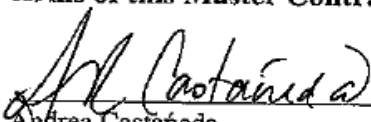

2022-2023
MASTER CONTRACT

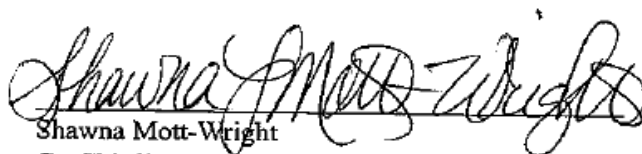
TULSA PUBLIC SCHOOLS
And
TULSA CLASSROOM TEACHERS ASSOCIATION

Final Agreement

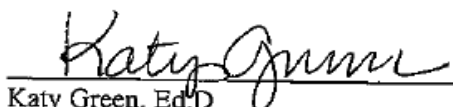
This certifies that the negotiating teams for TPS and TCTA have reached final agreement on all terms of this Master Contract.



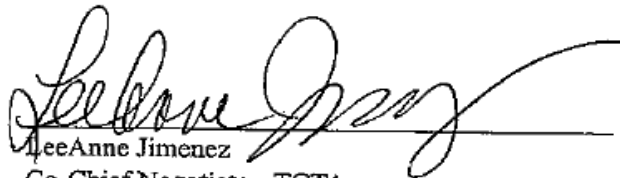
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Ratified by the Bargaining Unit: Friday, September 16, 2022

Adopted by the Board of Education: Monday, September 19, 2022

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ABSENCES and LEAVES

Absences And Leave

Independent School District No. 1 of Tulsa County, Oklahoma (the District), provides for days off of work connected with illness, for injury or illness, and for other reasons as detailed in the negotiated agreement or as mandated by federal or state law. Sick leave benefits provided by the District are strongly endorsed by the District Board of Education, Superintendent and Professional organizations as desirable and necessary to provide a degree of individual and family security during times of illness or injury and at other times that make an absence difficult to avoid. While the District has a strong commitment to providing the leave described herein, when the need for leave is foreseeable and there is flexibility in scheduling, certified staff are encouraged to make their appointments and schedule any necessary leave in a manner that minimizes the impact of their absences on students, colleagues and the best interest of the District. For example, when and if practicable, certified staff are encouraged to avoid taking leave during instructional time, as well as avoid taking leave on the District's professional learning days and parent/teacher conference days or other days that are otherwise critical to be present. This language is not intended to discourage the taking of leave and does not establish additional conditions or requirements on the taking of leave to which certified staff are entitled.

A teacher is absent when the individual does not report to or spend the major portion of a full or half day at their assigned building. Teachers desiring or requested to be absent should make a request in accordance with the established procedures. All absences under these conditions should be reported on the proper payroll.

Absence Arrangements Made in Advance

1. Teachers and/or certified employees using the absence management system must arrange with principals for absences that may be set up in advance. These must be reported to the absence management system as far in advance as possible.
2. Absences, regardless of reasons, must be reported to the absence management system (including professional learning).

Reporting an Absence

1. Certified staff shall report all absences directly to the absence management system by phone or via the internet. Certified staff must also notify the building principal or designee of all absences by the principal's preferred means of communication. The absence management system service will be available to report an absence twenty-four (24) hours a day, seven (7) days a week. To maximize the functionality of the absence management system, all absences should be reported as soon as possible.
2. Morning absence report deadlines may vary from site to site. Generally this time is one hour prior to the start of the school day. Certified staff should check with their site administrator for exact times for their building. Staff will be prompted by the absence management system system if it is too late to report the absence.
3. If, for any reason, an employee is unable to report an absence into the absence management system in

accordance with the time set by their site administrator, the site administrator may, in lieu of the teacher, report the absence to the absence management system.

4. All absences must be reported in the absence management system. When calling the absence management system or accessing the absence management system through the internet, the teacher should be prepared to enter the following information:

- a. Employee ID number, which is the TPS payroll ID# preceded by five zeros (i.e. 0000012345).
- b. Employee Pin (the last five digits of employee social security number).
- c. The date and times of the absence.
- d. The reason for the absence.
- e. Whether or not a substitute is required.
- f. Any special instructions for the substitute, such as field trips, special needs, etc. This can be added to sub notes when entering the absence.

5. When reporting a multi-day absence, please enter all absence dates for this job under the specific dates and times menu. Entering the absence under one job will increase the likelihood of having the same substitute for all days of the absence.

6. When reporting an absence, always wait for the CONFIRMATION NUMBER before terminating the phone call or closing the internet browser window. The absence transaction is not complete until the employee receives the confirmation number.

7. Teachers shall report all absences and the anticipated length of such absences directly to the building principal or their designee. If the teacher's supervisor is a person other than the building principal, then the teacher's absence shall be reported to that individual. Each principal or supervisor shall furnish certified staff members with a written statement of the building administration's requirements for the reporting of absences within three (3) days of the teacher's first report date at a site. At a minimum these instructions shall specify who to contact in the event of any absence and one or more alternative contacts such as an assistant principal or the building secretary. The notice shall also specify that in the event none of the individuals designated can be reached the teacher shall phone the substitute office regarding his or her absence.

8. Teachers shall report an absence as soon as possible following recognition that they will be unable to report to work or will be tardy in reporting to work.

9. A teacher must notify the principal as soon as their return date is known. A substitute will be retained unless the principal or their designee is notified by 2:00 p.m. the last school day prior to the intended return date. In the event a teacher fails to notify the principal of an intent to return to work and the teacher and the substitute report on the same day for assignment, the teacher is subject to the loss of a minimum of one-half (1/2) day of substitute deduct pay.

10. Teachers requesting an absence for a personal day must notify their supervisor and enter the absence request into absence management as early as possible and at least 24 hours in advance of the absence for administrative approval whenever possible.

Sick Leave Days

The District shall annually provide ten (10) paid sick days to each ten (10) month teacher. The right to those days vests at the beginning of the school year. Full-time twelve (12) month teachers qualify

for twelve (12) paid days. Unused sick days accumulate from year to year as long as the teacher remains continuously employed by the District. Any personal business days not used during the school year shall roll into accumulated sick leave days for the upcoming school year if the teacher remains employed by the district for the following school year. Should a teacher be eligible for retirement and notify the District by close of business on May 1 of their intent to retire, their unused personal days will be applied to sick leave for the year in which they are retiring. No other unused days accumulate from one year to the other. Sick days are reduced in increments of not less than two (2) hours for each day, or part thereof, that the teacher is absent for covered reasons. If, after exhausting all sick days provided above, a teacher is absent from their duties due to personal accidental injury, illness or pregnancy, the teacher shall receive their full contract salary less the rate paid to a non-certified substitute for an additional period of twenty (20) days. These days also vest at the beginning of the school year.

A teacher may use available sick days for the following reasons: personal illness, pregnancy, or injury and illness or injury in the immediate family. Use of sick days for routine dental or medical appointments is discouraged. However, when the teacher cannot avoid making medical or dental appointments on work time, the teacher may use sick days for this purpose. Up to fifteen (15) sick days may also be used when additional time is needed for bereavement. Additionally, up to twelve (12) weeks of sick and sub-deduct leave may be allocated to paid Parental leave to allow a teacher to care for the teacher's newborn baby or a child newly placed with the teacher for adoption or foster care within the first year after the birth or placement, or when time off work is needed for appointments or court hearings related to the adoption or permanent foster care process prior to an expected placement. The twelve (12) workweeks of sick and sub-deduct leave that may be allocated to paid parental leave is inclusive of any paid leave time taken by a teacher for childbirth and their own recovery from childbirth or to care for an immediate family member who is recovering from giving birth to the teacher's child [E.g., a teacher who gives birth and who uses six (6) workweeks of personal business and sick leave to recover medically from birth would be able to allocate up to six (6) additional workweeks of sick and/or sub-deduct leave to paid parental leave to care for/bond with the baby. Similarly, a teacher whose spouse gives birth to the teacher's child and who uses six (6) workweeks of personal business and sick leave following the birth to care for the spouse while the spouse recovers would be able to allocate up to six (6) additional workweeks of sick and/or sub-deduct leave to paid parental leave to care for/bond with the baby.]

Abuse of Sick Leave

A teacher who abuses the entitlement to sick days is subject to disciplinary action including the possibility of non-reemployment or dismissal. Abuse of sick days includes misrepresentation of the reason for absence as well as use of sick days for unauthorized purpose or failure to return to work when the teacher has been released by their physician to return.

A teacher may be required to submit appropriate documentation in order to qualify for sick days. Appropriate documentation shall include, at the direction of Talent Management, any of the following:

1. A physician's statement affirmed by the teacher;
2. The teacher's statement reviewed by the Principal or immediate supervisor;
3. Such other information as may be indicated by the circumstances.

Requested documentation shall be submitted:

1. When requested by the Principal, immediate supervisor or Talent Management;
2. When sick days are claimed on days of unusual or inclement weather;
3. When sick days are claimed on days immediately preceding or immediately following holidays

or non-work days other than weekends; and/or

4. When sick days are claimed during the last four weeks of active employment each year.

Sick Leave

A teacher may use accumulated sick leave for personal illness or injury, or illness, injury, pregnancy, or death in the immediate family. A teacher shall not be discouraged from exercising their legal right to use personal leave or legitimate sick leave.

Written Request - A written request is not required.

Prior Approval - Prior approval is not required.

Immediate Family

The term immediate family shall mean husband, wife, spouse and the following relatives: parent, child, sibling, grandchild, grandparents, and corresponding relatives by affinity (marriage/union).

Military Leave

Written Request - For paid military leave, written request must be submitted to Talent Management after being initialed by principal or other appropriate supervising authority. A copy of official orders must be submitted with request.

Prior Approval - Not required.

Temporary Leave – Legal Proceedings

The District shall provide temporary leaves, with pay, for the time necessary for appearance in legal proceedings affecting the teacher's employment, the school, the system, or in other legal proceedings as required by law except those in which the teacher is the defendant or plaintiff. Jury duty is included in this category.

Written Request - Written request must be submitted to Talent Management after initialed by the principal or immediate supervisor.

Prior Approval - Prior approval will be obtained from the Chief Talent Officer.

Full Pay Deduct

Should it become necessary for a teacher to be absent for any reason not applicable or approved according to the Board of Education policies for granting leave beyond the number of working days for which sick leave benefits are provided, for each day of absence there shall be deducted from the teacher's salary the amount of the teacher's daily rate of pay computed as provided in the contractual agreement.

Written Request - Requests will be submitted through the principal to the Chief Talent Officer.

Prior Approval - Prior approval must be obtained from the principal and the Chief Talent Officer.

Substitute Deduct

Substitute deduct of up to twenty (20) school days will also be used when sick leave is exhausted. An amount not to exceed the lowest daily cost of a substitute teacher shall be deducted from the salary of the regular teacher.

Bereavement

The District will provide up to five (5) paid leave days to teachers for the death of any immediate family member. This leave is not cumulative or payable on termination. The teacher must notify their supervisor prior to taking the leave. Up to fifteen (15) sick days may also be used when additional time is needed for bereavement.

Funerals

Teachers may be allowed to attend the funeral of a fellow faculty member or the member's immediate family without loss of sick leave, pay, or personal days, contingent upon their being able to arrange volunteer class cover from within the building at no cost to the school district.

Jury Duty

All teachers of the District are encouraged to serve jury duty when summoned. If a teacher who is absent on jury duty needs a substitute, this substitute will be paid by the school district. The teacher will incur no loss of salary.

A teacher will be paid by the school district for only the actual number of days of jury duty for which the court has reimbursed them. If the teacher is excused from jury duty for one half day or an entire day, they are expected to be at their assignment.

A teacher who is summoned for jury duty and plans to serve should complete an Employee Absence Request Form; secure the principal's/department head's signature, and forward the form and jury summons to the Chief Talent Officer as early as possible.

Procedure for Requesting Exemption from Jury Service

Those individuals who feel that jury service would be professionally impractical may request to be excused and their service rescheduled under the following conditions:

1. Teachers may be excused from jury service during:
 - a. The first month of the school term, and
 - b. The last two weeks of the school term.
2. Teachers may be excused from jury service during the nine weeks and semester exams.
3. Special education teachers will normally be excused upon request.
4. Teachers will be excused on an additional basis if jury service would constitute an undue hardship to students. The Jury Chief Judge will make the determination, based on recommendation from the District's Superintendent. This determination should be made primarily on the basis of whether a substitute is readily available.

Teachers who desire to be excused from jury service under the foregoing guidelines should submit to Talent Management the [Jury Excuse Form](#) which is available on the District's website along with a legible photocopy of the Jury Summons. If the excuse falls under Condition 4, a statement must be placed on the back of the summons that jury service by the

teacher would constitute a hardship on the students and specify in one or two sentences the exact reasons why their absence would constitute a hardship to students.

After the principal signs the summons, it will be sent to Talent Management, where the category applicable to the request will be noted on the summons.

The summons will then be mailed to the School Board attorney, who will take necessary legal proceedings to have the individual's request properly processed. A teacher is not excused and their service rescheduled until the court has approved the request. The attorney will notify Talent Management regarding the determination. The Chief Talent Officer will then notify the teacher. An individual who has not been advised that their request for excuse has been approved or denied should call the office of the Chief Talent Officer on the day prior to the reporting day.

Talent Management will maintain records of the persons who serve jury duty and who are excused and furnish this information to the Jury Chief Judge in June of each year.

Personal Wellness and Business Days

Each teacher will be provided with five (5) personal wellness and business days ("personal days") at no cost to the teacher. Except in the event of an emergency or extenuating circumstances or when a personal day is needed for personal well-being purposes, the teacher shall notify and obtain the approval of their supervisor a minimum of twenty-four (24) hours prior to taking these days. Any personal leave days not used during the school year shall roll into accumulated sick leave days for the upcoming school year. Should a teacher be eligible for retirement and notify the District by close of business on May 1 of their intent to retire, their unused personal days will be applied to sick leave for the year in which they are retiring.

Religious Observance Days

Teachers may request time off for the purpose of religious observance and use personal business leave days, if available, or be charged a full day deduct. These days must be approved in advance by the teacher's supervisor. Provided the request meets the criteria stated above, it will not be unreasonably denied.

School Business Leave

If the principal or teacher's supervisor determines that a school sponsored activity or professionally related meeting or activity endorsed by the school system requires that the teacher be absent from their regularly assigned duties, the teacher will be given a leave of absence with pay for the necessary period.

Teachers will be permitted to attend two days of educational meetings pertaining to the teacher's assignment during the time classes are in session. Approval must be obtained from the immediate supervisor and attendance at the meeting will be allowed if it will be of benefit to the District. Every effort shall be made to give ten working days notice prior to the approved absence.

Emergency Leave

Teachers will have up to five (5) days, at no loss of pay, available annually for the purpose of handling emergencies. The purpose of this leave is to allow time off for an unforeseen event requiring the teacher's absence for duties or responsibilities that cannot be handled outside the normal school day. Whenever possible, approval of their immediate supervisor or a designee of the Superintendent, prior to taking any leave is required.

Extended Leaves of Absence

Extended leaves of absence may be paid or unpaid, depending on the reason for the absence and the teacher's available paid leave. Teachers may be required by the district to apply for a leave of absence or be placed on a leave of absence regardless of the teacher's available paid leave, including when they are or are expected to be absent from work:

1. For more than five (5) consecutive days;
2. For a workers' compensation injury; or
3. For a covered reason under the Family and Medical Leave Act (FMLA).

The purpose of this requirement is not to discourage or interfere with a teacher's right to use available paid leave but to aid the district in staffing planning and ensure absences are properly designated as FMLA-covered when applicable. Extended leaves of absence without pay may be granted for the reasons stated in this section only after the teacher has been employed by the District for at least three consecutive years as a full time contract teacher, except in cases of military service or where applicable laws entitle the teacher to take leave. Extended leaves of absence will not be granted to teachers who do not meet the conditions or who fail to follow the procedures outlined in this policy. All extended leaves of absence are granted to June 30 of the year in which the leave commences and may be renewed in certain instances upon written request as stated below. Teachers requesting an extended leave of absence or renewal of a previously granted extended leave of absence shall follow leave procedures established by Talent Management. Such request shall designate the reason for such leave, and the beginning and ending dates of the requested leave shall be filed, when possible, not less than one month prior to the beginning of the requested leave of absence. Except where applicable laws entitle a teacher to continued leave, all extended leaves of absence shall expire automatically on June 30 of each year, subject to renewal as herein provided. If the position of the teacher is eliminated during the first calendar year of the extended leave of absence, the teacher shall be returned to a substantially equivalent position. A teacher must be back at work full-time for at least one year before a subsequent unpaid extended leave will be granted, except where applicable law entitles the teacher to take unpaid leave (e.g., FMLA, workers' comp, USERRA, etc.) or otherwise noted in the negotiated contract.

While on an unpaid extended leave of absence, a teacher must pay the District portion of the dental and health insurance premiums as well as any dependent coverage in order to keep this coverage in force.

In granting an extended leave of absence beyond one year or returning from a one-year extended leave of absence under this category the District signifies its intention to reemploy the teacher to a similar position at the end of the leave, provided:

1. There is an existing vacancy for which the individual is qualified, and
2. The teacher complies with all requirements of re-employment

Extended leaves of absence are granted in the following situations:

1. Parental Leave

A teacher may request an extended leave of absence in order to care for a newborn or a child placed with the teacher for permanent foster or adoption within the first year of placement. Parental leave is inclusive of any time taken off for childbirth and recovery from or to care for someone recovering from childbirth. After the first twelve (12) weeks of parental leave, when sick, sub-deduct, and/or donated sick leave may be used (if available), any remaining extended parental leave is unpaid unless personal business or vacation leave is used. Parental Leave may be renewed for two successive school years.

2. Personal Illness

Requests for leave of absence for personal illness, requests to return from such leaves, or requests to extend such leaves must be accompanied by a physician's statement. Such statements will indicate the nature of the illness and specifically state that the individual is unable to perform their assigned duties or other gainful employment. Statements to return shall indicate that the teacher has sufficiently recovered to resume normal duties. Teachers on leave of absence for personal illness will not be permitted to do substitute teaching. *A leave of absence for personal illness may be renewed for two successive school years.*

Requests to return from extended leaves for personal illness, automatic leaves, or temporary disability must include a statement from a healthcare provider releasing the teacher to return to work, and describing any limitations or restrictions the teacher may have or any reasonable accommodations the teacher may need upon their return to work.

If a request for return or for extension of an extended leave of absence has not been submitted in writing to Talent Management prior to April 25 each year, the leave of absence will lapse and the individual's employment will be deemed to have terminated. When a regular teacher is placed on extended leave of absence, a replacement may be assigned to the position at the regular salary to which the replacement would be entitled as a regular teacher during the year for which the extended leave is granted. The contract services of the replacement teacher will be designated in each such assignment for termination as of the date the regular teacher is able to return. If such leave is extended by written request into the following school year, the above provision shall remain in effect for one calendar year from the effective date of the original leave, after which a permanent teacher may be assigned to the position. The purpose of the above regulation is to enable a teacher to be on a leave for one calendar year and return to the same position.

