

District Initial Proposal  
2005-06

1) District Proposal - Class Size Restoration (Article 4)

Last spring, the District offered to negotiate the continued increase in class sizes in grades 4-12 as stipulated in the March 27<sup>th</sup> Tentative Agreement.

Grades 4-8 (32 to 34)  
Grades 9-12 (33 to 35)

The Tentative Agreement stipulated that this temporary increase would be discontinued on June 30, 2005 unless TAWC and the District negotiated otherwise. No negotiations took place regarding this issue and, therefore, it is no longer an item the District wishes to propose at this time.

2) District Proposal - Step and Column Advancement (Appendix - Teacher's Salary Schedule)

One of the District's core values focuses on respect. Specifically, this core value states that "We value our employees. We provide compensation and benefits that enable the District to attract and retain highly qualified staff." Additionally, the District adopted the following core value focusing on fiscal responsibility. Specifically, this core value states that "It is critical to protect and preserve the long-term fiscal integrity of the District. We will maximize the effective and efficient utilization of District resources." In an effort to serve the students of West Covina Unified School District, the District wishes to provide competitive compensation to its employees in order to retain and recruit the most highly skilled individuals and sustain step and column advancement. As a result, the District wishes to establish a recognition that step and column advancement for all teachers comes at a cost to the overall budget.

3) District Proposal - Increasing student instructional minutes (Article 5)

The District recognizes the value and importance of our teachers' interaction with their students. Increased instructional time along with high quality instruction has a direct impact on improved student achievement. As a result, the District is interested in creating more opportunities for this interaction by converting a teacher preparation day to a student teaching day.

4) District Proposal - Reassignment and transfer of teachers to meet District needs (Article 17)

The District has a desire to add language to the current article on reassignment and transfer of teachers, which provides the District the ability to transfer and reassign teachers based on the opportunity to evaluate teachers in a new setting.

- 5) District Proposal - Recruitment and retention incentives for fully credentialed, NCLB compliant teachers in high demand subject areas.

In an effort to recruit and retain the most highly qualified teachers for our schools, the District wishes to increase the credit assigned to newly hired teachers in District designated hard-to-fill subject areas to 7 years.

- 6) District Proposal - Awards bonuses for fully credentialed, NCLB compliant teachers at schools that meet certain criteria.

Following the successful consideration of total compensation for teachers, the District is interested in considering awards and bonuses for fully credentialed teachers at school sites that meet specific criteria related to student achievement.

- 7) Distinguished Performance bonuses to teachers who meet certain criteria

Following the successful consideration of total compensation for teachers, the District is interested in considering bonuses for fully credentialed teachers that meet specific criteria related to student achievement.

- 8) District Proposal - Requiring satisfactory or above performance evaluations for step advancement, anniversary steps, column advancement and general salary increase

The District recognizes the energy of individual teachers in providing high quality instruction to the students in our District. In order to recognize this undertaking, the District desires to require satisfactory performance evaluations of teachers in order to attain step advancement, anniversary steps, column advancement, and general salary increases.

- 9) District Proposal - Sign-in and Sign-out process for employees for accountability and safety purposes (Article 16)

The District employs a large number of employees throughout the City of West Covina. The safety of these employees and the students they serve is a high priority for the District. In light of current national and local safety concerns, the District wishes to establish a comprehensive safety plan for employees that include a sign-in and sign-out procedure upon arrival and departure at their assigned location.

- 10) District Proposal - Pro-rating the Consulting Teacher Stipend (Article 19)

The District and the Teacher's Association of West Covina have agreed to offer expanded professional development and peer assistance to the teachers of West Covina Unified School District through the Peer Assistance and Review Program.

Currently, Consulting Teachers provide services to beginning teachers, referred participating teachers, and voluntary teacher participants. Each consulting teacher earns a stipend for their services in the amount of \$5,000 per school year without consideration for the number of participating teachers they serve. In an effort to provide equity to teachers providing services in this program and utilize this limited funding for additional professional development and peer assistance for participating teachers, the District wishes to pay Consulting Teachers in proportion to their assignment equal to \$1,667 for each participating teacher they serve.

11) District Proposal - Compensation including Salary and Health Benefits  
(Appendix - Teacher's Salary Schedule, Article 23)

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Additional Proposals

Given that the agreement between the District and the Teacher's Association of West Covina is open to full review, the District wishes to add the following items for consideration in negotiations.

12) District Proposal – Year of Service Defined as 75% of a Regular School Year  
(Attachment A of Tentative Agreement - Salary Schedule and Advancement)

Currently, advancement on the salary schedule for working teachers requires 75% of the regular school year to be actively worked in order to attain step advancement to the next level. In contrast, teachers on personal leave without pay who serve less than 100 days of the school year in paid status prior to their leave receive this same advancement. Based on the current 190 day work year, 100 days of service is equal to approximately 52% of the school year. The District wishes to rectify this inequity for step advancement. Specifically, those teachers on personal leave without pay who serve less than 75% of the school year in paid status shall not earn step advancement.