with the teacher.
 2. 1.3.2 If the problem is of sufficient concern, the administrator creates a statement as to how the teacher has violated the contract, proper procedure or practice. In addition, the administrator will notify the teacher of further action relative to a remediation plan. The teacher, with the assistance of the Association representative (if desired), may provide feedback for consideration on a remediation plan.
 3. 1.3.3 If the problem is considered to be remediable, the administrator sets a plan for remediation with the teacher. Recommended contents for a written plan of remediation include:
 1. 1.3.3.1 State whether the administrator is issuing an informal written reprimand (administrator file), issuing a formal written reprimand (personnel file), placing the teacher on probation, or other action being taken.

2. 1.3.3.2 Review the policy or concern which is the basis for disciplinary action.
3. 1.3.3.3 State the circumstances, facts, and conclusions of the problem.
4. 1.3.3.4 State what is expected of the employee (requirements for meeting the standard).
5. 1.3.3.5 State the administrator's involvement in remediation.
6. 1.3.3.6 Indicate the failure to comply may warrant further disciplinary action.

Negotiated: May 18, 2010

Negotiated: May, 2016

PERSONNEL CERTIFIED

1.0 PERSONAL LEAVE

1. 1.1 Certified educators may have up to five days personal leave annually. Educators shall pay \$45 per day for each personal leave day used.
2. 1.2 Personal leave may be accumulated up to a maximum of ten days. Personal leave accumulates by carrying the number of unused personal leave days over into the next school year.
3. 1.3 Personal leave without pay for worthwhile absences may be approved by the superintendent or his designee.
4. 1.4 Educators may not take personal leave during the first week of school* or during the last week of school*. The first week of school and the last week at school are defined as the first five student days and the last five student days of the school year. When a holiday occurs on a day which would have been one of the five student days, this day will count as one of the five student days.
5. 1.5 Educators are discouraged from taking personal leave to work for any other organization.
 1. 1.5.1 Educators who are required to attend any professional meeting related to their teaching area/experience to enhance their teaching, may attend such a meeting without counting against the personal leave total, provided the cost of the substitute is paid by the sponsoring organization.
6. 1.6 Educators are encouraged to request the leave days in sufficient time to permit the principal to obtain a suitable substitute.
7. 1.7 When an educator adopts a child he/she may take personal leave, up to number of days they have accrued, without a dock in salary with the Superintendent's approval. These days are in addition to the days listed in policy procedure 4019.
8. 1.8 Educators may take the day before Christmas break and after Christmas break as personal days with a personal leave dock in pay.
9. **For the period of the 2016-17 and the 2017-18 school year, a pilot program will be implemented allowing educators to take one personal leave day annually at no dock in pay.**

Negotiated: November 1, 1985

Negotiated Revision: April 28, 2016

Endnotes

1. *The first week of school and the last week at school are defined as the first five student days and the last five student days of the school year. When a holiday occurs on a day which would have been one of the five student days, this day will count as one of the five student days (May 10, 1994).