3. Caring for Sick Member of Immediate Family

Request for leave of absence to care for a sick member of the teacher's immediate family must be accompanied by a physician's statement. This leave of absence may not be renewed unless the teacher has available paid leave to cover the absence or the FMLA or other applicable laws entitle the teacher to continued leave, or otherwise noted in the master contract.

4. Further Study

An extended leave of absence for further study may be granted for approved courses of study for not less than 20 hours of credit for the school year. Teachers failing to comply with this requirement will not be entitled to leave of absence benefits. This leave of absence

may be extended for two successive school years. Requests for leave of absence for further study submitted after June 30 will not be granted.

Requests to return from extended leave for study should be accompanied by an official transcript showing successful completion of 20 hours of college credit during a year's leave or showing such courses in progress.

5. Public Office

Teachers will be granted a leave of absence for up to one year in order to become a candidate for public office. If elected, the teacher may return to their employment after the term of office (including any reelection to the same or other public office) has expired. The teacher will be reinstated at the salary step to which they were entitled when leave was granted.

6. TCTA President and First Vice President

The TCTA President and First Vice President shall be given an extended leave of absence from their regular teaching assignment concurrent with their term(s) in office. Upon return, the former officers will be restored to their previous assignments. In the event the previous assignment(s) has been eliminated during the leave of absence, they shall be assigned to a similar position.

7. Extended Military Leave

A teacher who is called to active duty in the Armed Services of the United States, or who is a member of a reserve component and is ordered to active duty, shall be entitled to a leave of absence during the period of active duty and shall be entitled to reinstatement and benefits to the extent provided by applicable state and federal laws. The first thirty (30) days of such leave of absence shall be fully paid by the District. This category is not intended to apply where the teacher is ordered to active duty for temporary routine training, summer camp, or similar situations involving active duty of less than sixty (60) days.

8. Sabbatical Leave

A teacher may request an unpaid leave of absence after seven years to pursue travel, study or employment. Such a leave will only be considered if in the best interest of the District. This leave may be granted once every seven years and cannot be extended. If the leave of absence is granted and the teacher returns to the District within one year, they may be returned to their former school and previous assignment if available. Teachers shall notify District officials prior to April 25, of their intent to return.

9. Extended Leaves for Reasons Other Than Listed Above

Extended leaves of absence for reasons other than those listed in Sections one (1) through eight (8) may be recommended by the Superintendent to the Board of Education when, in the judgment of the Superintendent, such leave would be in the best interest of the school system and/or the teacher. This leave of absence may not be renewed.

Leave Verification

Each teacher is responsible for completing an appropriate leave form and supplying information related to the nature and type of leave requested or taken. Whenever possible, the request for leave must be submitted prior to the leave. In instances where prior approval of leave is required, the leave form must be submitted in sufficient time to permit the teacher's supervisor to approve or disapprove the leave. When due to an emergency or other unforeseeable circumstance the teacher is unable to submit a

request for leave prior to the leave, they shall be responsible for accurately completing the leave/verification of leave form as soon as this can be accomplished following the teacher's return from leave.

If an extended absence or special circumstances are involved, the teacher may be required by the District to complete and return a leave form during the period of absence. In such an instance, the District will cooperate fully with the teacher by making a leave form available.

In any case in which a leave request or verification of leave is submitted to the District, it shall include the signature of the teacher and the representation that the teacher has truthfully and accurately represented the nature and type of leave and any facts related to the leave.

This provision is not intended to displace other negotiated provisions that designate leave to which teachers are entitled, establish timelines for requesting leave, or specify whether leave requires approval as a condition of leave.

Family and Medical Leave

The District reserves the right to, in the event of a qualifying reason for leave under the Family and Medical Leave Act of 1993 (Act or FMLA), require the teacher to submit appropriate information consistent with the Act.

It is the intent of the District to comply with the mandatory requirements of the Act in questions which arise with regard to a teacher's entitlement to FMLA. Mandatory provisions of the Act shall control in the event of a dispute.

A teacher may be granted up to twelve work weeks of leave [60 work days, counted as provided by FMLA regulations] for reasons covered by the Act. The leave may be an unpaid leave or may be unpaid leave combined with applicable accrued vacation, personal business and/or accrued sick leave days. Whether the leave is paid, unpaid, or combination of the two is dependent upon paid leave accrued by the teacher. FMLA leave may be taken on an intermittent or reduced schedule basis only if medically necessary.

To qualify for leave under the Act, a teacher must meet the following conditions:

1. The teacher must be employed at least twelve (12) months by the District;
2. The teacher must have worked at least 1,250 hours during the previous twelve month period; and
3. The teacher must need leave for a reason covered by the Act.

FMLA may be granted for the following reasons:

1. Child care: To care for the teacher's child, after birth;
2. Placement Leave: for adoption or foster care;
3. Family leave: To care for teacher's spouse, child(ren) or parent who has a serious health condition;
4. Personal illness: for a serious health condition that makes the teacher unable to perform the teacher's job;
5. For qualifying military exigencies;
6. To care for a covered servicemember with a serious injury or illness (up to 26 work weeks, counted as provided by FMLA regulations of leave may be taken in a single 12-month period to care for this reason only); and

7. Pregnancy: To receive prenatal care, for incapacity due to pregnancy, and for a serious health condition (including recovery from childbirth) following birth of the teacher's child.

PLEASE NOTE! All forms of paid leave available to a teacher will run concurrently with FMLA leave.

To request leave under the provisions of this policy, an eligible teacher must follow the steps below:

1. Submit in writing a request for leave to the Chief Talent Officer. State the beginning and ending dates of the requested leave and the reason leave is requested. Teachers may also be required to submit a leave request form through Talent Management or a leave management vendor.
2. If the leave is requested for illness, a doctor's statement will be required.

When the Chief Talent Officer has received a request for leave under this Act, the teacher will be forwarded all necessary forms and instructions to apply for the leave. The District may, in the absence of a teacher's application for leave, place an eligible teacher on FMLA leave and require any necessary documentation.

Additional information regarding the Act shall be available for review by teachers at each school site and in the district's FMLA policy.

Unused Sick Days

Teachers who leave the District for any reason following completion of a minimum of ten (10) years of service to the District shall be paid for accrued sick days at the rate of thirty dollars (\$30.00) per day in accordance with the following schedule:

Years of Consecutive Service in Tulsa Public Schools	Percent of Accrued Sick Days to be Paid to Employee
20 or more	100%
19	90%
18	80%
17	70%
16	60%
10-15	50%

The amount payable to the teacher shall be remitted to the teacher in a lump sum or the teacher may choose to have the money paid into a tax shelter program. The teacher, in that instance, shall assume personal responsibility for ensuring that the District is furnished, prior to the payout, the information necessary to make the disbursement to the appropriate tax shelter program. The teacher shall also assume responsibility for ensuring that the payment, based on accumulated sick days, is eligible for payment into a tax shelter program. The teacher shall indemnify and hold the District harmless for its payment of the money, at the teacher's direction, to a tax shelter program.

For the purpose of computing payment for unused sick days, a creditable year of service shall be six (6)

school months of service during the contract year. This is equivalent to 120 school days. Records of available sick days shall be maintained, with regard to teachers who terminate employment prior to ten (10) years of service, for use in the event the teacher is employed by another District which shall, by operation of law, accept the transfer of all or a part of the teacher's accumulated sick days. In the event a teacher's employment is terminated by reason of death and the teacher was otherwise eligible for payment related to the accumulated sick days, the amount due the teacher shall be paid to the teacher's estate or otherwise in accordance with the applicable law governing the disbursement of funds following death of a teacher.

¹ Attorney General Opinion No. 80-300 provides that if a school district pays employees for unused sick days upon retirement or termination of contract, then the payment shall be limited to those days accumulated in the District. Accordingly, the District, in calculating accumulated sick days which shall be eligible for payment, shall consider those days for payment that were accumulated while employed by Tulsa Public Schools during consecutive years of employment. The same opinion of the Attorney General states that once an employee has been paid for accrued sick days by a local district, then those days are no longer to be considered as unused sick days. Consequently, the District reports an employee's accumulated sick days to other entities such as school districts or the Oklahoma Teachers' Retirement System, the District shall note the days accumulated by the employee and shall also report any days for which it has paid the employee.

Sick Leave Sharing Program

Pursuant to applicable law, the District and the TCTA agree to the following Sick Leave Sharing Program. Sick leave days may be donated from one District teacher to another within the following guidelines:

1. Permission to receive donations will be granted only for a District teacher who is pregnant or recovering from childbirth or who is suffering from or has a relative or household member suffering from an extraordinary or severe illness, injury, impairment or physical or mental condition that has caused or will cause the teacher to exhaust all accumulated sick leave earned pursuant to law and that has caused or is likely to cause the teacher to take leave without pay or to terminate employment, as determined by the Chief Talent Officer or their designee.

2. For purposes of this provision, the following definitions apply:

"Relative of the teacher" means a spouse, child, stepchild, grandchild, grandparent, stepparent or parent of the teacher.

"Household members" means those persons who reside in the same home, who have reciprocal duties to and do provide financial support for one another, including foster children and legal wards, even if they do not live in the household. This term does not include persons merely sharing the same general house.

"Severe" or "extraordinary" means serious, extreme or life-threatening, including temporary disability resulting from pregnancy, miscarriage, childbirth and recovery therefrom.

"District teacher" means any full-time certified teacher of the School District.

3. The request for permission to receive donations must be in writing and may be presented to the Chief Talent Officer or their designee by the District teacher, a family member, another teacher (acting with the affected teacher's permission), or TCTA, in their behalf. A District teacher may be eligible to receive donations if the Chief Talent Officer or their designee determines that the teacher meets the criteria described in this provision and the teacher has followed District policies regarding the use of sick leave. To allow the Chief Talent Officer or their designee to determine whether the teacher meets

the criteria described in this policy, the teacher must first submit a medical certificate from a licensed physician or health care practitioner verifying the severe or extraordinary nature and expected duration of the condition.

4. A donee may not use any donated sick leave until their sick leave earned pursuant to law has been exhausted. The donee may use donated sick leave only for the purposes specified in this provision.

5. Donated sick leave will be paid at the daily rate of the donee, not the donor. The sick leave received by the donee will be designated as donated sick leave and will be maintained separately from all other sick leave balances.

6. Donated sick leave not used by the donee during an occurrence as determined by the Chief Talent Officer or their designee shall be returned to the donating teacher. The donated sick leave remaining will be divided among the donors on a prorated basis based on its original donated value, returned at its original donor value and reinstated to the annual leave balance of each donor.

7. The maximum total number of days that may be received as donations by any teacher is one hundred (100) during each individual event when documentation is provided. Provided however, in circumstances in which a teacher or a relative of the teacher has a terminal illness in which the teacher or the relative of the teacher is expected to die within the next twelve (12) months, as certified by a medical practitioner to the Chief Talent Officer or their designee, the teacher may receive up to sixty (60) additional days during the teacher's total District employment for the sole purpose of dealing with the end of life issues faced by the teacher or the teacher's relative. As to a teacher's relative the additional sixty (60) days may be utilized for only one relative.

8. A teacher may donate only days that are earned and accumulated. The donor may donate any amount of sick leave provided the donation does not cause their sick leave balance to fall below ten (10) days.

9. Any contribution of sick leave by one teacher to another is strictly voluntary. No teacher shall be coerced, threatened, intimidated or financially induced into donating sick leave under this provision. Each contribution of sick leave must be confirmed in writing by the donor to the Department of the Chief Talent Officer or their designee.

COMPENSATION AND FRINGE BENEFITS

Salary Schedule

See Schedule I

A teacher will be considered as having had one (1) year of experience if they have taught not less than 120 days for any year. Teachers will be given credit for years of teaching experience equivalent to the amount credited by the Oklahoma State Department of Education (OSDE). Beginning with the 2004-2005 school year, in areas of shortage, as defined by the District's Chief Talent Officer or their designee, teachers will be given credit for all in-state and out-of-state years of experience. Teachers who complete their Masters, Masters plus 30, Masters plus 60, or Doctorate during the first semester will move to the appropriate salary level for the second semester. The salary adjustment will be one-half the amount allowed.

All teachers will be placed on the corresponding step as recognized by the OSDE. In those cases where a teacher is on a higher step than what the state recognizes their step level will not be reduced.

School nurses will receive credit on the salary schedule for all years of experience as a practicing RN.

Recruitment Incentives

Beginning January 18, 2008, the District will pay a one-time \$2,000 recruitment stipend to teachers accepting employment with the District who are properly certified in the areas listed below and will be teaching in that subject. Furthermore, former employees will be eligible for the recruitment stipend if they have been gone from the District more than one (1) school year and have not received a recruitment stipend in the past.

The maximum stipend payable to any new employee will be \$2,000. This stipend must be approved annually by the board of education at its July board meeting for the fiscal year in question:

Special Education - certified in special education and one or more core secondary subjects, elementary education or early childhood education

Secondary - Math Analysis (5503, 5550), Algebra (5501, 5550, 5552), Geometry (5511, 5513, 5550, 5552), Calculus (5505, 5550), Trigonometry (5517, 5550), Statistics (5515, 5550), Intermediate Math (5552), Advanced Math (5550)

Secondary Science - Anatomy/Physiology (6001,6050), Biology (6003 or 6050), Botany (6005, 6050), Zoology (6017, 6050), Chemistry (6006), Earth Science (6009), Physical Science (6013, 6015, 6006), Physics (6015)

Foreign Language - French (2003, 3701), German (2005, 3703), Latin (2007, 3705), Russian (2006, 3709), Spanish (2011, 3711), Chinese (provision certification)

Benefit Payout Following Termination of Employment (Insurance)

July and August fringe benefits are now paid to any teacher who takes a regular payout; that is, receives a paycheck in July and August. That practice will continue until otherwise altered, with notice to TCTA, by the District.

Career Increment

Definition of Creditable Service Requirement.

Career increments for certain creditable service in the District in the amount of \$1,000.00 will be paid. The reference to creditable service for the purpose of calculating the career increment

available to teachers after 20, 25, 30, 34, and 37 years of service shall be defined as service in the District plus years of out-of-district service for which the teacher has received credit on the District salary schedule. This definition of creditable service shall apply to those eligible for career increments as of September 1, 1998, and after that date.

Military Service

Eligible teachers shall receive credit on the salary schedule for military service as permitted by the State Department of Education.

Credit for Years of Service

Teachers who move into a role that moves them from the classroom into a role that places them on a non-Tulsa public Schools Teacher Salary Schedule will be internally credited for their years of service each year that they work in the new position and will be placed on the corresponding step of the salary schedule with full TPS credit for years of service within the district if and when they return to the classroom. Please note that this will not impact the State Personnel Report.

Extra Professional Duties

Any classroom teacher who teaches an in-service (continuing education) course or driver's education course shall be compensated at the rate of \$23.00 per hour.

Fringe Benefits

See Relevant Listing and Explanation as to Fringe Benefits in Schedule V.

Any contact with the Employee Assistance Program (EAP) is treated confidentially, and is in no way reflected in the personnel record since it is a community service and not company related.

Pay Periods for New Teachers

Pay periods for all newly hired teachers shall be adjusted to provide for the first paycheck on the first Friday of each September, and a second paycheck on the regularly scheduled pay date. Each September payment shall be based on one-half of the first month's salary. Thereafter, salary payments shall be made on the same schedule as for other certified teachers.

Date of Issuance of Pay Warrant

The payday for certified personnel will be on the twentieth day of each month. Should the twentieth fall on a day when school is not in session or on a legal holiday, the payday for that pay period will be on the last work day before the twentieth.

Salary Adjustments

When a teacher improves their professional status by acquiring the required number of approved hours or a degree, they will be entitled to move from one education lane to another on the teachers' salary schedule by moving horizontally to the education lane for which they have become eligible.

Fractions of school terms of not less than one (1) month may be combined to make a total of not more than two (2) years of experience.

EMPLOYMENT

Review of Annual Employment Contracts (Applicable to Members of the Bargaining Unit)

The District shall make a copy of its annual employment contracts, applicable to members of the TCTA bargaining unit, available to a designated representative of TCTA. TCTA shall be invited to comment regarding changes proposed in the District's annual employment agreements which are issued to individuals within the bargaining unit represented by TCTA. TCTA shall submit written comments to proposed changes in the agreements, within five workdays of the receipt of the amended employment agreements.

The District will provide all certified teachers with a duplicate copy of their annual contract at the time of signing. Teachers on temporary contracts will receive notification of their employment status by May 1.

Certification Reminder

In February of each year, TPS will remind all teachers via email to review and, if applicable, renew their certifications with the Oklahoma State Department of Education and to complete their background check. The subject line of this email will read "Teacher Certification Renewal and Background Checks."

Change of Name or Address

Any teacher whose name is changed by marriage, divorce or other legal procedures must immediately notify Talent Management of such change. Teachers must also notify the District of a change in address by making such changes through its Employee Self Service located on the Tulsa Public Schools website.

New Teacher Certification/Licensing

The procedures for all new teacher candidates are as follows:

1. In order to be eligible to be employed by the District, a teacher must be certified for the position for which they are being hired.
2. Contracts are not signed or issued until a certificate or license is on file.
3. Securing the certificate/license is the teacher's responsibility and a condition of their employment.
4. In cases where a teacher candidate meets certification/licensing requirements but has not yet received a certificate/license, the District will allow (according to law) the candidate to work as an apprentice and be paid at the apprentice rate of pay.
5. Since contracts are not signed until after the certificate/license is on file, contract salary payments are retroactive only to the date of the contract signing and not the date of the certificate/license or date of employment.
6. Teacher candidates failing to file a certificate/license within the first twenty (20) working days will be relieved of their duties and any commitment previously made by the District will be null and void.
7. Teacher candidates working on a substitute teacher basis will not be entitled to any fringe benefits during the said period of service.
8. Teacher candidates working on an apprentice teacher basis will be entitled to any fringe benefits during the said period of service.

New Teacher Orientation

A program shall be conducted for the introduction of new teachers into the school system, providing a minimum of two days of orientation prior to the reporting date for all teachers.

Each teacher new to education shall be assigned to an experienced member of the staff of their school to whom the new teacher may turn for advice and guidance during the school year in addition to having the availability of an instructional mentor. Teachers who have returned from retirement or who have prior teaching experience will have made available to them a building level mentor and an instructional mentor to use as resource options.

Position Upgrades

A position need not be posted as a vacancy when the position has been altered as a result of reallocation of job functions, assigned a higher pay grade, or when following the modifications to the position, it remains a position for which the incumbent teacher is qualified by virtue of training and background. In those instances where the District is not seeking applicants for the position, no

posting is required.

TCTA shall be notified, in writing, ten (10) working days prior to the modification of position. Notification shall include pay adjustment, change in responsibilities, organizational structure, and justification for change.

Probation of Certified Personnel

Any former career teacher who returns to a teaching position after having been away for one (1) to four (4) school years following a resignation will begin a new three-year period of probation unless their final composite weighted average on the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) was 3.75 or higher when they left. Any former teacher who returns to a teaching position after having been away for five (5) or more years following a resignation will begin a new four-year period of probation.

