

ALAMEDA UNIFIED SCHOOL DISTRICT BOARD AGENDA ITEM	EXHIBIT F-8
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Meeting Date: January 10, 2012

Item Title: Alameda Unified School District Proposal to the Alameda Education Association (AEA) for a Successor Agreement

Item Type: Public Hearing

BACKGROUND: Consistent with the relevant provisions of the Educational Employment Relations Act (Government Code section 3540 *et seq.*) and Board Policy 4143.1, the District submits its initial bargaining proposals to Alameda Education Association (AEA) for a successor Agreement for the 2011-2012 school year.

In accordance with Board Policy 4143, the Board recognizes its responsibilities to represent the public's interests in the collective bargaining process, keep the public informed about issues being negotiated, and provide members of the public an opportunity to express their views on all initial contract proposals.

The Board appreciates the service of members of the negotiating team for the Re-opener negotiations regarding the contract article pertaining to class size. This team will continue through the completion of the re-opener negotiations. Mediation on the re-opener negotiations is currently scheduled for January 30.

The following administrators and managers have agreed to serve on the District negotiating team for the 2012-2015 successor agreement:

Chief Negotiator

Tom Rust, Director of Human Resources

Team Members:

Cammie Harris, Principal of Lum Elementary School

Kirsten Zazo, Director of Student Services

Robert Siltanen, Senior Program Manager

Sean McPhetridge, Assistant Superintendent of Educational Services

Support Members:

Danielle Houck, General Counsel

Mary Hallford, Personnel Services Manager and Note-taker

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FISCAL ANALYSIS: Any successfully negotiated changes to the contract between AEA and the District will be within the District's financial ability to cover the anticipated costs.

RECOMMENDATION: After conducting a Public Hearing and providing the public an opportunity to express their views, adopt the District's initial proposals for a successor agreement with AEA for the 2012-2015 school year.

AUSD Guiding Principle:

- #1 – All students have the ability to achieve academic and personal success.
- #2 – Teachers must challenge and support all students to reach their highest academic and personal potential.
- #3 – Administrators must have the knowledge, leadership skills and ability to ensure student success.
- #4 – Parental involvement and community engagement are integral to student success.
- #5 – Accountability, transparency, and trust are necessary at all levels of the organization.
- #6 – Allocation of funds must support our vision, mission, and guiding principles.
- #7 – All employees must receive respectful treatment and professional support to achieve district goals.

Submitted by: Thomas Rust, Director of Human Resources
Robert Shemwell, Chief Business Officer

Approved for Submission to Board of Education _____
Kirsten Vital, Superintendent

Alameda Unified School District

Initial Proposal

To

Alameda Education Association

July 1, 2012 – June 30, 2015

Introduction:

The Governing Board for the Alameda Unified School District (“District”) submits this initial proposal to the Alameda Education Association for the 2012-2015 negotiations. The Board proposes to maintain the provisions of the current certificated collective bargaining agreement except as set forth below. This initial proposal focuses on limited and specific topics in an effort to bring negotiations to a prompt conclusion.

The Board puts forth these proposals with a desire to negotiate in a collaborative manner which supports each party’s good faith efforts to brainstorm, respectfully listen to each view presented and find “win-win” solutions. The Board further encourages its negotiating team to focus on developing mutually beneficial agreements based on the needs, desires and concerns important to each side.

Criteria for Proposed Changes to Negotiated Agreement:

The District’s initial proposals are based on the Board’s adopted Guiding Principles.

- #1 - All students have the ability to achieve academic and personal success.
- #2 - Teachers must challenge and support all students to reach their highest academic and personal potential.
- #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.
- #4 - Parental involvement and community engagement are integral to student success.
- #5 - Accountability, transparency, and trust are necessary at all levels of the organization.
- #6 - Allocation of funds must support our vision, mission, and guiding principles.
- #7 - All employees must receive respectful treatment and professional support to achieve district goals.

These initial proposals are put forth because, in the view of the District, they meet the objectives set forth below. Subsequent District proposals and responses to Association proposals will be assessed by the District team according to the extent to which they meet or further these objectives.

Programs and Instruction:

- Provide a rigorous academic program to accelerate student learning.
- Support students' academic and personal success with personalized teaching and learning for each student to enable each student to be college and career ready and to close the achievement gap.
- Provide safe and inclusive learning environments and facilities for students and staff.
- Support teachers to challenge and help all students to reach their highest potential through school-based continuous improvement initiatives to close the achievement and service gaps.
- Support administrators to develop as educational leaders with flexibility to use funds and accountability for results.

Fiscal:

- Utilize 21st Century management tools to effectively and efficiently deliver services to school sites and reduce operational costs.
- Optimize enrollment to reduce fixed costs, stabilize programs, and create year-to-year consistency in program planning and delivery.
- Consider total compensation across all employee groups in the context of all ongoing personnel costs.
- Preserve an appropriate financial reserve for economic and financial uncertainties to ensure the District's continued solvency.

