

Sunshine Document
Campbell Elementary Teachers Association
Successor Agreement 2019

1. CETA is interested in making current the following articles:
 - 1.1 Preamble
 - 1.2 Recognition to include Occupational Therapists
 - 4 – add MOU language re: AB 119, modify/delete current language to comply with MOU re: Janus and Service Fee
 - 17.5.1.1 and 1.2—change effective date.
2. CETA is interested in adding to Article 4—Association Rights to establish the checks and balances, as well as calendar, when District member/potential member information is made available to CETA.
3. CETA is interested in clarifying Article 5—Grievance Procedure, 5.3.1.3 regarding an Association Grievance and whether filing at Level 2 includes an informal grievance, and if so, with whom.
4. CETA is interested in modifying Article 6—Class Size:
 - Move the date by which class sizes are expected to be equalized and payment for overages begin, as we are starting school earlier than was originally projected.
 - Fold in the Side letter of agreement relative to Special Education that applies to class size
 - Establish class sizes for Special Education.
 - Define how class sizes within a site are determined.
 - Establish a weighting of student ratio that considers mainstreamed students in regular education classes.
 - Increase the number of aides supporting T-K classrooms.
 - Establish a process by which SpEd caseloads are not at maximum at the beginning of a school year to provide space to add new students throughout the year.
5. CETA is interested in adding to Article 7—Evaluation:
 - Preclude any unit member receiving an overall Unsatisfactory Evaluation based solely upon Standard 6 (Professional Responsibilities).
 - Separate Complaint Procedure from Evaluation, thereby separating evaluation from discipline.
 - Eliminate 7.9 so that evaluation does not include complaints, specifically, except where the goals fit directly into the standards.
6. CETA is not interested in renewing the Collaboration MOU (PLC).
7. CETA is interested in modifying Article 9—Hours and days of Employment:

- Consider the impact of rainy days and other emergency circumstances upon the number of minutes added for teacher contact time and establish a process by which shortened days may be added in spring to equalize the contact time gained as the result of rainy day or emergency circumstances.
 - Examine the efficacy of the spring event and modify the process to better direct sites in how to make certain the selected events are staff supported and appropriate.
 - Review how the Special Education Side Letter of Agreement can be moved into the body of this article.
 - Establish that the first and last days of school shall be a shortened day.
 - Establish that the shortened Wednesday prior to fall conferences is a prep day for members.
 - Establish that the Wednesdays during conferences (fall and spring) are “not designated” as they are used for conferences.
 - Establish contract language or an MOU that specifies the dates of conferences, both fall and spring, for elementary and middle schools.
 - Establish that the two CETA work days shall immediately precede the first day of school for students.
8. CETA is interested in modifying Article 10—Compensation:
- Increase the Bargaining Unit Salary Schedule
 - Increase the Super Maximums by at each level.
 - Increase the District’s contribution to Health and Welfare benefits.
 - Determine whether the California State Stipend is still viable and useful in the contract.
 - Design an incentive program for regular education teachers to gain special education certification by, in part, providing an extended year schedule that is paid at the teacher’s per diem pay.
 - Add OTs to those who receive the SpEd stipend.
 - Increase pay for full-day professional development during the summer to per diem.
9. CETA is interested in modifying Article 11—Safety Conditions:
- Increase support to schools, to include but not be limited to, by adding staffing who specifically work on supervision, school climate and culture, and provide alternatives to suspension for students who do not follow school rules and participate in negative, threatening or destructive behavior.
10. CETA is interested in modifying Article 14—Leaves:
- Increase the number of personal necessity leave days which may be used without providing a reason to the District.
11. CETA is interested in modifying Article 16—Teacher Rights to Due Process:
- Add language that clarifies that in the normal course of progressive discipline, the verbal and initial written warnings shall not be placed into or referenced in the bargaining unit

member's personnel file. The next step in progressive discipline will be a formal written warning/reprimand, and this shall be subject to placement in the personnel file.

- Include language that guarantees, unless legally held to be confidential, a bargaining unit member shall receive a true copy of any written complaint, at the earliest possible opportunity, which is investigated and may lead to discipline.
- Include language that provides that the bargaining unit member who receives a letter of discipline, cc'd to the personnel file, shall be provided the ability to have that letter placed in a sealed file, which cannot be seen by anyone except for the Superintendent and Assistant Superintendent, HR, for two (2) years. If after two (2) years, no further issue has arisen, the sealed letter shall be destroyed. If additional issues arise during the two (2) year period, the document shall be removed from the sealed file and moved into the member's regular personnel file.

12. CETA is interested in evaluating 17.5.4 and 17.5.5 for relevance and removing 17.7 from the contract as the Golden Handshake has sunset, legislatively.
13. CETA is interested in modifying Article 18—Waiver Process by adding that the application requires the term (time specific) for which the waiver will be in effect. In no case, shall a waiver extend beyond the term of the contract during which the waiver is granted.
14. CETA is interested in correcting Article 19—Term of Agreement to make the dates current.
15. CETA is interested in updating Appendix C—Peer Assistance and Review.
16. CETA is interested in consulting on the content of the Professional Development plan for each school year.
17. CETA is interested in creating additional supports for Special Education teachers, to include by not be limited to release time to consult with general education teachers, and/or update goals for students.
18. CETA is interested in adding staff for students with the greatest needs—academic, social/emotional, economic.
19. CETA is interested in minimizing the turnover of specialists at our highest needs schools, specifically, but not limited to, RSP teachers.