Promotions of Certified Personnel

The following items are among those considered in making promotions:

1. Evidence of superior scholarship at the undergraduate level.
2. Graduate work related to the specialized area involved in the promotion and the scholarship in that graduate work.
3. Evidence of having distinguished oneself in present or prior assignments.
4. Evidence of having demonstrated successful interpersonal skills.
5. Extent to which the Superintendent's Personnel Committee has adjudged the applicant for promotion to have potential for educational leadership. Length of service in the District may be considered.

Any vacancy in any promotional positions including but not limited to positions as Assistant Superintendents, Directors, Coordinators, Administrative Assistants, Principals, Assistant Principals, Counselors and Teachers on Special Assignment, shall be publicized by a notice posted on the District's website, for at least twenty (20) calendar days, exclusive of holidays. Positions may be filled five (5) work days after publication. Acting positions will be advertised in the same manner as permanent positions during the spring of the year. However, the administration reserves the right to appoint staff members to acting positions on a temporary basis, not to exceed the remainder of the school year, when time does not permit advertising to occur. Posting of vacancies during the summer months shall be on the District's website. Notices of vacancies in department chairpersonship for team lead shall be posted by the principal within the individual building for a like period. Such notice shall clearly set forth the qualifications and compensations of the position. A copy of every such notice, excepting those for department chairpersonships or team lead, shall be delivered to the Association at the time of such posting.

Within twenty (20) calendar days, exclusive of holidays, following the initial posting of the vacancy, any teacher who desires to fill such vacancy shall file their application with the

Superintendent in writing on an approved form, which shall be provided by Talent Management upon request. Applications for department chairpersonships or team lead shall be made in writing to the building principal.

When vacancies occur in promotional positions, those teachers with written requests on file for such positions will receive first consideration, provided they are certified and otherwise qualified for the position. If a certified person is not available, then one who is willing to obtain certification will be considered upon recommendation by the building principal.

When there is a vacancy in any special assignment within a building, a notice of vacancy shall be posted in the building for a period of not less than five working days before the position is filled.

Reduction In Force Provisions

CERTIFIED TEACHING PERSONNEL

(In Force Beginning July 1, 2012, to Implement SB 2033 Terms)

I. Prompting Oklahoma Legislation

Oklahoma Statutes at Section 6-101.31 of Title 70, provide as follows: - The primary basis used in determining the retention or reassignment of affected teachers and administrators when a school district implements a reduction in force plan shall be the ratings of the teachers and administrators as measured pursuant to the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6 of this act.

II. General

1. Reasons for a Reduction in Force. Any teacher in the District may be non-reemployed for the following fiscal year when the board decides that due to

(a) a financial necessity or

(b) a program change or

(c) a decline in enrollment or

(d) other business inevitability as determined by the board, a reduction in the teaching staff for the following fiscal year is necessary.

2. Definitions. For the purpose of this section, the following terms have the stated meanings:

a. "Financial necessity" means a reduction in the District's financial resources that in the sole judgment of the board of education will result in a reduction in the District's current or future operating budget.

b. "Program change" means any elimination, curtailment or reorganization of a curricular / instructional offering, program or school operation or a reorganization or closing of a school or a consolidation of two or more individual schools or school districts.

c. "Declining enrollment" means a decrease in the District's total enrollment or enrollment in a particular program or curricular / instructional offering which in the sole judgment of the board of education may adversely affect the District's current or future funding and/or the necessity of maintaining certain current or future class sections or curricular / instructional offerings.

3. Criteria for Eliminating Positions. The primary standard in implementing any reduction in force shall be the maintenance of a sound and balanced educational program that is consistent with the functions and responsibilities of the District. In deciding which positions to eliminate, the superintendent and the board will consider the curriculum, instructional focus and the unique / multidimensional needs of students. Natural attrition will always be used as the first means of reducing the force.

III. Criteria for Non-reemployment of Teachers in Affected Positions

For the purpose of Reduction in Force, a three-year average of the Tulsa Model rankings shall be used. The three-year average shall be defined as rankings from the current school year and the two years immediately preceding the current year. If three years' rankings are not available for said years, then the district shall use the most current years available.

Once a determination has been made as to which positions should be eliminated then the primary basis that will be used in determining which teachers to retain in the affected position(s) will be the Tulsa Model evaluation ranking of the teachers holding such positions as measured (to the nearest hundredth of a decimal point) by the District's Teacher and Leader Effectiveness Evaluation System (TLE). If the rankings of the teachers in the affected positions are identical then the following, in this order, shall control:

- a. Seniority in the District.
- b. The number of certifications held.
- c. Total years of teaching experience.
- d. A lot drawing made by the Chief Talent Officer in the presence of an authorized representative of TCTA.

IV. "Bumping" Rights

1. Only those teachers who have an average three year Tulsa Model ranking that falls at the effective rating of 2.80 or above will be given bumping rights. If three years of rankings are not available, the district will use an average of available years, as defined in the opening paragraph of Section III. In order to bump, a teacher must be certified in the position they seek to move into and must meet all state and federal requirements necessary to hold that position.

2. In the event a teacher eliminated through Reduction in Force is certified to hold a position other than the one being eliminated, said teacher may bump another teacher in that position, as long as the teacher has seniority over that person and has an average composite ranking score that is greater than the other teacher as measured to the nearest hundredth of a decimal point.

3. If the composite rankings of the teachers in the affected positions are identical then the

following, in this order, shall control bumping:

- a. Seniority in the District (as stated above).
- b. The number of certifications held.
- c. Total years of teaching experience.
- d. A lot drawing made by the Chief Talent Officer in the presence of an authorized representative of TCTA.

V. Procedures For Reduction in Force

1. Action by Superintendent. The superintendent, upon receipt of the board's preliminary determination of the necessity for a reduction in force, or upon the superintendent's own decision, shall submit to the board the superintendent's written recommendations for eliminating particular teaching positions. In making recommendations, the superintendent

(a) shall not be limited to considering only positions in the areas or programs designated by the board, and

(b) shall consult with the deputy superintendent, if any, and each relevant principal and administrator in whose school or unit a position elimination is proposed, and

(c) shall take into consideration the criteria set out herein.

2. Action by Board. In the absence of a recommendation from the superintendent pursuant to this section, or when the board of education chooses not to accept the superintendent's recommendation, the board may initiate action without such recommendation provided that it adheres to the other provisions of this Reduction in Force Agreement.

3. Applicability; Notice and Hearing Procedures. The parties acknowledge that teachers on temporary contracts have no right of continued employment and that none of the provisions in this agreement relating to reduction in force apply to such teachers. Prior to taking any action to non-reemploy a teacher due to a reduction in force, whether acting on a recommendation of the superintendent or on its own decision, the board shall provide written notice and an opportunity for hearing to the affected teacher. Because the law does not provide nonrenewal hearings for teachers on temporary contracts no hearing opportunity shall be afforded any teacher on a temporary contract with notice of the expiration of the temporary teacher's contract at the end of the school year being provided to the temporary teacher. The notice and board hearing procedures for teachers other than temporary teachers shall be the same as those provided by Oklahoma law regarding non-reemployment of teachers. Notice of a recommendation of non-reemployment shall be given to the teacher prior to the applicable deadline set by law.

4. Board Hearing. At the board hearing, evidence may be presented by the administration and the teacher, as to

(a) whether a reduction in force is reasonably necessary and is being made in good faith and for the best interests of the District and

(b) whether the recommendation to not renew the specific teacher is being made in good faith under this Reduction in Force Agreement.

5. Effect of Board Decision. The decision of the board based on the evidence presented at the hearing shall be final and non-appealable.

VI. Re-employment or Other Employment After Reduction in Force

1. Recall. For one school year after the effective date of non-reemployment due to a reduction in force, the board of education shall not fill positions eliminated through reduction in force without first offering such positions to the non-reemployed and eligible teachers. In order to be an eligible teacher for recall, the teacher, at the time of the reduction in force, must have had an overall composite evaluation ranking, for the time period used, of at least 2.80 on a scale of 5.00 and be certified and qualified to teach in the open position. Recall shall be in the reverse order of the reduction in force. In the event one or more teachers eligible for recall are equal in all criteria used in the reduction procedure, the superintendent / superintendent designee shall have authority to select the teacher believed to best fit the needs of the district.

2. Recall Procedures. The offer of reemployment shall be made personally and by certified mail, return receipt requested, and the teacher shall be notified in such notice that if the teacher wishes to accept, the teacher must do so in writing within five (5) calendar days of their receipt of notice. It is the responsibility of the teacher to keep full, accurate and current mailing addresses / phone numbers up-to-date with the Talent Management Department of the District. Failure to receive acceptance within five (5) calendar days or rejection of the offer of reemployment eliminates all reemployment rights of the teacher.

3. Status After Recall. A career teacher who has been non-reemployed and who is then reemployed within one school year shall be reinstated as a career teacher. A probationary teacher who is non-reemployed but is then reemployed within one school year shall be given credit for the time already served as a probationary teacher for the purpose of determining eligibility for career teacher status.

Select Reduction in Force Provisions
(Read entire agreement for a review of ALL Provisions)

In Force beginning July 1, 2012
Reasons: Financial necessity Program change Decline in enrollment Other business inevitability
Initial Criteria: Natural attrition first
NOTE... there is no distinction between Probationary and Career under State statute beginning July 1, 2012; therefore, see provisions immediately below that affect ALL teachers (other than teachers on a temporary contract).

<p>Non-reemployment of teachers: Positions identified; lowest composite evaluation rating of teacher is first to be RIFFED. If ratings are tied, then order of seniority, number of certificates, years teaching, lot drawing.</p>
<p>Bumping Rights: Only teachers at 2.80 or above have rights. If tied, then order of seniority, number of certificates, years teaching, lot drawing.</p>
<p>Recall: On list for one (1) year. Only eligible if 2.80 or higher. Eligible if certified and qualified to teach in the open position (based upon areas of certification, not previous position held prior to RIFFING). Recall in the reverse order of the RIF. Ties result in superintendent's determination of needs of the district.</p>

Residency Program

Every beginning teacher will be assigned a Residency Committee as may be required by law.

Resignations

Any teacher desiring to resign should give to the teacher's principal/supervisor, with a copy to the Chief Talent Officer and the Superintendent, written notice at least thirty (30) days prior to the effective date of resignation. All resignations will be referred to the Talent Management Department for immediate processing.

Individuals who have resigned or otherwise terminated from the District may be reemployed, but will be placed on a temporary contract for up to their first four (4) semesters back with the district, regardless of probationary or career status. Teachers who resign without giving the required notice or following the proper procedures will not be released from the District and may be denied future employment.

When a teacher resigns after completing a school year, has a change in plans, and requests that the resignation be rescinded, such request may be approved by the Superintendent and the Board if the teacher has completed the previous school year and is available for the beginning of the following school year without any significant loss of teaching time. The individual may be continued without loss in salary status and in the same position they filled the previous year if the previous assignment is still available. In case the previous position has been filled, they may then be considered for another assignment if one is available.

Resignations will be effective at 4:30 p.m. of the date requested. All resignations are irrevocable and may be accepted or rejected by the Superintendent of Schools.

GRIEVANCE PROCEDURE

I. DEFINITIONS

A. A *grievance* is a dispute, disagreement, or controversy involving a violation, misinterpretation or misapplication of negotiated language or written or well recognized school board or administration policies or practices. The term grievance shall not apply to any matter in which (1) the method of review is prescribed by law, (2) the board is without authority to act, and (3) shall not apply to teacher evaluations, discipline or termination.

B. An *aggrieved person* is any certified teacher asserting a grievance. The bargaining unit may also assert a grievance when the bargaining unit acts on behalf of the members of the bargaining unit or a substitute part of the unit.

C. *Grounds*, when used in this procedure, shall mean the basis upon which a grievance is being presented or appealed.

D. The term *days*, when used in this procedure, shall mean teacher work days during the regular school year. At times other than during the regular school year, the term *days* shall mean those days during which the administrative offices of the District are normally open.

E. A *party of interest* is the person or persons making the grievance and any party who might be required to take action or against whom action might be taken in order to resolve the grievance.

II. PURPOSE

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to the problems which may from time to time arise, affecting the welfare or working conditions of teachers. Both parties agree that grievance proceeding(s) will be kept as informal and confidential as may be appropriate at each level of the procedure.

III. GENERAL PROCEDURES

A. The number of days for processing of grievances indicated at each Level should be considered as a maximum. The time limit specified may, however, be extended or limited by written mutual consent which will include the revised deadline.

B. Nothing herein contained will be construed as limiting the right of an aggrieved person to discuss the matter informally with any appropriate member of the administration of the school district and have the grievance adjusted, provided the adjustment is consistent with the terms of written or well-recognized school board or administrative policies or practices.

C. An aggrieved person may be represented at any Level of the Grievance Procedure by a statewide professional educators association.

D. Beyond Level One in the Grievance Procedure, the aggrieved person/persons may present written statements of relevant material that would assist in the equitable resolution of the perceived disagreement, controversy and/or complaint, involving a perceived violation of the terms of school board or administrative policies.

E. A grievance initiated by an aggrieved person at a time other than during the regular school year shall commence at Level Three.

F. No grievance shall be considered or processed unless it shall have been presented at the appropriate level within ten (10) days after the aggrieved person knew or should have known of the act or condition on which the grievance is based; and, if not so presented, the grievance shall be considered forever waived.

G. An aggrieved person may withdraw a grievance at any time by notifying, in writing, the Superintendent of Schools. Any such grievance that is withdrawn shall be considered waived.

H. If a grievance affects more than one certified person at more than one school, the aggrieved persons may submit such grievance in writing to the Superintendent, or their designee, and the processing of such grievances shall be commenced at Level Three.

I. When it is necessary at any level beyond Level Two for an aggrieved person and their designated representative to attend a meeting or hearing called by the Superintendent or their designee during the school day, the Superintendent, or their designee, shall notify the principal or immediate supervisor of such persons and they shall be released without loss of pay for such time as their attendance is required in such meeting or hearing.

J. Any aggrieved person or party of interest who is adversely affected by a disposition of a grievance may, within the time limits provided for herein, appeal to the next level.

K. Failure at any step of this procedure to communicate the decision on a grievance within the specified time limits to the aggrieved person shall permit the aggrieved person to proceed to the next level.

L. Failure by an aggrieved person or a party of interest at any level of this procedure to appeal the grievance to the next level within the specified time limits shall be deemed acceptable of the decision given at that level.

M. All necessary forms and documents for the filing of grievances, making reports and appeals regarding the grievances, shall be maintained in the Master Contract as Appendix H.

N. If an aggrieved person initiates a civil or administrative action in any court or with any agency, the grievance process shall automatically end.

O. All meetings and hearings conducted under the provisions of this Grievance Procedure shall be in private and are limited to the parties of interest and their designated representatives, as defined in Section III, Item C.

P. A grievance file shall be maintained by the Administration to contain all records regarding the processing of grievances filed by the teacher of the District.

Q. In the event the time frame applicable to a grievance extends into the next school year, the negotiated Grievance Procedure existing at the time the grievance was filed will be used in exhausting the grievance process.

R. No reprisals will be taken by any party against any aggrieved person, party of interest or any other party involved directly or indirectly in the grievance procedure on the basis of participation or non-participation in the grievance process.

IV. Level One – Principal or Immediate Supervisor (Prerequisite for Filing a Formal Grievance)

A grievance will first be discussed with the aggrieved person's principal or immediate supervisor with the objective of resolving the matter informally. In the event a grievance is filed against an administrator other than the grievant's immediate supervisor, then the grievant will begin with that person.

V. Level Two – Principal or immediate Supervisor (Formal Grievance)

If a teacher is not satisfied with the disposition of their grievance under Level One above, the grievant may file a written grievance on Grievance Form A with their principal or immediate supervisor within ten (10) days of the Level One meeting. The grievant is responsible for sending informational copies of the grievance to the TCTA office and to the Superintendent. The principal shall communicate their decision, in writing, to the grievant, the TCTA office, and the Superintendent on Grievance Form B within ten (10) days of the receipt of Grievance Form A.

VI. Level Three – Superintendent

A. If the aggrieved person is not satisfied with the disposition of their grievance at Level Two, they or their designated representative may file a written appeal to the Superintendent within five (5) days of the decision at Level Two and a statement as to why the decision is unacceptable, and the requested remedy.

B. Appeals at this Level shall be heard by the Superintendent within fifteen (15) days of their receipt of the appeal. Written notice of the time and place of the hearing shall be given by the Superintendent no later than three (3) days prior to the hearing to the aggrieved person and any party of interest.

C. In the event the Superintendent is unable to conduct the hearing, the Superintendent will designate a cabinet-level individual from a department other than the department from which the grievance originated. This individual may serve as the Superintendent's designee. Written notice of the intent to use the Superintendent's designee shall be transmitted to the attention of TCTA at least three (3) days prior to the hearing date.

D. When an appeal received by the Superintendent involves a dispute, disagreement, or controversy involving a violation, misinterpretation or misapplication of negotiated language, a copy of the grievance will be provided to TCTA within two (2) business days.

E. The Superintendent or their designee shall communicate their decision, in writing on Grievance Form C, to the grievant, the TCTA office, and other parties of interest within ten (10) days after the

hearing,

VII. Level Four – Board of Education

A. If the aggrieved person or party of interest does not receive a satisfactory adjustment of the grievance at Level Three, the aggrieved person may then appeal the issue to the Board of Education. The appeal must be filed within five (5) days of receipt of the report from the Superintendent (or designee). This appeal shall include a copy of the decisions rendered at Level Two and Level Three, and the grounds for regarding the decision and the report unacceptable, and the requested remedy.

B. Appeal at this Level shall be heard by the Board within fifteen (15) days of receipt of the appeal. The hearing may be during a regularly scheduled meeting or at a special meeting called by the Board. Written notice of the time and place of the hearing shall be given by the Board's designee no later than three (3) days prior to the hearing to the aggrieved person and any party of interest.

C. The Board shall render its decision in writing, on Grievance Form D, within ten (10) days after the conclusion of the hearing. Copies will be provided to the principal or immediate supervisor, the Superintendent, the grievant, the TCTA office, and other parties of interest. The decision of the Board will be final.

PROFESSIONAL LEARNING/ CONTINUING EDUCATION

Conferences, Workshops

Teachers required to attend professional learning events, such as workshops, seminars, or planning meetings that are held beyond the hours of the contract shall be compensated at the rate of \$21.00 per hour for time involving attendance of these functions. Teachers who lead district professional learning shall be compensated at a rate of \$26.00 per hour for time involved facilitating these functions. In instances where the workshops, seminars, or planning meetings are underwritten by federal or state programs or grants which contain stipulations regarding the amount to be paid to the teacher, the teacher shall receive the compensation provided for in the grant.

Notice of Professional Learning/Training Meetings

Teachers will be given a minimum three-day notice of all professional learning/training meetings.

Educational Conferences

Teachers, who attend education conferences at the District's expense, shall, if requested, prepare and deliver a presentation to other groups or individuals. Every effort will be made, in advance of the conference, to inform the participant of the expected method and audience.

Professional Improvement

1. Generally, all undergraduate, with their below described requirements, graduate or continuing education courses will be acceptable.

Undergraduate hours allowed for credit will be limited to eighteen (18) on the master's plus 30 scale and an additional eighteen (18) on the master's plus 60 scale. The limit of eighteen hours will be waived when a certificate in a new area requires more than eighteen (18) hours of undergraduate work for the new certification area.