School Climate and Culture

- Provide all employees with professional support to achieve District goals.
- Support employees, parents and the community in our shared responsibility to provide a professional learning culture and a positive school climate.
- Support parent and community (including nonprofit and philanthropic) involvement in our schools.
- Create a system of attractive school options and recognize and celebrate each school's unique culture and programs.
- Foster accountability and transparency among employees and the community.
- Maintain neighborhood elementary and secondary schools to leverage a close collaboration between parents, students and staff.

Reference to Master Plan Goals and Strategies:

- Redesign Central Office to decentralize funds and create efficiencies in management and work practices
- Optimize Enrollment
- Raise the Bar
- Create a System of Attractive School Options
- Strengthen Effective Enrichment Programs
- Maintain a Policy of Neighborhood Elementary Schools
- Build Nonprofit, Business and Philanthropic Partnerships
- Pass/Implement a Parcel Tax

Initial Proposals:

Article 2 Negotiation Procedures

The District proposes removing the reference to the Safety Negotiation Committee (2.05) as this committee completed its work according to the terms of the article in 2004.

The District proposes to discuss the continued relevance and purpose of the Special Education Negotiation Committee and the accompanying side-letter.

Article 3 Association Rights

The District proposes to modify language in this Article to ensure that it complies with the law.

Article 8 Teaching Hours

The District proposes to negotiate clarifications and changes in the professional workday in a manner which promotes efficiencies, contains cost and supports a commitment to maximizing student and teacher learning opportunities, supportive employee working conditions, and community partnerships, including, but not limited to the following:

- increased opportunities and ability to increase professional communication between parents, students and teachers through the implementation of technology, such as School Loop or other communication technology, to support students' academic success (8.01);
- increased opportunities for collaborative planning for professional development (8.03);
- work-year calendar development and clarification of length of work year consistent with existing language in Article 14 (8.08.01 and 8.11).

Article 10 Transfer

The District proposes to negotiate clarifications and changes to this Article to accomplish the following:

- clarify definitions of the terms "transfer," "reassignment," and "move" with accompanying clarity regarding the District's obligation to pay teachers for moving sites and classrooms (10.01 and 10.05);
- ensure that classroom vacancies are filled as soon as possible with a permanent classroom teacher (as opposed to a temporary substitute) and that vacancy posting requirements are consistent with this goal (10.04);
- ensure that teachers assigned to magnet schools and innovative programs are selected based on objective criteria and qualifications with seniority as one consideration but not the only consideration (10.04.042);
- ensure that teachers seeking a seniority transfer meet minimum qualifications for the assignment, including but not limited to experience teaching the subject matter / grade level, satisfactory performance evaluations and approval of the site principal (10.04.042).

Article 11 Evaluation

The District proposes to negotiate clarifications and changes to this Article and the accompanying Appendices to accomplish the following:

- amend evaluation standards to reflect current California Standards for the Teaching Profession (11.01);
- recognize teachers who exceed satisfactory rating with an appropriate descriptive rating (11.03);
- recognize that teachers who require improvement in 3 or more criteria areas are not performing satisfactorily, require additional support and opportunities to meet standards and also ensure that they receive appropriate assistance through Peer Assistance and Review (11.03).

Article 12 Health and Welfare Benefits

The District proposes to negotiate potential adjustments in health and welfare provisions within the context of total compensation to meet the objective of offering competitive health benefits for all employees and a competitive salary in comparison to surrounding districts. Adjustments would be consistent with the District's ability to pay now and in the future, as well as the reality of federal, state and local economics and finances as well as health care reform mandates (12.01).

In addition, the District proposes changes to this Article and the design of its medical program to better align with the statutory requirements of Public Employees Medical and Hospital Care Act (12.01 and 12.02).

The District further proposes to clarify and modify existing language regarding retiree medical benefits, including but not limited to retiree participation in cash in lieu of medical benefits (12.02).

Article 13 Salaries

The District proposes to negotiate potential adjustments in salary provisions consistent with the District's ability to pay and the following objectives and considerations:

- providing a total compensation package that fairly compensates certificated staff when compared to similar and nearby districts;
- ensuring a wise use of resources which will maintain a balanced budget and prudent reserve;
- reserving the right to present a proposal for salary adjustments to address the period of financial and economic uncertainty for the 2013-2014 and 2014-2015 contract years.

The proposed state budget includes the possibility that revenues will be contingent upon the result of one or more ballot initiatives, making it difficult for the District to assess the feasibility of on-going compensation increases at this time. However, consistent with this budget reality and provided that the District is able to pay for increased compensation, the District wishes to discuss criteria for pay increases based on teacher performance and proposes to form a joint committee to study criteria for performance pay.

July 2007 MOU re Catastrophic Leave

Incorporate changes into Article 5.

September 1997 Side Letter Re Extra Duty Assignment Guidelines

Amend the title of the side letter to make an exhibit to the contract and reference the exhibit in Article 8.

February 2001 Side Letter Re Kindergarten

Incorporate relevant provisions into Article 8.