Tulsa Public Schools allows up to twenty-four (24) hours of undergraduate work in Computer Science or Foreign Language to be credited for salary adjustment at both the master's plus 30 and master's plus 60 levels.

If the appropriate Chief Talent Officer or designee determines, in response to a teacher's request, that it would be advantageous to the teacher and/or the District to permit more than twenty-four (24) undergraduate hours to be credited at both the master's plus 30 and master's plus 60 levels, additional hours will be approved.

Correspondence/online courses offered by accredited colleges and universities will be evaluated by the District.

2. DUPLICATION OF COURSES PREVIOUSLY TAKEN AND CREDITED WILL NOT BE APPROVED.

3. The maximum number of college and/or continuing education hours that can be taken toward salary adjustment during a Tulsa Public School semester shall not be limited.

4. Continuing Education courses offered by the Oklahoma State Department of Education will be evaluated and considered by the District for salary adjustment.

5. Fifteen (15) continuing education hours are equivalent to one credit hour. Furthermore, continuing education hours must be earned after contract hours, weekends or during the summer. Committee meetings, book studies, trade-out and district wide professional development days are examples of hours that would not be considered continuing education. The teacher also cannot have received a stipend for attending the class.

6. Tuition for continuing education courses will be charged at the following rate: \$2.00 per continuing education hour. Checks are to be payable to Treasurer, Independent School District Number One.

Tuition may be paid when hours are submitted to the Chief Talent Officer or designee, but must be paid in full prior to any salary adjustment. All continuing education courses having any cost to be paid by the District must cover that expense by tuition and/or fees. Continuing education courses that are employee paid outside of the District are not subject to this stipulation.

Changes in salary brought about by obtaining an advanced degree or by obtaining a Masters plus 30 or 60 graduate hours are made only once after the school year begins. A Master's degree counts as Masters plus 30 for programs that go 30 hours beyond the standard master's program. Evidence

of the changed status must be on file with the Chief Talent Officer or designee by the last day of September. The adjusted salary will be retroactive to the beginning of the school year once the updated teacher's certificate is submitted to Talent Management.

Teachers who complete their Masters, Masters+30, Masters+60 or Doctorate during the first semester will move to the appropriate salary level for the second semester. The salary adjustment will be one half of the amount allowed. Evidence must be on file with the Chief Talent Officer or designee by the last day of February. Salary adjustments for degree changes will take place after the updated certificate is submitted.

Teachers must notify the Chief Talent Officer or designee in writing, and file evidence of any earned change in salary classification by designated due dates.

Inquiries relating to continuing education courses, undergraduate courses, graduate courses, Master's plus 30 or 60 salary adjustments, or accumulated credit must be directed to the Chief Talent Officer or designee.

STUDENTS

Assignments for Absent/Suspended Students

Student work can be found in Canvas, in accordance with language regarding lesson plans, unless the school team determines that an alternative instructional system is more appropriate (i.e. per IEP goals). When using paper-based assignments, teachers will be provided with a twenty-four (24) hour notice of work needed for absent/suspended students. Work shall not be required in more than five (5) day increments, nor more than once per week, and a system will be developed at each site whereby parents will return completed work and pick up the next set of assignments. Subsequent weekly assignments will not be required from teachers until such time as the previous week's assignments have been completed and returned to the teacher.

Student Suspension Notification/Return

Teachers will be notified via email when a student in one of their classes or on their roster is suspended. When possible, teachers will be notified via email 48 hours in advance of a suspended student's return to class/school.

Pre-Kindergarten Screening and Transition Days

Teachers of Pre-Kindergarten students will have the first two (2) student instructional days to do screening and transition activities. Students will be scheduled in on a rotational basis for testing.

Progress Reports / Report Cards

The District will establish an annual calendar of progress report and report card dates based on contract language, which will include due dates for teachers to enter grades and distribution dates when progress reports and report cards will be available for parents. Teachers will be notified of these dates in writing at the beginning of each year.

For grading purposes, at minimum, teachers will record an average of two (2) grades, but not less than one (1) grade, per instructional week in Powerschool.

- There are times in which projects or assignments span a timeframe longer than one week. If that is the case, teachers should have a grade reflecting students' engagement in classroom activities or classroom expectations for progress toward completion of the project/assignment during each week.
- At the end of each grading period, teachers will enter a grade for any assignments not submitted. Teachers will give appropriate credit for submitted assignments with a legitimate attempt at completion.

No student should receive a final grade of "F" unless advance notice has been given to the parent(s) or guardian(s). Progress reports must contain notification that excessive absences and/or a grade of "D" shall be considered notification of unsatisfactory work and, if not improved upon, may lead to failure.

- No less than two weeks before the end of the semester, the final quarterly progress report will be available with updated grades. Grades will be updated to show all completed work, as well as any missing assignments.

Secondary (6-12):

Grades for secondary teachers will be due in Powerschool no earlier than three (3) full working days following the end of the first grading period. Secondary teachers will be given a reminder in writing five (5) full working days prior to the grade due date.

For the final grading period of the school year, grades will be due by the end of the last teacher work day. With recognition that education will continue, secondary teachers will not be required to record grades for student work completed or submitted during the last five instructional days of the school year to allow time for calculating and entering final grades. Teachers will be given a reminder in writing of the due date for grades five (5) full working days prior to the grade due date. If grades are not complete by the end of the last teacher work day, teachers will still be responsible for completing grades. No additional compensation will be provided.

Elementary:

Grades for elementary teachers will be due in Powerschool no earlier than five (5) full working days following the end of the first three grading periods.

For the final grading period of the school year, grades will be due by the end of the last teacher work day. Elementary teachers will be given a reminder in writing five (5) full working days prior to the grade due date. With recognition that education will continue, elementary teachers will not be required to record grades for student work completed or submitted during the last five instructional days of the school year. If grades are not complete by the end of the last teacher work day, teachers will still be responsible for completing grades. No additional compensation will be provided.

TEACHER CONDUCT AND EVALUATION

Right to Representation/Teacher-Administrator Conferences

Any time a member of the Bargaining Unit, which is represented by TCTA, is asked to confer on an issue of professional competency or an issue of concern regarding job performance with an administrator, the member of the bargaining unit shall have the right to have a representative of their choice, from a statewide professional educators association, if requested.

When scheduling a conference for the purpose of issuing an admonishment, personal development plan, or any discipline document to be placed in the teacher's personnel file, the Administrator shall:

- A. Inform the individual of the specific nature of the subject to be addressed.
- B. Allow for a reasonable amount of time for the individual to secure representation, if desired.

Multiple Measure System of Evaluation

Caveat: The Multiple Measure System of Evaluation described herein, including Appendix G, shall be suspended during the 2021-2022, 2022-2023, and 2023-2024 school years to allow teachers and school leaders the opportunity to understand and implement new instructional expectations, including, but not limited to, modifications to instructional content and methods. The suspension of multiple measures shall be revisited after the completion of the 2023-2024 school year. This temporary suspension shall not affect the District's ability to calculate and report value added scores measured at the school level as it deems appropriate. In addition, this suspension does not affect the District's ability to require the administration of teacher perception surveys as it deems appropriate. Should the District collect value added measures or student survey data, however, such data shall not be used for teacher evaluation purposes during the 2021-2022, 2022-2023, and 2023-2024 school years within a multiple measure system or otherwise.

[The following paragraph is suspended during the 2021-2022, 2022-2023, and 2023-2024 school years.] The multiple measure system/policy of teacher evaluation, designed in collaboration with Tulsa Classroom Teachers Association, is described in Appendix G. As described within Appendix G, a teacher's overall evaluation for the school year shall be comprised of multiple measures of professional effectiveness – qualitative and quantitative measures. At the conclusion of the school year, the District shall provide each teacher with access to a single report that will communicate that teacher's scores on all available qualitative and quantitative measures. The multiple measure system/policy allows TPS and TCTA flexibility to review and improve the multi-measure system as necessary, especially if there is a change in the state law governing the use and calculation of quantitative measures. The qualitative component of teacher evaluation (the observation based teacher evaluation conducted pursuant to the Tulsa Model and referenced in Appendix G) is described in more detail below.

The Qualitative Teacher Evaluation Process

1. Statement of Purpose

The purpose of teacher evaluation in the District is to improve the quality of instruction. In seeking this goal, two primary objectives are acknowledged. First, the observation and evaluation of teacher performance is intended to identify the teacher's strengths and weaknesses, to agree upon strategies for reinforcing strengths and remediating weaknesses, and to follow through on the steps designed to improve the teacher's performance. The second objective of evaluation is to provide a rational basis for administrative decisions regarding continued employment.

2. Frequency of Qualitative Evaluation

Tulsa teachers will be observed and evaluated in compliance with the timelines negotiated in the TLE Observation & Evaluation Handbook for Evaluators using the Tulsa Model, (See Section 4. The TLE Observation and Evaluation Process and Timeline) except as provided below.

- a. A teacher may request a performance evaluation at any time.
- b. Reduce the number of observation and evaluation cycle for probationary teachers to a single cycle with three observations and one evaluation.
 - New due dates for probationary teachers observations and evaluation:
 - o Observation 1 – last day of Q1
 - o Observation 2 – last day of Q2
 - o Observation 3 and Evaluation – last day of Q3
 - Note there is an expectation for support to be established [Personal Development Plan (PDP), Growth Reflection Form (GRF)] for any teachers with performance concerns following the second observation or earlier using the existing guidelines for determining the appropriate response.
- c. Extend the calendar for probationary teacher evaluations so that the final observation and evaluation is completed by the last day of the third quarter each year. (Timeline reflected in the recommendation above.)

3. Method of Qualitative Evaluation

The evaluator is to complete the CONFIDENTIAL EVALUATION by rating the teacher's performance on the agreed upon Evaluation Forms (attached to this document as Schedule III). A PDP or GRF may be appropriate if the teacher's performance would have generated a ranking of 1-Ineffective or 2-Needs Improvement. The evaluator should use his or her professional judgment to determine whether an alternate approach to a PDP is preferable in light of the situation and context – for example, a brief conference, email or note may be a more appropriate and productive response than an automatic PDP or GRF in some lapses in performance. The Personal Development Plan form is intended primarily to supplement the CONFIDENTIAL EVALUATION, as described above. However, if the evaluator observes a single area of Ineffective or Needs Improvement performance that needs immediate correction, the Growth Reflection Form or the Personal Development Plan may be used to cite the deficiency and give instructions for

correcting the problem. Administrators are encouraged, as the performance issues may dictate, to meet informally with a teacher before issuing a Personal Development Plan.

4. Personnel Affected

This provision shall apply to all regular employees defined by law as teachers. Teachers on temporary contracts shall be subject to evaluation, but shall not be afforded job rights unless otherwise specified by state law.

5. Procedure for Qualitative Evaluation

All observations of the classroom teaching performance of any teacher shall be conducted openly and with the full knowledge of the teacher and all evaluations shall be made by a qualified and certified administrator. Teachers will be provided with a minimum two week period of time during which their observation will be conducted. Observations shall not be conducted on the day immediately following any extended break in the instructional calendar year, within the first two weeks of the school year, nor on a day when there has been an emergency which causes a significant disruption to the school day. Extended breaks include holidays, multiple inclement weather days, etc. Notification must be provided no later than the end of the teacher work day, if an observation will be conducted the following day.

No evaluation of any teacher's classroom performance shall be completed and filed unless and until the evaluating administrator shall have observed the teacher at work at least two (2) times, or three (3) times if the teacher shall promptly after the second observation request that they be observed again. No teacher shall receive adverse comments from any observer in the presence of any other person, with the exception of evaluating administrators, Instructional Leadership Directors, TCTA representation chosen by the member, and, if requested by the teacher or administrator, a member of Talent Management.

Because teachers need adequate time to reflect and prepare for their observation and evaluation conferences, the evaluator must provide the teacher with an electronic copy of the form no later than three (3) p.m. the day preceding the conference. If there are any scores of less than effective, the evaluator must provide an electronic copy of the document no less than two (2) instructional days before a conference. In the event that a teacher needs additional time to review the form, they are entitled to receive at least another twenty-four (24) hours so long as with regard to the observation conference, the teacher agrees to extend the five (5)-day time period for conducting the conference.

Each teacher shall be given a copy of any written evaluation report intended for their file and shall have the opportunity to discuss such report with the evaluating administrator. After such discussion, the teacher shall sign the report, indicating only that they have read and discussed the evaluation. The teacher's signature does not indicate agreement with the report. The teacher shall have the right to place in their file a response/rebuttal to any written evaluation within twenty (20) work days of receipt of the evaluation. The response/rebuttal shall be attached to the written evaluation. This response/rebuttal shall be submitted by the teacher to the evaluator and Talent Management and signed by the person making the original evaluation, as an acknowledgement that it has been called to their attention.

Any adverse evaluation of a teacher's performance placed in their file may be subject to the

grievance procedure herein set forth, but only on the ground of bad faith and/or discrimination.

6. Procedure for Filing

The evaluator shall be responsible for submitting to Talent Management, as often as required, an evaluation of each teacher to be evaluated.

Evaluation records shall be confidential and access to such records shall comply with State and Federal law.

7. Provisions for Amendments

The procedures, criteria, instruments, and process of evaluation shall be subject to review and appraisal as required by law and the negotiations process. Any legislative act, State Department ruling, or court decision which makes any part of this provision unlawful will in no way invalidate the rest of this provision.

8. The Observation and Evaluation Process

The TLE Observation & Evaluation Handbook for Evaluators using the Tulsa Model (“the Tulsa Model Handbook”) and the Rubric/Observation Forms delineate the specific steps, timelines and processes that operationalize the Rubric/Observation/Processes and Feedback/Support components. These processes include the Personal Development Plan and Goal Setting Process/Form and the intensive support process relating to the Personal Development Plan.

The Tulsa Model Handbook and the Rubric/Observation Forms (identified as process components, e.g., Sections 2 through 8) are a part of the Master Contract and subject to the negotiation’s process. Said documents are incorporated by reference and will be available on the District website.

If the parties agree to modify the Tulsa Model Handbook, forms or rubrics during the term of this Contract, the relevant Memorandum of Understanding describing such changes shall be incorporated into the Tulsa Model Handbook, forms or rubrics, as relevant.

Causes for Dismissal or Nonrenewal of Teachers

Dismissal and nonrenewal of teachers shall be as provided by law. Subject to the provisions of the Teacher Due Process Act, probationary or career teachers may be dismissed or not reemployed for any reason or cause allowed by law.

Standards of Performance and Conduct for Teachers

Teachers are charged with the education of the youth of this State. In order to perform effectively, teachers must demonstrate a belief in the worth and dignity of each human being, recognizing the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles.

In recognition of the magnitude of the responsibility inherent in the teaching process and by virtue of the desire of the respect and confidence of their colleagues, students, parents, and the community, teachers are to be guided in their conduct by their commitment to their students and their profession.

Principle I – Commitment to the Students

The teacher must strive to help each student realize their potential as a worthy and effective member of society. The teacher must work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the teacher:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning;
2. Shall not unreasonably deny the student access to varying points of view;
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute;
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety;
5. Shall not intentionally expose the student to embarrassment or disparagement;
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly
 - a. exclude any student from participation in any program,
 - b. deny benefits to any student, or
 - c. grant an advantage to any student;
7. Shall not use professional relationships with students for private advantage; and 8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose and is permitted by law or is required by law.

Principle II – Commitment to the Profession

The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In order to assure that the quality of the services of the teaching profession meets the expectations of the State and its citizens, the teacher shall exert every effort to raise professional standards, fulfill professional responsibilities with honor and integrity, promote a climate that encourages the exercise of professional judgment, achieve conditions which attract persons worthy of the trust to careers in education, and assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not, in an application for a professional position, deliberately make a false statement or fail to disclose a material fact related to competency and qualifications;
2. Shall not misrepresent their professional qualifications;
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute;
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position;
5. Shall not assist an unqualified person in the unauthorized practice of the profession;

6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law;
7. Shall not knowingly make false or malicious statements about a colleague; and
8. Shall not accept any gratuity, gift or favor that might impair or appear to influence professional decisions or actions.

Certified Employee Personnel File

The District shall maintain the Official File (File) in the Department of Talent Management. Teachers will be provided a copy of materials placed in the File that are known, at the time of placement, to adversely affect employment. The teacher shall have an opportunity to sign and date the material for the sole purpose of showing that the teacher was provided a copy of the material and the date that the teacher was furnished the material.

Teachers have the right to respond to disciplinary material in the File. The teacher's response must be submitted to the principal or the Chief Talent Officer within twenty (20) work days of the date the teacher receives the material. The teacher's written response, if received within the designated time, will be included with the discipline material in the File. Disciplinary material includes, but is not limited to, evaluations, plans of improvement, Personal Development Plan, parents/student letters, teacher letters and memos. If, at a future time, the material is removed from the teacher's File, the teacher will be notified in writing and the response will also be removed. In the event complaint or accusation is placed in the File, the teacher will be given written notice of the complaint/accusation, and will have an opportunity to prepare and attach a response to the complaint/accusation.

Upon written request, each teacher shall have the right to review the contents of their File, excepting, however, any confidential references given at the time of their employment or the time of application for promotion. At the teacher's request, a representative of the Association may accompany the teacher in such review. The review shall be made in the presence of the administrator responsible for the safekeeping of such File. A copying machine shall be available for the teacher to make copies of such contents and records as concern their work or themselves. The cost of such copies may be charged to the teacher.

A TCTA representative may, at the request of the teacher, review the File with or on behalf of the teacher. If a teacher intends to authorize a person to review or copy their File, the teacher must complete and sign a release, which authorizes the holder of the release to review the teacher's File. A release may be obtained, upon request, from Talent Management and shall be valid for three work (3) days following its execution by the teacher.

Evaluation and disciplinary records maintained in digital format on Frontline in accordance with applicable law and/or this agreement are considered official personnel records and a component of the personnel file, but shall not be required to be printed and maintained in hard copy format in the File. Teachers have access to review, sign, acknowledge, print, and respond in writing to these digital records in Frontline. Teachers on leave of absence, suspension, or no longer employed by the district will not be denied access to these records.

Removal of Documentation in Personnel File

Upon written request by an employee, and with approval of the Chief of Talent Management, documentation may be removed from the employee's personnel file.

TEACHING ASSIGNMENTS

Assignment of Teachers

When changes occur in a teaching assignment or room assignment, the principal or principal's designee will discuss such changes with the affected teacher. Efforts will be made to notify the teacher in writing of their tentative teaching assignment prior to the end of the school year. If changes are in order during the summer, written or email notification will be sent to those teachers required to make changes.

Teachers required to change their initial teaching assignment after the start of school shall be given a day without students. A change of assignment shall mean a new grade level or a new teaching preparation.

Whenever room assignment changes are made, after the start of school, teachers shall be given a day to make the required change. No other duties or responsibilities shall be assigned for that day.

This day shall be in addition to the negotiated teacher work day. An additional day will be granted if needed.

When a teacher is reassigned to another building after the school year begins, that teacher will be released from the present assignment one day prior to moving to the new assignment to pack and move personal belongings. Upon the teacher's request, up to two days will be given at the new assignment, without students, to unpack and prepare for the new assignment. If necessary, the school will provide a substitute. Upon request, the District will be responsible for moving the teacher's personal materials.

Whenever a teacher is required to change rooms or move to a different building, the District will be responsible for moving furniture, equipment, and other materials and supplies.

When a teacher is asked to clear and pack a classroom due to construction, remodeling, or repair, etc., the teacher will be provided with ample contract time to pack. Teachers who are asked to fully pack their classrooms due to construction, remodeling, repair, etc., will receive compensation equivalent to two contract days at the hourly rate of \$21 per hour. Teachers who are asked to partially pack their classrooms due to construction, remodeling, repair, etc., will receive compensation equivalent to one contract day at the hourly rate of \$21 per hour. A classroom will be considered a "full pack" when the teacher is required to empty and pack items in cabinets and drawers. When emptying and packing of cabinets and drawers is not required, the classroom will be considered a "partial pack." The district will provide assistance in moving packed district items

to designated areas, as needed, and will assist in moving district items back to the assigned classroom when construction, remodeling, or repair is complete. Teachers will not be required to use planning periods for this purpose. Teachers will be required to pack and move any personal items.

Classroom Interferences/Student Discipline

Every precaution shall be taken to see that the activities of the custodial and the maintenance departments shall in no way interfere with the activities of the classroom. This shall apply to, but in no way be limited to, building repairs, lawn care, and painting.

Teachers will be notified from the principal's office when it is necessary for maintenance employees to be in their classrooms.

All visitors to teachers' classrooms must have prior approval of the principal and the teacher.

A pupil will be removed from a classroom by a designated authority when, in the judgment of the teacher and the designated authority, the student is interfering with the teaching-learning situation for the majority of the class. At the time of removal, the teacher may request that the pupil not be returned to that classroom until a conference is held between the teacher and the designated authority.

At the request of the teacher to the designated authority, a student may be removed from a class and not be allowed to return until a conference is held between the teacher, the parents or guardians, and a representative of the administration.

The decision to exclude the student from class, pending the parental conference, should be based on the student's prior record of misbehavior, documented remedies which have already been tried, and the probable length of time the student will be out of class before the parents or guardians can be available. If the exclusion is likely to be prolonged [more than three (3) days] or the student is a special education student, consideration may need to be given to some other remedy, as may be allowed by law.

Faculty Discipline Committee

At the request of the faculty or the principal, the entire staff will meet to review and discuss regulations and Board policies relating to student conduct and discipline, including, but not limited to drug abuse, alcohol abuse, possession and/or use of weapons and tobacco related problems.

When changes are needed in a building's discipline plan, the principal will establish a committee to develop specific recommendations. The principal will consult with the TCTA building delegate(s) for teacher representation on the committee. The committee will seek consensus on the rules of conduct to govern student behavior at the local school level, within the provisions of Board Policy. In order to ensure consistency in the treatment of students, the committee will develop procedures for the individual teacher to follow in carrying out their responsibilities in student discipline. If a disagreement occurs concerning discipline rules and regulations and the procedures for following those rules and regulations, the principal will have the final responsibility in resolving the disagreement.

The rules and regulations that have been developed by the committee and approved by the principal will be distributed annually to students and teachers as early in the school year as possible.

Referral Process

When it is necessary to refer a student to the principal's or designee's office, the teacher shall state the allegations on a referral form located on PowerSchool. This information will be logged into PowerSchool by the teacher. Should the school administrator handling the referral determine a need to modify the original referral, the submitting teacher will be notified.

Students who are removed from class for disciplinary reasons will not be allowed to return to the class where the referral originated until the referring teacher has received notification from a designated authority of such return and the action taken as to the student. This notification will be in writing when possible or, if oral, should be given directly from the authority to the teacher. If a verbal response is given, a written response regarding the disciplinary action taken is still required.

The teacher shall be granted a conference with the principal or their designee regarding the disposition of the case, if requested.

Suspension Review Committee Appeals

Whenever the Superintendent or District designee modifies or rescinds the decision of a school's Suspension Review Committee, the building principal, the referring teacher, and committee chair shall be informed immediately after the final district decision in writing as to the rationale for the reversal.

Departmental Meetings

Teachers are expected to attend all departmental meetings of instructional assistance of their subject or grade level unless properly excused. If a teacher finds it impossible to attend a meeting due to illness or an emergency, the principal or teacher should call the coordinator.

When held, district-wide department or grade-level meetings will occur once monthly, normally on the second or fourth Thursday of the month.

Extended School Year for Alternative Education Sites

It is the desire of the District to extend the number of teacher contract days at the following alternative education sites and/or programs:

Tulsa Met-Lombard MS/HS
TRAICE Academy
TRAICE Satellites

Project ACCEPT
Phoenix Rising
Hospital Sites

A total of five additional contract days, or equivalent hours, will be used for continuing professional learning related to the programs. Compensation for the additional days will be based on the daily rate of pay under the current negotiated agreement.

Faculty Meetings

Except in an emergency, after-school building faculty/school business meetings will be held on Mondays, if needed, and shall not exceed one hour beyond the teachers' regular contract day. Principals should attempt to seek consensus on the most convenient time for a majority of the staff to meet. Meetings may be held before school, or on days other than Monday, if it is determined through consensus that this best meets the needs of the individual site.

Building faculty/school business meetings shall be utilized to inform teachers of significant matters which require considerable explanation or discussion. Professional learning, team meetings and other school committee meetings may also take place during the faculty/school business meetings, as long as the meetings do not extend one hour beyond the teachers' regular contract day. Great care should be taken to conserve time by avoiding discussion of matters relating to only a few staff members. The principal will allow sufficient time for teacher concerns to be addressed, and shall allow teachers to submit items, prior to the meeting, for consideration on the agenda.

Principals are strongly encouraged to utilize building instructional leaders such as department chairpersons and team leaders, in an advisory capacity, to plan the agenda for faculty/school business meetings.

Mandated Attendance at Special Events

Teachers fulfill a variety of roles in addition to those involving instructional and student supervisory responsibilities. The building principal may designate, prior to special events, the individuals who are required to attend special events involving school activities. When possible, the principal shall make their designation at the beginning of each semester. The principal shall not require any teacher to attend more than three (3) special events. Examples of special events which may be designated as requiring the attendance of selected individuals are: commencement, back-to-school night or similar activities, elementary promotions, spring open house, school orientations, as well as other events which, in the judgment of the administration of the school or the District, require the presence and/or active involvement of teachers and others.

Faculty members, required to attend commencement exercises, shall have caps and gowns provided by the District and at the District's expense. Teachers shall be responsible for the appropriate care and safeguarding of the apparel while it is in the teacher's possession.

With the exception of graduations, the District will not schedule any of the three (3) allowable mandatory events on weekends or holidays.

Cover Pay

No teacher shall be asked to cover a class in the absence of another teacher when a substitute is authorized and available. When a classroom teacher is absent for any reason, and a substitute is not available, a certified teacher who covers their class in addition to their own class or loses a planning period shall be paid at the rate of \$21 per hour for each hour covered. Payment shall be calculated according to the following parameters:

1. For coverage of periods of 60 minutes or less:
 - a. Coverage up to 30 minutes shall be paid \$10.50;
 - b. Coverage between 31-60 minutes shall be paid \$21.
2. Coverage of periods longer than 60 minutes will be calculated in 30-minute increments. For example, a coverage period of 62 minutes would be compensated at the rate of 1 hour + one 30-minute increment (\$31.50).

When a class is split among multiple teachers each teacher will be paid proportionately based on the rate of \$21 per hour class period or portion thereof covered.

Observations to be used toward evaluations are discouraged while a teacher is covering a class.

Assignments to cover partial classes are discouraged.

Non-classroom staff, such as deans, counselors, nurses, and others, shall not receive cover pay. Deans and counselors will not be asked to cover vacant classroom positions for more than six days per semester. Time spent covering each other (deans and counselors covering deans and counselors; and nurses covering other nurses) will not count toward the six days per semester.

Deans, counselors, and nurses will not receive additional compensation for performing training or other duties as assigned during their normal hours of work.

Classroom Rotation Coverage System--Secondary Schools

A system will be used in each secondary school to assure that all certified personnel who are assigned to cover classes when a teacher is absent, and no substitute is available, are assigned in an equitable manner. This pool of available personnel may vary from school to school but could include administrators. If the assigned person opts to exchange with another certified employee, it will be the responsibility of both employees to notify the person in charge of the rotation system of the exchange. This rotation list will be available upon request to certified personnel.

School Closings

When a decision is made to close a school, meetings shall be held with the appropriate member(s) of the Superintendent's staff and the affected teachers to ensure a smooth transition for those involved.

Special Assignments - General Information

Special assignments (extracurricular and co-curricular assignments) are defined as additional duties assigned to a certified staff member that are beyond the scope and definition of the standard teaching contract. Performance of these duties generally takes place outside the contract day as defined in this agreement. A list of current Special Assignments, and the corresponding rate of pay, is included as Schedule II.

Each year, a committee consisting of administrators and teachers will meet to review and make recommendations related to Special Assignments. This committee shall be co-chaired by the Executive Director of Talent Management and the TCTA President. Membership of the committee will consist of six certified administrators and six teachers, with equal representation among elementary and secondary levels. In general Special Assignments will be reviewed for need and compensation on a three-year rotation (athletics, elementary, and secondary). Special Assignments compensation will be evaluated based on the duties of the assignment, level of responsibility, and time required to perform the assignment.

The committee will make their annual recommendation to both the District and TCTA negotiations teams. The recommendation will be negotiated and approved or disapproved by the teams as a single item. During the course of the year if the need arises to establish a new Special Assignment, the District and TCTA will meet and confer to create the Special Assignment and establish pay for the position; provided however, such special assignment shall automatically be reviewed at the next meeting of the committee.

In addition, the following provisions apply:

1. All special assignments (extracurricular and co-curricular assignments), at all levels, except those requiring specific State Department of Education certification will be declared vacant annually. Applications for special assignments must be in writing to the principal who will have the responsibility for filling those positions from the list of applicants, whenever possible. No teacher may be required to accept a special assignment for which they have not applied, unless the Principal is unable to procure an otherwise qualified individual for the special assignment. The Principal shall consider qualifications, experience, interest, and other related factors when filling positions in an effort to appoint capable and competent individuals. If summer duties are involved, whenever possible, principals shall notify teachers of special assignments for the upcoming year prior to the end of the school year. A current special assignment sheet shall be posted in the building and updated as assignment changes are made. When there is a vacancy in a special assignment within a building, a Notice of Vacancy will be posted not less than five (5) working days before the position is filled. No teacher shall be allowed to begin their duties under a Special Assignment until an Extra Duty Assignment Contract has been fully executed and returned to Talent Management.

2. When revocation of a paid special assignment is to be made during the school year, it will be preceded by a conference between the principal and the individual affected. Revocation of an assignment may be based on any reason which is in the best interest of the District. Special assignment terminations do not require cause and are not accompanied by a hearing. The termination of a special assignment is effective upon notice to the teacher. Revocation of a special assignment shall automatically terminate

payment for the assignment. In the case of special assignments involving school sports, the assignment may be terminated, in addition to other reasons, on the basis of an insufficient number of students to support the activity or team. In this instance, the coach will receive one-third (1/3rd) of the pay allocated for the special assignment.

3. Acceptance of special assignments with pay does not exempt a person from being asked or required to take additional duties without pay. This is at the discretion of the building principal.

4. All special assignments are subject to the approval of the Superintendent and Board of Education.

5. Extra assignment salary compensation for vocational teachers, librarians, and counselors shall be prorated over twelve (12) months and included in the September warrant, if possible.

6. Special assignments are not required where such positions are not needed. Sites, in consideration of site needs, numbers of students involved in particular activities, and other relevant factors may conclude that one or more positions are not warranted. In this instance, the site may utilize money reserved for one position for an alternative position warranted by the needs of the site.

When a teacher on special assignment is absent for thirty (30) calendar days or more, another teacher may receive compensation for assuming the duties and responsibilities of such an assignment. However, the teacher assuming the duties and responsibilities must request the compensation. The regular teacher on special assignment will receive appropriate deductions in special assignment pay due to the need for a substitute.

Teacher Rebalancing and Reassignment

When a reduction in the number of teachers in a building is necessary, qualified volunteers shall first be reassigned; then, reassignment shall be made on the basis of years of service in the Tulsa School System, with those teachers most recently appointed to the school system being reassigned first. An exception to these rules will apply only to specific teaching positions or schools with specialized training and District investments identified in an annual agreement between the Parties.

Teachers who are rebalanced will have first priority to return to their building should an opening for which they are qualified become available prior to or during the rebalance period. This time frame is established annually by the District, but generally occurs within the first few weeks of school, when student count numbers are available.

Teachers to be rebalanced will be notified by principals orally and in writing. This notification is to take place by a system-wide deadline. When the Talent Management Department receives names of teachers being rebalanced, not less than three (3) days will occur before a master list is sent to principals.

When a teacher is placed on the rebalance or transfer request list, at the request of the teacher, all areas in which they are certified will be noted on the rebalance/transfer request list.

A coach who voluntarily leaves a coaching assignment or is removed for unsatisfactorily fulfilling the teaching responsibilities of the coaching assignment may be considered for reassignment without the protection of the provisions of this policy for a period of one (1) year. At the end of one (1) year, the teacher rebalancing/reassignment policy will again be in effect.

Teaching vacancies shall be posted on the District's Website.

Voluntary Transfer

Teachers requesting transfers must enter their request into the district's Talent Management system. The Superintendent, principal, teacher, or Talent Management personnel may initiate a teacher/principal interview.

Voluntary transfer requests may be submitted at any time. However, transfers on or after July 1 of each year require the approval of the sending principal, receiving principal, respective instructional leadership directors, and the Chief Talent Officer or designee if the transfer is to take place during the current school year. The transfer list will be purged each year on the first Monday of October.

Teachers on the transfer list will be considered for vacant positions for which they are certified and qualified before new teachers are employed to fill those vacant positions.

Teachers on the transfer list will be given an opportunity to interview for a vacant position for which they are certified and qualified. A list of all current vacant teaching positions will be maintained on the Careers section of the Tulsa Public Schools web page.

Among the factors considered in granting transfer requests are: available vacancies, needs of the school district, certification requirements, grade level or subject area, evaluation of teaching record, balancing experience on staff, seniority, priority of requests, and transportation. Nurses will be under the same teacher balancing and reassignment regulations as all other members of the bargaining unit.

Names and information of those teachers seeking a transfer shall be provided to principals in a similar manner as outside teacher applicants.

Administrative Transfer

Administrative transfers, not requested by a teacher, shall be initiated by written Notice of Administrative Transfer (Notice) directed to the teacher by the building principal or other administrator. The Notice shall state the effective date of the administrative transfer, the reasons for the transfer, and the right of the teacher to schedule a conference to discuss the transfer. The teacher must request a conference for the purpose of considering the notice of administrative transfer within two (2) days of their receipt of the Notice. The initiating administrator shall set the conference within two (2) calendar days of receipt of the request for meeting.

At the meeting, the teacher shall present orally, in writing, or both, the reasons why the transfer should be canceled, set aside, or otherwise modified.

Members of the bargaining unit shall be entitled to have a representative of their choice from a statewide professional educators association, upon request. The transfer shall not be finalized until the teacher requesting a conference has had an opportunity to appear and present reasons why the transfer should not be finalized.

TULSA CLASSROOM TEACHERS ASSOCIATION

Association Privileges

The TCTA shall have the right to use designated areas in school buildings for meetings of teachers provided there is no interference with any scheduled school activities. The use of such designated areas shall be arranged with the principal in advance. All requests for building use shall conform to School Board rules and regulations.

The TCTA shall have the right to bulletin board space of at least nine (9) square feet, but not more than twelve (12) square feet in an area for the purpose of posting materials dealing with proper and legitimate business of the TCTA. Such space shall be provided for the TCTA in each school for the unrestricted use of TCTA. Such board shall be placed in a well-lighted area in the office or teachers' lounge. In school buildings which do not have bulletin boards for this purpose, the TCTA shall have the right to provide them.

Prior to each Board meeting, the TCTA shall be provided with a copy of the board packet less any confidential information which is provided to the School Board Members. This item shall not apply to those recommendations or other materials related to the dismissal or non-reemployment of teachers. Nor shall it apply to other documents, which are, by law, privileged and confidential.

The district shall provide TCTA with teacher level access to the Inside TPS site.

The President of the TCTA, or their authorized designee, who shall be an officer of the TCTA, shall be allowed to visit schools. Upon arrival at the school, they shall notify the office of the principal in order to facilitate the purpose of the visit. Visits, which necessitate extended interruptions of class schedules, shall be arranged in advance with the principal, or in the principal's absence, the acting administrator.

The District's administration shall, when appropriate and in the best interest of teachers and administration, provide the TCTA with a copy of Central Office administrative memos that affect the following:

1. Teacher allocations
2. Teacher rebalancing
3. Curriculum changes
4. Teacher training or professional learning
5. Site deregulation
6. Other memos deemed appropriate by the administration

Prior to the beginning of negotiations, a meeting(s) will be held between the TCTA Negotiations Team and the District's Chief Negotiator, and others as designated by the District's Chief Negotiator for the purpose of explaining the current financial status of the District and expected changes in the budget for the upcoming fiscal year.

At the meeting, both sides will also agree on:

1. The number of members in the bargaining unit
2. The numbers to be used in determining salary costs of the upcoming year
3. The program(s) to be used to calculate salary costs
4. Other mutually agreed to items that may provide information for monetary negotiations.

Committees

Teachers shall be represented on district-wide committees, i.e., calendar, curriculum, etc.

TCTA Dues Deductions

The District will provide for the authorized payroll deduction of TCTA dues.

TCTA Meetings

All district meetings will be scheduled so as not to conflict with TCTA meetings on the second Wednesday of each month. TCTA Board of Directors will be excused from any meetings held on the first Wednesday of each month. TCTA delegates, officers, and board members shall be excused from their classrooms in sufficient time to arrive at the monthly TCTA Board and Delegates' Assembly meetings.

Written Notice of TCTA Building Representatives/Lists of Teachers to TCTA

If requested, TCTA shall provide the building principal a list of its elected building representatives by October 1 of each school year and shall promptly advise of any changes in its designation of building representatives.

If requested, the District shall transmit to the TCTA President a list of teachers assigned to District sites and, if other than instructional staff, shall list each staff member's position. The list shall be provided to the TCTA by October 15 of each school year.

Upon request, the Department of Talent Management will provide to the President of the TCTA a list of teachers assigned at each school site showing their most recent date of employment, the number of years taught since that date and each employee number. The district shall provide the TCTA president with the names of all teachers exiting the District, including their hire date and certification / pipeline route (i.e. traditional, emergency, TFA, Tulsa Teacher Corps). This information will be provided at a pre-scheduled meeting between the aforementioned parties.

WORKING CONDITIONS

Teacher Work Year

Per Oklahoma State Statute, school districts may opt for an annual instructional calendar based on either days or hours, with local school board and Oklahoma State Department of Education approval.

The teacher work year shall consist of not more than 183 contract days or the equivalent of 183 contract days, if an annual instructional calendar using hours versus days has been approved. The teacher work year shall include six Teacher Professional Days and two Teacher Work Days. Teachers will be provided with the equivalent of 6 hours of contract time for working toward the completion of state mandated online compliance courses either in real-time or retroactively over the course of the school year. This time will be designated by school leaders and may occur during district professional learning days, in place of weekly staff meetings, or a combination of both. Teachers are responsible for completing all state-mandated compliance courses each year by district established deadlines, regardless of whether they are able to complete them within the time provided. Based on federal mandates, additional compliance based professional learning may be required, and may require adherence to different completion deadlines and/or completion outside of the designated professional learning time provided.

The first Teacher Work Day for the 2021-2022 school year will be scheduled on either the first teacher contract day, or the last professional learning day before students return. Based on feedback from teachers and school leaders, the district, in collaboration with TCTA, shall determine the first designated Teacher Work Day of the school year. Should the first teacher contract day be designated as the Teacher Work Day, school leaders may elect to use no more than one (1) hour for a staff meeting, if needed, provided that time is given back before students return. No additional meetings or professional learning will be scheduled on this day. If any day other than the first contract day is designated as the first Teacher Work Day, then no meetings or professional learning will be scheduled on this day. The second Teacher Work Day shall be on the last teacher contract day of the school year. With the exception of a one-hour (1 hour) faculty meeting, if needed, no other meetings or professional learning will be scheduled on this day. Both Teacher Work Days shall be full days and shall not be divided over more than one contract day, except for the one hour faculty meeting provision herein. The designation of Teacher Work Days will be reevaluated and adjusted, if needed, for the start of the 2022-2023 school year.

Civic Engagement Day

To ensure that all of our school-based/school-support team members who are not on 12-month contracts are able to exercise their right to vote, to support the candidates and causes that matter to them, and to help other voters at polling places, all schools will be closed November 8, 2022, for Civic Engagement Day. This day will be a non-contract day. We will revisit this annually as part of the school calendaring process. Additionally, no meetings or activities, outside the normal school hours will be scheduled on any election days.

Contract Day

Teachers, by virtue of their profession, are considered professionals whose time must be apportioned in a variety of areas – the most important of which is direct instruction of students. The parties recognize that the work of educators is not always standard or predictable and acknowledge that educators work many hours outside the contracted school day. Therefore, teachers will not be assigned duties beyond seven hours and thirty-five minutes when the instructional calendar is based on days. When the instructional calendar is based on hours, teachers will not be assigned duties beyond seven hours and fifty minutes on all instructional days. Professional learning days/teachers workdays, shall not exceed seven hours and thirty-five minutes.

These hours are not intended to circumvent normal contractual obligations, including but not limited to: faculty meetings, departmental meetings, Back-to-School Night, etc.

Planning Periods

A minimum of 200 minutes per week, within the instructional day, shall be provided for each elementary teacher for individual planning, preparation, or consultation. A minimum of 225 minutes per week, within the instructional day, shall be provided for each middle and high school teacher for individual planning, preparation, or consultation. Principals shall endeavor to ensure that planning time for teachers will be provided in equivalent blocks of time, when possible, and not divided into increments of less than 40 minutes. No more than one planning period per week, during this designated time, may be required for group/collaborative planning. Teachers will not be required to forfeit minimum plan time for uses other than those agreed upon in the Master Contract.

Lesson Plans

Lesson plans, inclusive of weekly updates to each Canvas course, shall be due no earlier than teacher report time on the first day of each week that school is in session. Nothing in this language shall prevent individual teachers or teams from providing lesson plans prior to the required time. Teachers can only be required to submit lesson plans once per week, in one location, in accordance with the Master Contract.

Lunch Periods

Each teacher shall have no less than twenty-five (25) consecutive minutes each day for lunch during which they shall be given no duties.

When possible, school counselors will not be assigned to lunch/hall duties that would cause them to be unable to serve students or parents on a continuing basis for an extended period of time.

Public Reprimands/Dignity and Respect

The District administration expects that the worth, dignity and rights of the individual shall be paramount in all administrator/teacher relationships.

It is recognized that professional and ethical behavior is expected of all school employees. Therefore, administration will not discipline or reprimand a teacher in the presence of any other person, with the exception of evaluating administrators, Instructional Leadership Directors, TCTA representation chosen by the member, and, if requested by the teacher or administrator, a member of Talent Management. Additionally, teachers will interact with administration, staff, and parents in a positive and professional manner.

Assault and Battery

In addition to the benefits extended by operation of state law, District certified teachers receive coordinated benefits which permit a teacher, whose injury is the result of an assault and battery while engaged in the performance of the teacher's duties, to receive their full salary. The Superintendent or designee shall determine the time limit, applicable to the teacher's receipt of full salary, based on individual circumstances applicable to the teacher.

However, no teacher shall receive less than the remainder of the school year or contract year, whichever is applicable.

Issues Involving Assault

1. All cases of assault suffered by teachers in connection with their employment shall be reported in writing by the teacher to the principal. The principal shall immediately transmit the report to the Superintendent, the Chief Talent Officer and the District's Police Chief. The Superintendent shall acknowledge receipt of such report to the principal and the teacher.

In any case of an assault upon a teacher or a complaint or suit by third parties as a result of action taken by the teacher while performing their duties, the Board will render all reasonable assistance to the teacher in connection with the handling of the incident by law enforcement and judicial authorities.

2. The administration shall be vigilant to protect teachers from verbal and/or physical assault for reasons connected with their assignment. At the request of the faculty or the principal, the staff will meet to review and discuss procedures for dealing with verbal and/or physical assault from students and/or their parents or guardians. When changes in the procedure are necessary, the principal will establish a committee to develop specific recommendations. The principal will consult with the TCTA building delegate(s) for teacher representation on the committee. The individuals on the committee will seek consensus on the procedures to be used at their building site to deal with verbal and/or physical assault and the manner in which parent/teacher conferences will be scheduled and conducted. If a disagreement occurs concerning the procedures for dealing with verbal and/or physical assault or the guidelines for parent/teacher conferences, the principal

will have the final responsibility in resolving the disagreement.

Professional Dress

Teachers occupy a special position within the education community, particularly with respect to their ability to serve as a positive influence for students. Teachers are expected to dress in a professional manner at all times. Dress, including jewelry, and personal grooming, must not offend common standards of decency, distract from the learning environment, contain language which refers directly or indirectly to drugs, alcohol or tobacco, contain direct or indirect sexual references, present health or safety problems, or otherwise constitute inappropriate dress or grooming for the educational process in which the teacher is engaged. While maintaining professionalism remains a priority, it is also recognized that standards for professional dress in the workplace have evolved.

Business casual attire, including clean, non-ripped jeans and school spirit wear, is appropriate throughout the school year depending upon particular classes, activities or circumstances requiring more casual and relaxed dress.

As a general rule, the following items are not considered business casual or appropriate:

- Tee shirts (without school logos), tank tops or halter tops
- Sweatshirts (without school logos) or sweat pants
- Cutoffs or shorts
- Gym suits or warm-up suits
- Flip flops (shower shoes)
- Ripped, stained, soiled clothing or clothing which is too tight or revealing

The exceptions to the above are when a site has designated a day which shall involve a relax dress, a special event, or in the instance where the teacher is engaged in an activity or an assignment in which the wearing of tee shirts, gym suits, jogging suits or similar attire is appropriate to the activity or class.

Travel Reimbursement

1. Teachers such as traveling fine arts teachers, nurses, speech language pathologists, and counselors whose assignments require scheduled travel between two or more buildings or travel between buildings and homes, shall be reimbursed at a rate annually set by the District per mile following federal mileage guidelines for use of personal automobiles.
2. Teachers (such as subject matter instructional supervisors, counselors, building test coordinators, site techs, etc.) whose assignments require travel, but not on a regularly scheduled basis, shall be reimbursed at the rate annually set by the District per mile following federal mileage guidelines for use of personal automobiles.

Student Schedules

Principals and teachers at each site should establish a means of communication and input

about the schedule building process in the school.

Parent-Teacher Conferences

Principals, Assistant Principals, Counselors, Secretaries, Clerks, etc., shall not schedule parent teacher conferences without reasonable notice being given to the teacher(s) concerned. Every effort shall be made to arrange the conference with the teacher(s) at least two days in advance of the conference.

Moving Classrooms

When there are insufficient classrooms in a building for each teacher to be assigned full time to their own room, every effort will be made to hold to a minimum the number of times a teacher has to move to a different room consistent with the subject area(s) of the assignment.

Use of Telephone

Adequate telephone service shall be available to teachers with privacy of conversation when desired.

Faculty Lounge

The Board shall continue to make available in each school a room or rooms appropriately furnished for use as a faculty lounge.

Special Programs IEP Conferences During School Day

When classroom teachers are to be involved in an IEP conference, the conference should be held, to the extent possible, during the school day.

Sign-In Sheets

Teachers shall indicate their arrival and departure to and from the building by a check mark on the sign-in sheet.

Emergency Closure Plan

When it is necessary for a building to be closed for an emergency or for lack of staffing, the district will make every effort to notify building staff as soon as possible, prior to media notification.

Information on the District's Website

The District shall post updated copies of the Master Contract, Long-Term Disability Plan and

related forms, and FMLA forms on the District's website.

Posting Information

Statistics identifying individual teachers shall not be posted or distributed to others. (Examples include, but are not limited to, number of referrals written, number of absences, and number of failing grades given.)

Reasons for employee absences shall not be posted or distributed to others.

Teacher Allocation Announcement of Building Allocation

Within five (5) working days following the receipt of the statement of the building staff allocations for the following school year, principals will communicate the staff allocation to the entire staff in each building.

Assignments – Substitute Location When Work Occurs in a Classroom

An alternate location will be provided for a teacher whose room is being painted or remodeled during the regular school day.

Schedule Changes

Student class schedule changes shall, to the extent possible, be kept to a minimum.

Administration – Substitutes for District-Required Workshops

Where there is a District-required workshop during the school day, the District will, when substitutes are available, attempt to ensure that substitutes are provided, and that coverage will not come from within the building.

SCHEDULES

SCHEDULE I

Tulsa Public Schools 2021-2022 SALARY SCHEDULE**

Tulsa Public Schools											
2020-2021 SALARY SCHEDULE *pending board approval											
TEACHERS											
Standard Schedule						National Board Schedule					
Step	Bachelors	Masters	Masters +30	Masters +60	Doctorate	Step	Bachelors + NBC*	Masters + NBC*	Masters +30 + NBC*	Masters +60 + NBC*	Doctorate + NBC*
0	40,000	41,000	41,500	42,500	43,500	0	41,158	42,158	42,658	43,658	44,658
1	40,410	41,410	41,910	42,910	43,910	1	41,568	42,568	43,068	44,068	45,068
2	40,820	41,820	42,320	43,320	44,365	2	41,979	42,979	43,479	44,479	45,524
3	41,250	42,250	42,750	43,750	44,834	3	42,408	43,408	43,908	44,908	45,992
4	41,745	42,745	43,245	44,245	45,294	4	42,903	43,903	44,403	45,403	46,452
5	42,200	43,700	44,200	44,700	45,763	5	43,358	44,858	45,358	46,358	47,421
6	43,160	44,660	45,160	45,660	46,660	6	44,319	45,819	46,319	47,319	48,319
7	43,700	45,200	45,700	46,200	47,200	7	44,858	46,358	46,858	47,358	48,358
8	44,140	45,640	46,140	46,640	47,640	8	45,298	46,799	47,299	47,799	48,799
9	44,575	46,075	46,575	47,075	48,075	9	45,734	47,233	47,733	48,233	49,233
10	45,019	46,519	47,019	47,519	48,519	10	46,179	47,679	48,179	48,679	49,679
11	45,575	47,075	47,575	48,316	49,723	11	46,734	48,235	48,735	49,476	50,883
12	46,075	47,575	48,575	49,575	50,943	12	47,234	48,734	49,734	50,734	52,102
13	46,574	48,074	49,074	50,074	51,501	13	47,734	49,233	50,233	51,233	52,660
14	46,962	48,962	49,962	50,962	52,389	14	48,122	50,122	51,122	52,122	53,549
15	47,435	49,435	50,435	51,939	53,366	15	48,595	50,595	51,595	53,099	54,526
16	47,895	49,895	51,416	53,047	54,475	16	49,055	51,055	52,576	54,207	55,635
17	48,448	50,894	52,922	54,573	55,977	17	49,608	52,054	54,082	55,733	57,137
18	49,726	52,114	54,142	55,793	57,197	18	50,886	53,274	55,302	56,953	58,357
19	50,946	52,792	54,930	56,561	57,985	19	52,106	53,952	56,090	57,721	59,145
20	51,514	53,449	55,558	57,179	58,613	20	52,675	54,609	56,718	58,339	59,773
21	52,102	54,669	56,307	57,928	59,363	21	53,263	55,830	57,468	59,089	60,524
22	52,870	55,237	57,193	58,824	60,249	22	54,030	56,398	58,354	59,985	61,410
23	53,439	55,805	58,413	60,044	61,469	23	54,599	56,965	59,573	61,204	62,629
24	54,007	56,574	58,982	60,613	62,038	24	55,167	57,734	60,142	61,773	63,198
25	54,854	57,457	60,065	61,696	63,166	25	56,037	58,639	61,247	62,878	64,348
26	56,074	58,677	61,285	62,916	64,386	26	57,257	59,859	62,467	64,098	65,568
27	56,574	59,177	61,785	63,416	64,886	27	57,757	60,359	62,967	64,598	66,068
28	57,074	59,677	62,285	63,916	65,386	28	58,257	60,859	63,467	65,098	66,568
29	57,574	60,177	62,785	64,416	65,886	29	58,757	61,359	63,967	65,598	67,068
30	58,074	60,677	63,285	64,916	66,386	30	59,257	61,859	64,467	66,098	67,568
31	59,500	61,177	63,785	65,416	66,886	31	60,683	62,359	64,967	66,598	68,068
32	60,000	62,177	64,285	65,916	67,386	32	61,183	63,359	65,467	67,098	68,568
33			64,785	66,416	67,886	33			65,967	67,598	69,068
34			65,785	67,416	68,886	34			66,967	68,598	70,068

*Teachers who attained NBC certification before June 30, 2013, are eligible to receive from the State Department of Education an annual \$5,000 bonus for 10 years measured from the date they received the NBC as long as they continue to teach full time in the classroom for TPS and their national board certification remains current. Teachers who attain NBC certification after June 30, 2013 are eligible to receive from the State Department of Education a \$5,000 bonus only if the teacher was (1) selected for the Educational Leadership Oklahoma Program before June 30, 2013, or (2) if the teacher applied for the certification to the National Board for Professional Teaching Standards before June 30, 2013. **Any teacher who receives an annual NBC bonus, regardless of whether they attained their NBC before or after June 30, 2013, is not eligible to participate in the NBC minimum salary increment.**

Note: The School District's existing agreement provides a career increment in the amount of \$1,000 after 20, 25, 30, 34, 37 years of creditable service. Beginning with the 1995-96 school year, teachers who complete their 20, 25, 30, and 34 years of service during the first semester will move to the appropriate career increment for the second semester. The salary adjustment will be one-half the amount indicated for the yearly career increment.

A maximum of five years will be granted on the salary schedule for prior active military service.

Benefits: Health insurance not to exceed HealthChoice High; \$11.00/month dental; Life insurance - 1 ½ times employee's annual salary; Long Term Disability. Teachers not electing to take health insurance through the District shall be paid a taxable cash "in-lieu-of" payment of \$69.71 per month.

Teachers who have topped out of their salary lane will receive a one-time \$500 stipend for the 2020-2021 school year.

*Salary Schedule approved by the Board at the Jan 25, 2021 meeting

**The Salary schedule has not changed since the 2020-2021 school year. Teachers will be moved up one step on the current

(2020-2021) salary schedule for the 2022-2023 school year.

1. Advance all eligible teachers one step on the salary schedule to reflect the appropriate amount of years taught step increase.
2. Pay career increments as stipulated in the agreement for those teachers who have completed 20, 25, 30, 34, and 37 years of creditable service.
3. The district will increase the amount toward the district paid portion of retirement contribution by 1%, to be calculated after the advancement on the salary schedule.
4. Pay a one-time 1% (of salary at a new step) stipend in lieu of COLA
 - a. New hires before December 1 - paid the full amount on December paycheck.
 - b. New hires after December 1 - paid ½ on June paycheck.
5. Pay a one-time, non-recurring \$1000 loyalty recognition for returning teachers moving from step 9 to step 10 and from step 14 to step 15 on the salary schedule during the 2022-2023 school year
 - a. To be paid on the final paycheck of the 22-23 school year.
6. Pay an additional one-time, non-recurring 5% incentive for all special education teachers, school psychologists, psychometrists, occupational and physical therapists, speech pathologists, and compliance specialists.
7. Pay a \$2000 stipend for returning teachers
 - a. Paid in two equal installments in October 2022 and January 2023

SCHEDULE II
Tulsa Public Schools
**SPECIAL ASSIGNMENT RATES OF PAY & TEACHER
ATTENDANCE INCENTIVE PILOT**

Special Assignment	<u>Amount</u>
Academic Bowl Coach - High School	3,434
Academic Bowl Coach - Middle School	1,145
Assembly Coordinator - High School	1,109
Assembly Coordinator - Middle School	1,109
Breakfast Program Supervisor	1,502
Building Test Coordinator - Traditional Sites	1,849
Building Test Coordinator for Hospital/Alternative Sites	1,500
Bus Duty (Early Arrival/Late Departure)	1,831
Class Sponsor – Freshman	1,295
Class Sponsor – Sophomore	1,295
Class Sponsor – Junior	1,295
Class Sponsor – Senior	1,664
Community School Principal	1,109
Competitive Debate	2,060
Competitive Speech	2,060
Counselor - Elementary	1,831
Department Chair	1,849
Dietitian – Supervisor	1,860
Double Section (1) - 1/8	687
Double Section (2) - ¼	916
Double Section (3) - 3/8	1,145
Double Section (4) - ½	1,373
Double Section (5) - 5/8	1,602
Double Section (6) - ¾	1,831
Double Section (7) - 7/8	2,060

Double Section (8) - 8/8	2,289
Drama - High School	2,060
Drama - Middle School	1,373
Elementary School Allocation - Special Duties	1,145
Elementary Special Education Lead**	1,849
Future Educators Association Sponsor - High School	1,500
Home Base Advisory Coordinator	1,109
Individualized Career and Academic Plan (ICAP) Site Manager <600 students	1,000
Individualized Career and Academic Plan (ICAP) Site Manager >600 students	1,500
ID Team Leader - Middle School - (Minimum)***	357
ID Team Leader - Middle School - (Maximum)***	1,849
Instrumental Music - 1/2 -High School	962
Instrumental Music - High School	6,353
Instrumental Music - Middle School	1,145
Instrumental Music Assistant - High School	1,572
Intramural (1)	1,109
Intramural (2)	554
Intramural (3)	370
Intramural (4)	277
Multi-school Librarian	1,849
National/State Honor Society Affiliate Sponsor	925
Newspaper Sponsor – Elementary	462
Newspaper Sponsor - High School	925
Newspaper Sponsor - Middle School	687
Nurse – Supervisor	1,849
RSA Site Coordinator <500 students	1,000
RSA Site Coordinator >500 students	1,500
Safety Patrol Sponsor – Elementary	554
Secondary Fine Arts Dance	1,717

Site Asset Manager - High School Music	500
Site Asset Manager - High School Child Nutrition	500
Site Asset Manager - High School Lead	1,500
Site Asset Manager - Elementary < 400 Students	1,000
Site Asset Manager - Elementary 401 - 700 Students	1,300
Site Asset Manager - Elementary > 700 Students	1,500
Site Asset Manager - Middle School	1,300
Site Asset Manager - Special Program	1,000
Site Technology Contact - School < or = to 400 Students	1,373
Site Inst'l Resource Coord. - ES<or =400 Students	1,000
Site Inst'l Resource Coord. - ES 401-700 Students	1,300
Site Inst'l Resource Coord. - ES> 700 Students	1,500
Site Inst'l Resource Coord. - MS/JrH<or =500 Students	800
Site Inst'l Resource Coord. - MS/JrH>501 Students	1,000
Site Inst'l Resource Coord. - HS<or = 500 Students	800
Site Inst'l Resource Coord. - HS 501-950 Students	1,000
Site Inst'l Resource Coord. - HS>951 Students	1,300
Site Inst'l Resource Coord. - Project Accept, TRAICE MS/HS	1,000
Site Inst'l Resource Coord. - Tulsa Met MS/HS, TLA, Street	800
Site Inst'l Resource Coord. - Positive Changes, Phoenix Rising	300
Site Technology Contact - School 401 to 700 Students	1,717
Site Technology Contact - School >700 Students	2,060
Stagecraft - High School	1,109
Stagecraft - Middle School	925
Student Council Sponsor – Elementary	554
Student Council Sponsor - High School	1,479
Student Council Sponsor - Middle School	1,109
Teacher-in-Charge – Elementary	1,145
Team Leader	1,849

Treasurer – Elementary	1,488
Treasurer - High School	2,861
Treasurer - Middle School	2,861
Tulsa Native Youth Board Sponsor	1,000
Vocal Music - Middle School	1,145
Vocal Music - High School	1,717
Yearbook Sponsor - High School	1,502
Yearbook Sponsor - Middle School	998

**Applies to elementary schools with 3 or more special education teachers

***Must Submit Worksheet

Junior High Sports

Amount

Junior High Sports	Amount
JH Site Athletic Director	4,000
JH boys basketball—8th grade	1,145
JH boys basketball—7th grade	1,145
JH girls basketball—8th grade	1,145
JH girls basketball—7th grade	1,145
JH cheerleading sponsor	2,060
JH football – Head	2,289
JH football - Assistant 1	1,373
JH football - Assistant 2	1,373
JH girls volleyball	1,602
JH Boys - soccer	1,145
JH girls - soccer	1,145
JH boys - CC/Track	1,145
JH girls - CC/Track	1,145
JH wrestling - boys/girls	1,602
JH swimming - boys/girls	1,145
7th grade volleyball	1,145

6th Grade Sports	<u>Amount</u>
6th grade football assistant	1,373
6th grade boys basketball	1,145
6th grade girls basketball	1,145
6th grade girls volleyball	1,145

High School Sports	<u>Amount</u>
Athletic Director - Boys/Girls (& Ext 5 days****)	10,000
Baseball – Assistant	3,000
Baseball – Head	6,500
Basketball - Head – Boys	8,097
Basketball - Head – Girls	8,097
Basketball - Assistant - Boys	2,577
Basketball - Assistant - Girls	2,577
Basketball - Ninth Grade Coach - Boys	2,119
Basketball - Ninth Grade Coach - Girls	2,119
Cheerleading Sponsor - High School	3,433
Cross Country - Head - Boys	2,800
Cross Country - Head - Girls	2,800
Cross Country - Assistant - Boys	1,500
Cross Country - Assistant - Girls	1,500
Football – Head	9,616
Football – Assistant	3,335
Football - Ninth Grade Coach	2,877
Golf - Head – Boys	3,800
Golf - Head – Girls	3,800
Golf - Assistant – Boys	357

Golf - Assistant – Girls	357
Pom Sponsor - High School	3,000
Pom Sponsor - Middle School	1,500
Soccer - Head – Boys	3,878
Soccer - Head – Girls	3,878
Soccer - Assistant – Boys	1,500
Soccer - Assistant – Girls	1,500
Softball - Head – Girls	6,500
Softball - Assistant – Girls	3,000
Swimming - Head – Boys	3,800
Swimming - Head – Girls	3,800
Swimming - Assistant - Boys	696
Swimming - Assistant - Girls	696
Tennis - Head – Boys	3,800
Tennis - Head – Girls	3,800
Tennis - Assistant – Boys	357
Tennis - Assistant – Girls	357
Track - Head – Boys	3,500
Track - Head – Girls	3,500
Track - Assistant – Boys	2,000
Track - Assistant – Girls	2,000
Volleyball - Head – Boys	3,371
Volleyball - Head – Girls	3,371
Volleyball - Assistant - Boys	1,202
Volleyball - Assistant - Girls	1,202
Wrestling – Head Girls	4,285
Wrestling - Head Boys	4,285
Wrestling – Assistant	2,142

***Extended Time Pay is determined by Daily Rate and listed as a separate pay item

Do not enter on Stipend Reporting website

Counselor - Middle School & Ext. 5 days*	1,831
Counselor – High School & Ext. 10 days	1,831
Counselor - Vocational Education	1,831
Curriculum Writing	\$23.00 per hour
Fine Arts District Chairs	2,000
Guidance Dean - Middle School & Ext. 5 days*	2,175
Guidance Dean - High School & Ext. 10 days*	2,403
Instructional Media Specialist - High School & Ext. 5 days*	925
JROTC – Certified	1,664
JROTC Leadership (Middle School) & Ext. 10 days*	1,664
Librarian - Middle & High School & Ext. 5 days*	925
Psychologist I Plus 5% base salary	5,093
Psychometrist Plus 5% base salary	3,413
Resource, Pathwise, Instructional Specialist/Facilitator	1,831
Special Education	5%
Elementary Special Education Lead**	1849
Elementary Gifted and Talented Lead	1,849
Vocational Education, Full Time	2,000
Vocational Education, District Paid	289
Vocational Education, Perkins Fund	2,000
Alternative Education	5%
MS Hub Monitors - must be approved through the Safe & Drug Free Schools Department	1,680
Speech Pathologist w/ "C's Certification of Clinical Competence"	5,000

*Extended Time Pay is determined by Daily Rate and listed as a separate pay item

Multilingual teachers: those teachers who have demonstrated proficiency in that language or dual language teachers. All eligible teachers must pass the American Council on the Teaching of Foreign Languages (ACTFL) test or comparable assessment as determined by the Office of Language and Cultural Services. The candidate is responsible for the testing fee. Daily class load is determined by the sum of students in all subjects or classes.	2,000
ESL Certification Exam Reimbursement: Title III funds will be used to reimburse the exam fees (\$135) for any TPS certified staff member who successfully passes the Oklahoma English as a Second Language Certification exam.	135
Interpreter: Tier 1 (General Proficiency) – Certified: Certified staff serving as the school’s identified interpreter(s) and submitted to Talent Management by the principal. 1-50 students of a language group = 1 interpreter. The staff member must have successfully passed the Oral Language Competency test as administered by the Office of Language and Cultural Services or submitted approved documentation of competency to the Office of Language and Cultural Services. The staff member must have completed the required annual Interpreter/Translator Training provided by the Office of Language and Cultural Services. Identified interpreters will be the first resources assigned to off-contract hours requests.	720
Interpreter: Tier 2 (Advanced Proficiency) – Certified: Certified staff serving as the school’s identified interpreter(s) and submitted to Talent Management by the principal. 1-50 students of a language group = 1 interpreter. The staff member must have successfully passed the Oral Language Competency test as administered by the Office of Language and Cultural Services or submitted approved documentation of competency to the Office of Language and Cultural Services. The staff member must have completed the required annual Interpreter/Translator Training provided by the Office of Language and Cultural Services. Identified interpreters will be the first resources assigned to off-contract hours requests.	1,440
Translator: Tier 1 (General Proficiency) – Certified: Certified staff serving as the school’s identified translator(s) and submitted to Talent Management by the principal. 1-100 students of a language group = 1 translator. The staff member must have successfully passed the Written Language Competency test as administered by the Office of Language and Cultural Services or submitted approved documentation of competency to the Office of Language and Cultural Services. The staff member must have completed the required annual Interpreter/Translator Training provided by the Office of Language and Cultural Services.	720
Translator: Tier 2 (Advanced Proficiency) – Certified: Certified staff serving as the school’s identified translator(s) and submitted to Talent Management by the principal. 1-100 students of a language group = 1 translator. The staff member must have successfully passed the Written Language Competency test as administered by the Office of Language and Cultural Services or submitted approved documentation of competency to the Office of Language and Cultural Services. The staff member must have completed the required annual Interpreter/Translator Training provided by the Office of Language and Cultural Services.	1,440

Establish the following stipend supported leadership roles to support Indian Education Services:

- Indian Education Lead Resource Advisor (1) - Current rate of pay for 20 additional days, not to exceed \$12,000 (Funding source - Title 6)
- Indian Education Resource Advisor - Tutoring Lead (1) - \$1000 (Funding source - Cherokee Nation Tag)
- Indian Education Club Sponsor (up to 12) - \$500 (Funding source - Cherokee Nation Tag) Additional Job Description/Responsibility Language for Reference:

Pay a lead resource advisor (to be named) @ their current rate of pay (total not to exceed \$12,000) to support the program in coordinating cultural and academic events and services provided by our tribal partners for 20 additional non-contract days during fiscal year 2022.

Pay a resource advisor (to be named) a \$1,000 stipend for coordination, leadership, training, and organization of the Indian education after-school tutoring program during fiscal year 2022.

Pay up to 12 certified staff members (to be named) a \$500 stipend per regularly scheduled club (not to exceed \$24,000) to recruit, sponsor, and host after-school Indian education clubs, student boards, and/or Challenge Bowl teams at designated schools during fiscal year 2022.

New Extra Duty Stipend - SY22-23 only

Shared Course Teacher

For the 2022-2023 school year, Tulsa Public Schools will compensate shared course teachers \$500. Participation is voluntary and shared course teachers shall be named by the building principal.

Supplemental information for shared course teacher

Shared course teachers will teach sections composed of TPS students from more than one high school in order to expand equitable course access. Duties include:

- Create collaborative classroom environment and sense of belonging that actively integrates students from across different campuses
- Take additional steps, as needed, to engage off-campus students in the course
- Participate in continuous improvement and learning on how to maximize students' experiences in shared courses
- If providing in-person instruction for the shared-course: Work with relevant office staff to ensure students who need transportation access it from the right time and place
- If providing hybrid instruction for the shared course (in-person + virtual): Operate new technology designed to maximize student participation and collaboration

New Extra Duty Stipend - SY21-22 only

Establish the following stipend supported roles for the 2021-2022 school year to support the implementation of SY21-22 priorities and strategies:

- Extended Leadership Cohort (up to 2 per secondary site) \$1849
- Climate & Culture Team Lead (1 per elementary site) \$1849
- Wellness Team Lead (up to 1 per site) \$1849
- Justice, Inclusion & Belonging Team Member (2-3 per site) \$1849
- RSA Site Coordinator (up to 1 per site) \$1000

Additional Job Description/Responsibility Language for Reference:

In SY 21-22, we will bring teacher leaders into the learner agency work, creating an Extended Leadership Cohort of teachers. School leaders will identify at least two teacher leaders as part of the Extended Leadership Cohort to engage in professional learning to develop their knowledge

and skills on *student agency as a way to advance equity* within their classrooms. Student agency is a key condition of *masterful teaching* as described in the Tulsa Way for Teaching and Learning Rubric and teachers will focus on noticing how the progression of the student role in Academic Ownership and Demonstration of Learning evolve in their classrooms. The work with the Expanded Leadership Cohort aligns with the third strategy around cultivating culturally responsive leaders.

Climate and Culture Teams build on this year's learning and practices grounded in relationships, routines, and resilience to enhance supportive environments, knowledge, skill, and mindset building, and developmental relationships. They will serve as leaders of universal (Tier 1) culture and climate practices and tools within a school community through 2021-2022 and 2022-2023 by:

1. Recognizing and supporting the needs of all students.
2. Designing and providing supports in an integrated way.
3. Engaging in strong collaboration among all adults (caregivers, teachers, coaches, mentors, etc.) in a student's context.
4. Operating with an understanding of the impact of trauma and adversity on learning and development.

Collaborating with the Justice, Inclusion & Belonging Team to identify and implement culture and climate practices that will foster an environment of strong adult wellness, relational trust, and collective efficacy in preparation for engaging in school-wide equity work in 2022-2023

Wellness Teams: A school Wellness Team is a school-based Tier 2 cross-functional team focused on addressing the mental health and social & emotional learning needs of students, families and school staff in its specific school community.

Strengthening our school communities and the supportive relationships that hold them together are foundational to our recovery efforts. As students and adults return to school in 2021-2022, we will prioritize expanding and improving successful SEL-supports that are already underway to create a more coherent system-wide approach to meeting students' holistic needs. We are eager to build on and strengthen the role of Wellness Teams in identifying and meeting student needs that can't be met through universal SEL supports provided by the site based climate and culture teams. The focus is on supporting students who are at risk for developing more serious challenges before they start. Essentially, the support at this level is more focused than Tier 1 and less intensive than Tier 3. Tier 2 supports often involve group interventions with ten or more students participating. Specific Tier 2 interventions include practices such as social skills groups, self-management, and academic supports. Targeted interventions like these, implemented by typical school personnel, are likely to demonstrate positive effects for up to 67% of referred students.

Justice, Inclusion & Belonging Teams (JIB Teams) will serve as leaders of the adult climate, culture and justice, inclusion, & belonging work through 2021-2022 and 2022-2023 by:

1. Engaging in Equity Explorers alongside the school leader and attending all learning debrief sessions
2. Support identification of needed wellness, climate and culture work in order for site to successfully engage in justice, inclusion, & belonging development work in partnership with the Climate & Culture Team
3. Collaborate to design whole-school justice, inclusion, & belonging development & learning in SY22-23 and beyond

RSA Site Coordinator:
Duties/Responsibilities:

- Ensure all site-level RSA reports are completed by due date
 - Annual site report
 - Complete all RSA Status Forms, including probationary promotions, MAP exemptions, etc.
 - Submit names of third grade students attending RSA summer school
 - Upload all documentation to PowerSchool
- Submit names of K-3 students attending summer school
- Coordinate RSA site-level tutoring, including submitting time sheets to Heidi Doss
- Coordinate Probationary Promotion Meetings
- Coordinate testing for 4th/5th grade Probationary Promoted students
- Attend district RSA meetings; communicate pertinent information to staff members
- Check the RSA TEAMS chat for pertinent information and share with school staff

RSA Site Coordinator Requirement

- Should be a certified teacher
- Serves as a liaison between the school site and RSA district team
- Performs tasks, duties, and responsibilities above

2017-2018 Teacher Incentive Pilot:

As you know, we are committed to ensuring that Tulsa Public Schools is the destination for extraordinary educators who work with our community and families to ignite the joy of learning and prepare every student for the greatest success in college, career and life.

Because teachers are the heart of successful schools, their presence and voice are crucial to the team that makes excellence happen for our students. As such, TCTA and TPS wish to decrease avoidable absences through a teacher attendance appreciation incentive. In this pilot, as a small demonstration of our appreciation, we will provide all teachers with the opportunity to receive modest (but meaningful) financial incentives for perfect attendance in frequent, consecutive intervals throughout the school year.

The characteristics of this pilot, which will be effective in the 2017-2018 school year, are as follows:

- The incentive intervals will occur frequently across the school year in consecutive fashion so that all teachers will have a chance to participate as many times as possible.
- A typical amount of an incentive might be \$100, but the amounts may vary.
- The incentive pilot only awards teachers with perfect attendance. The exclusive exceptions are when
 - (1) a teacher is absent for school business taken at the direction of their principal/supervisor, or
 - (2) with the principal's permission, a teacher is absent for an hour or less of instruction and that teacher has found another teacher to cover their absence from the classroom. (This is commonly called "friendly cover," meaning there is no cover pay.)
- After the first interval, all "start dates" of an interval will be announced in advance, but because the intervals will vary and be of unannounced length, the "end date" of an interval will not be announced until the evening on which it has occurred.
- Teachers will be notified by email through the District's Talent Management Department when they have qualified for an incentive according to verified attendance records.
- The incentive will be paid in teachers' standard monthly paycheck in order to minimize tax consequences. As feasible, the relevant paycheck will be the paycheck following the end of an incentive interval.
- If a teacher begins their employment in the middle of an interval, they will not be considered to have perfect attendance for that particular interval.

- This incentive will be available to all teachers covered by the TCTA/TPS Collective Bargaining Agreement (in other words, all employees on a teacher contract) as well as any employees serving as an apprentice teacher.
- The District will have discretion to develop any business rules necessary to further define the incentive program, but will do so with input from the appropriate individuals (principals, TCTA, payroll staff, etc.). TCTA and TPS acknowledge that this incentive program is a pilot that does not create any property interest or create a right to a due process hearing of any kind.

SCHEDULE III-A Confidential Evaluation Forms

Counselors

(Insert name of District) - COUNSELOR'S CONFIDENTIAL EVALUATION						©2012 The Tulsa Model															
Counselor _____		Date(s) of observations _____		School _____		Assigned _____		Employee Number _____		INSERT A WHOLE NUMBER, NOT AN "N" OR "Y"											
See RUBRIC for detailed definitions. Insert ONE of the following: 1 = Ineffective; 2 = Needs Improvement; 3 = Effective; 4 = Highly Effective; 5 = Superior; N/A = Not Applicable; N/D = Not Observed										DO NOT INSERT MORE THAN ONE NUMBER IN A ROW.											
										1	2	3	4	5	Average						
COUNSELOR CENTER MANAGEMENT																					
1. The Counselor will optimize the physical learning environment to secure efficacy / student learning advantage in alignment with current management best practices.																					
2. The Counselor plans for delivery of the school's current plan relative to short term and long term objectives.																					
3. The school counselor contributes to a positive school climate by taking a proactive role in creating a safe, orderly and positive school environment.																					
SCHOOL COUNSELING EFFECTIVENESS																					
4. School Counselor monitors student progress to maximize student achievement.																					
5. School Counselor demonstrates accountability.																					
6. The School Counselor creates a professional networking / open climate so as to insure that Faculty and Staff actively solicit the counselor's special expertise in student's emotional, career and academic programs.																					
7. School Counselor participates in the school-wide assessment program.																					
8. School Counselor exhibits the skills and temperament to manage student's crisis.																					
9. Exhibits behaviors and attributes associated with professionalism.																					
NOTE: N/A or N/D cannot be used for Domains with a single indicator. use 1, 2, 3, 4, or 5 ONLY.																					
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT																					
10. Shows professional growth as a continuous improvement strategy.																					
INTERPERSONAL SKILLS																					
11. Effectively interacts and collaborates with stakeholders.																					
12. Counselor participates in Fair Share Outcomes and ResponSibilities.																					
LEADERSHIP																					
13. School Counselor leads and participates in school-wide efforts to meet or exceed.																					
14. School Counselor advocates effectively for equity issues affecting the educational programs of students.																					
Summary of Effectiveness by DOMAIN:																					
										Average		Weight of Domain by Percentage									
COUNSELOR CENTER MANAGEMENT										N/A / N/D		20%									
SCHOOL COUNSELING EFFECTIVENESS										N/A / N/D		30%									
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT										0.0		10%									
INTERPERSONAL SKILLS										N/A / N/D		20%									
LEADERSHIP										N/A / N/D		20%									
COMPOSITE, WEIGHTED AVERAGE for EVALUATION										N/A / N/D											
NOTE:																					
0.00				2.0				3.00													
Less than 1.8				Equal to or greater than 1.8				Less than 2.8				Ineffective									
Equal to or greater than 2.8				Less than 3.8				Effective				Needs Improvement									
Equal to or greater than 3.8				Less than 4.8				Highly Effective				Superior									
Equal to or greater than 4.8																					
Any ranking of 1.0 or 2.0 on any component of this Evaluation requires a Personal Development Plan to be attached to this document.																					
Any ranking of 4.0 or 5.0 on any component on this Evaluation requires narrative comments within the Evaluator Comments below.																					
Evaluator Comments:																					
Counselor's Signature _____										Date _____											
Evaluator's Signature _____										Date _____											
*The Counselor's Signature is an acknowledgement that the counselor has received the Evaluation on the date indicated.																					

Deans

Insert name of District) - DEAN'S CONFIDENTIAL EVALUATION						©2012 The Yuba Model					
Dean _____ Details) of observations _____											
School _____ Assignment _____ Employee Number _____						INSERT A WHOLE NUMBER, NOT AN "X" OR "0"					
See RUBRIC for detailed definitions. Insert ONE of the following: 1 = Ineffective; 2 = Needs Improvement; 3 = Effective; 4 = Highly Effective; 5 = Superior; N/A = Not Applicable; N/O = Not Observed						DO NOT INSERT MORE THAN ONE NUMBER IN A ROW.					
						1	2	3	4	5	Average
ORGANIZATION and MANAGEMENT											
1 The Dean clearly defines expected student behavior.											#DIV/0!
2 The Dean assures a contribution to building-wide positive climate/responsibilities.											#DIV/0!
3 The Dean generates and maintains accurate records and analyzes data.											#DIV/0!
4 The Dean optimizes the physical environment to assure efficacy.											#DIV/0!
INSTRUCTIONAL SUPPORT											
5 The Dean adheres to District Behavior Response Plan to ensure building safety and security.											#DIV/0!
6 The Dean is visible during the school day and monitors common areas to maintain student safety and security.											#DIV/0!
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT											
7 Uses professional growth as a continuous improvement strategy.											#DIV/0!
8 Exhibits behaviors and efficiencies associated with professionalism.											#DIV/0!
INTERPERSONAL SKILLS											
9 Effective Interactions and Communications with Families.											#DIV/0!
10 Effective Interactions and Communications with Students.											#DIV/0!
11 Effective Interactions and Communications with Staff and Community.											#DIV/0!
NOTE: N/A or N/O cannot be used for Domains with only a single indicator; use 1, 2, 3, 4, or 5 ONLY.											
LEADERSHIP											
12 Leadership											0.0
Summary of Effectiveness by DOMAIN:						<i>Average</i>		<i>Weight of Domain by Percentage</i>			
ORGANIZATION and MANAGEMENT						#DIV/0!		25%			
INSTRUCTIONAL SUPPORT						#DIV/0!		25%			
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT						#DIV/0!		10%			
INTERPERSONAL SKILLS						#DIV/0!		30%			
LEADERSHIP						0.0		10%			
COMPOSITE, WEIGHTED AVERAGE for EVALUATION						#DIV/0!					
NOTE:											
<i>From:</i>			<i>To:</i>			<i>Ranking</i>					
Less than 1.0			Less than 2.0			Ineffective					
Equal to or greater than 1.0			Less than 3.0			Needs Improvement					
Equal to or greater than 2.0			Less than 4.0			Effective					
Equal to or greater than 3.0			Less than 4.0			Highly Effective					
Equal to or greater than 4.0			Less than 4.0			Superior					
Any ranking of 1.0 or 2.0 on any component of this Evaluation requires a Personal Development Plan to be attached to this document.											
Any ranking of 4.0 or 5.0 on any component on this Evaluation requires narrative comments within the Evaluator Comments below.											
Evaluator Comments:											
Dean's Signature* _____						Date _____					
Evaluator's Signature _____						Date _____					
*The Dean's Signature is an acknowledgement that the dean received the Evaluation on the date indicated.											

Librarians

(Insert name of District) - LIBRARIAN'S CONFIDENTIAL EVALUATION		©2012 The Tulsa Model						
Librarian _____	Date(s) of observations _____							
School _____	Assignment _____	Employee Number _____	INSERT A WHOLE NUMBER, NOT AN "X" OR "Y"					
See RUBRIC for detailed definitions. Insert ONE of the following: 1 = Ineffective; 2 = Needs Improvement; 3 = Effective; 4 = Highly Effective; 5 = Superior; N/A = Not Applicable; N/O = Not Observed			INSERT ONLY ONE NUMBER IN A ROW.					
			1	2	3	4	5	Average
LIBRARY MANAGEMENT								
1 Managing Student Behavior								
2 Creating a Culture for Learning								
3 Managing Library Procedures								
4 Collaborating with Teachers								
5 Administrative Management and Records								
6 Developing Collection								
7 Administering Library Budget								
8 Supervising Personnel								
INSTRUCTIONAL EFFECTIVENESS								
9 Demonstrating Knowledge of Curriculum								
10 Supporting Instructional Goals								
11 Demonstrating Knowledge of Traditional / Non-Traditional Literature and Reading Support								
12 Communicating Effectively with Students								
13 Using Quality Questioning Techniques with Students								
14 Assessing Students								
15 Developing Lessons								
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT								
16 Reflecting on Professional Effectiveness								
17 Growing and Developing Professionally								
INTERPERSONAL SKILLS								
18 Communicating with School Staff								
19 Communicating with School Stakeholders								
LEADERSHIP								
20 Contributes to School and Professional Communities								
21 Adheres to Professional Ethics								
Summary of Effectiveness by Domain:			<u>Average</u>		<u>Weight of Domain by Percentage</u>			
LIBRARY MANAGEMENT			#DIV/0!		35%			
INSTRUCTIONAL EFFECTIVENESS			#DIV/0!		40%			
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT			#DIV/0!		10%			
INTERPERSONAL SKILLS			#DIV/0!		10%			
LEADERSHIP			#DIV/0!		5%			
COMPOSITE, WEIGHTED AVERAGE for EVALUATION			#DIV/0!					
NOTE:								
<u>From:</u>			<u>To:</u>			<u>Ranking</u>		
Less than 1.8			Less than 2.8			Ineffective		
Equal to or greater than 1.8			Less than 3.8			Needs Improvement		
Equal to or greater than 2.8			Less than 4.8			Effective		
Equal to or greater than 3.8			Less than 4.8			Highly Effective		
Equal to or greater than 4.8			Less than 4.8			Superior		
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Evaluator Comments:								
Librarian's Signature* _____					Date _____			
Evaluator's Signature _____					Date _____			
*The Librarian's Signature is an acknowledgement that the teacher has received the Evaluation on the date indicated.								

Nurses

(Insert name of District) - NURSE'S CONFIDENTIAL EVALUATION		CJ012 The Tulsa Model				
Nurse _____	Date(s) of observations _____	INSERT A WHOLE NUMBER, NOT AN "X" OR "V".				
School _____	Assignment _____	Employee Number _____	DO NOT INSERT MORE THAN ONE NUMBER IN A ROW.			Average
See RUBRIC for detailed definitions. Insert ONE of the following: 1 = Ineffect; 2 = Needs Improvement; 3 = Effect; 4 = Highly Effect; 5 = Superior; N/A = Not Applicable; N/O = Not Observed.		1	2	3	4	5
PROGRAM MANAGEMENT						#DN/DT
1	Establishes a school health program within a goal-based program schedule.					
2	Collaboration is the fundamental key for the successful delivery of health services.					
3	The Nurse optimizes the physical environment to assure efficacy student health and safety advantages in alignment with best practices.					
4	The Nurse clearly defines expected student behavior.					
NOTE: N/A or N/O cannot be used for Domains with a single Indicator; use 1, 2, 3, 4, or 5 ONLY.						
INSTRUCTIONAL SKILLS						0.0
5	Aligns health education needs with a health education curricula and educational focus.					
PROFESSIONAL SERVICES						#DN/DT
6	The Nurse utilizes assessment patterns that are fairly administered and based on identified criteria.					
7	Produces, maintains, supervises and appropriately delegate development of health records based on District and State standards.					
8	Provides the spectrum of nursing services with consistency and efficacy.					
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT						#DN/DT
9	Views Professional Growth as a Continuous Improvement Strategy.					
10	Exhibits behaviors and efficiencies associated with professionalism.					
NOTE: N/A or N/O cannot be used for Domains with a single Indicator; use 1, 2, 3, 4, or 5 ONLY.						
INTERPERSONAL SKILLS						0.0
11	Effectively interacts and communicates with stakeholders.					
LEADERSHIP						0.0
12	Leadership					
Summary of Effectiveness by DOMAIN:		Average	Weight of Domain by Percentage			
PROGRAM MANAGEMENT		#DN/DT	35%			
INSTRUCTIONAL SKILLS		0.0	10%			
PROFESSIONAL SERVICES		#DN/DT	35%			
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT		#DN/DT	10%			
INTERPERSONAL SKILLS		0.0	5%			
LEADERSHIP		0.0	5%			
COMPOSITE, WEIGHTED AVERAGE for EVALUATION		#DN/DT				
NOTE:						
From:		To:	Ranking			
Less than 1.0		Ineffective			
Equal to or greater than 1.0		Needs Improvement			
Equal to or greater than 2.0		Effective			
Equal to or greater than 3.0		Highly Effective			
Equal to or greater than 4.0		Superior			
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Any ranking of 4.0 or 5.0 on any component on this Evaluation requires narrative comments within the Evaluator Comments below.						
Evaluator Comments:						
Nurse's Signature* _____		Date _____				
Evaluator's Signature _____		Date _____				
*The Nurse's Signature is an acknowledgement that the nurse has received the Evaluation on the date indicated.						

Speech-Lang Paths/School Psychologists

(Insert name of District) - SPEECH-LANG PATH / SCHOOL PSYCHOLOGIST'S CONFIDENTIAL EVALUATION ©2012 The Tulus Model

Speech-Lang Path / School Psychologist's _____ Date(s) of observations _____
 School _____ Assignment _____ Employee Number _____

INSERT A WHOLE NUMBER, NOT AN "X" OR "Y"
 DO NOT INSERT MORE THAN ONE NUMBER IN A ROW.

See RUBRIC for detailed definitions. Insert ONE of the following: 1 = Ineffective; 2 = Needs Improvement;
 3 = Effective; 4 = Highly Effective; 5 = Superior; N/A = Not Applicable; N/O = Not Observed

ORGANIZATION and MANAGEMENT #DIV/0!																											
1. The Professional optimizes the physical working environment to assure efficacy/ student learning advantage.																											
2. The Professional plans and prepares for delivery of services.																											
3. The professional will maintain accurate student records.																											
4. The Professional clearly defines expected student behavior.																											
INSTRUCTIONAL SUPPORT #DIV/0!																											
5. Adherence to Professional Responsibilities and Standards.																											
6. The professional is able to select and administer individualized assessments.																											
7. The professional interprets test data and assessment.																											
8. Designs and implements appropriate student plans.																											
9. Provides consultation for improvement of student performance.																											
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT #DIV/0!																											
10. Uses professional growth as a continuous improvement strategy.																											
11. Exhibits Behaviors and Efficiencies Associated with Professionalism.																											
NOTE: N/A or N/O cannot be used for Domains with a single indicator; use 1, 2, 3, 4, or 5 ONLY.																											
INTERPERSONAL SKILLS 0.0																											
12. Effective Interactions and Communications with Stakeholders.																											
LEADERSHIP 0.0																											
13. Leadership																											
Summary of Effectiveness by DOMAIN:																											
ORGANIZATION and MANAGEMENT	Average	Weight of Domain by Percentage																									
	#DIV/0!	30%																									
INSTRUCTIONAL SUPPORT	#DIV/0!	45%																									
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT	#DIV/0!	10%																									
INTERPERSONAL SKILLS	0.0	10%																									
LEADERSHIP	0.0	5%																									
COMPOSITE, WEIGHTED AVERAGE for EVALUATION #DIV/0!																											
NOTE:																											
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Speech-Lang Path / School Psychologists' Signature* _____ Date _____																											
Evaluator's Signature _____ Date _____																											
*The Speech-Lang Path /School Psychologists' Signature is an acknowledgement that they received the Evaluation on the date indicated.																											

Professional Development Teachers

(Insert name of District) - STAFF DEVELOPMENT TEACHER'S CONFIDENTIAL EVALUATION						©2012 The Tulsa Model																							
Staff Development Teacher _____						Date(s) of observations _____																							
School _____						Assignment _____																							
						Employee Number _____																							
See RUBRIC for detailed definitions. Insert ONE of the following: 1 = Ineffective; 2 = Needs Improvement; 3 = Effective; 4 = Highly Effective; 5 = Superior; N/A = Not Applicable; N/O = Not Observed.						INSERT A WHOLE NUMBER, NOT AN "X" OR "0". DO NOT INSERT MORE THAN ONE NUMBER IN A BOX.																							
						1	2	3	4	5	Average																		
MANAGEMENT and ORGANIZATION											#DIV/0!																		
1	Staff Development Teacher plans, development and delivery of assistance/support/ professional development relative to short and long term objectives.																												
2	Staff Development Teacher contributes to building wide positive climate.																												
3	Staff Development Teacher optimizes the environment to assure efficacy in professional learning/ support.																												
4	Staff Development Teacher generates and maintains accurate records and analyzes data.																												
INSTRUCTIONAL EFFECTIVENESS											#DIV/0!																		
5	Staff Development Teacher establishes and facilitates Professional Learning Communities (PLCs) school-wide.																												
6	Staff Development Teacher uses a variety of strategies to communicate research-based practices for professional development.																												
7	Staff Development Teacher supports District initiatives.																												
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT											#DIV/0!																		
8	Staff Development Teacher uses professional growth as an improvement strategy.																												
9	Staff Development Teacher exhibits behaviors and efficiencies associated with professionalism.																												
NOTE: N/A or N/O cannot be used for Domains with a single indicator, use 1, 2, 3, 4, or 5 ONLY.																													
INTERPERSONAL SKILLS											0.0																		
10	Staff Development Teacher promotes a collaborative work environment.																												
LEADERSHIP											0.0																		
11	Staff Development Teacher uses professional growth as evidence of a focus on leadership initiatives.																												
<table style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; font-size: x-small;">Summary of Effectiveness by DOMAIN:</th> <th style="text-align: center; font-size: x-small;">Average</th> <th style="text-align: center; font-size: x-small;">Weight of Domain by Percentage</th> </tr> </thead> <tbody> <tr> <td style="font-size: x-small;">MANAGEMENT and ORGANIZATION</td> <td style="text-align: center; font-size: x-small;">#DIV/0!</td> <td style="text-align: center; font-size: x-small;">30%</td> </tr> <tr> <td style="font-size: x-small;">INSTRUCTIONAL EFFECTIVENESS</td> <td style="text-align: center; font-size: x-small;">#DIV/0!</td> <td style="text-align: center; font-size: x-small;">30%</td> </tr> <tr> <td style="font-size: x-small;">PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT</td> <td style="text-align: center; font-size: x-small;">#DIV/0!</td> <td style="text-align: center; font-size: x-small;">30%</td> </tr> <tr> <td style="font-size: x-small;">INTERPERSONAL SKILLS</td> <td style="text-align: center; font-size: x-small;">0.0</td> <td style="text-align: center; font-size: x-small;">15%</td> </tr> <tr> <td style="font-size: x-small;">LEADERSHIP</td> <td style="text-align: center; font-size: x-small;">0.0</td> <td style="text-align: center; font-size: x-small;">15%</td> </tr> </tbody> </table>											Summary of Effectiveness by DOMAIN:	Average	Weight of Domain by Percentage	MANAGEMENT and ORGANIZATION	#DIV/0!	30%	INSTRUCTIONAL EFFECTIVENESS	#DIV/0!	30%	PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT	#DIV/0!	30%	INTERPERSONAL SKILLS	0.0	15%	LEADERSHIP	0.0	15%	
Summary of Effectiveness by DOMAIN:	Average	Weight of Domain by Percentage																											
MANAGEMENT and ORGANIZATION	#DIV/0!	30%																											
INSTRUCTIONAL EFFECTIVENESS	#DIV/0!	30%																											
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT	#DIV/0!	30%																											
INTERPERSONAL SKILLS	0.0	15%																											
LEADERSHIP	0.0	15%																											
COMPOSITE, WEIGHTED AVERAGE for EVALUATION											#DIV/0!																		
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Evaluator Comments:																													
Staff Development Teacher's Signature* _____											Date _____																		
Evaluator's Signature _____											Date _____																		
*The Staff Development Teacher's Signature is an acknowledgement that the SOT has received the Evaluation on the date indicated.																													

Teachers

(Insert name of District) - TEACHER'S CONFIDENTIAL EVALUATION				©2012 The Tullis Model																						
Teacher _____	Date(s) of observation _____																									
School _____	Assignment _____	Employee Number _____		INSERT A WHOLE NUMBER, NOT AN "X" OR "Y"																						
See NUMBIC for data field definitions. Insert ONE of the following: 1 = Ineffective; 2 = Needs Improvement; 3 = Effective; 4 = Highly Effective; 5 = Superior; N/A = Not Applicable; N/O = Not Observed				INSERT ONLY ONE NUMBER IN A ROW																						
				1	2	3	4	5	Average																	
CLASSROOM MANAGEMENT																										
#DIV/DT																										
1	Teacher plans for delivery of the lesson relative to short-term and long-term objectives.																									
2	Teacher clearly defines expected behavior.																									
3	Teacher assumes a contribution to building wide positive climate responses/behaviors.																									
4	Teacher develops daily lesson plans designed to achieve the identified objectives.																									
5	Teacher acknowledges student progress and uses assessment practices that are fair and based on identified																									
6	Teacher optimizes the learning environment through respectful and appropriate interactions with students, conveying high expectations for students, and an enthusiasm for the curriculum.																									
INSTRUCTIONAL EFFECTIVENESS																										
#DIV/DT																										
7	Teacher embeds the components of literacy into all instructional content.																									
8	Teacher understands and optimizes the delivery forms of Common Core State standards and the expectations derived from same on student learning and achievement.																									
9	Teacher uses active learning, questioning techniques and / or guided practices to involve all students.																									
10	Teacher teaches the objectives through a variety of methods.																									
11	Teacher gives directions that are clearly stated and related to the learning objective.																									
12	Teacher demonstrates / models the desired skill or process.																									
13	Teacher checks to determine if students are progressing toward stated objectives.																									
14	Teacher changes instruction based on the results of monitoring.																									
15	Teacher summarizes and fits into context what has been taught.																									
16	Effective development and use of modified assessments and curriculum for special education students and other students experiencing difficulties in learning.																									
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT																										
#DIV/DT																										
17	Uses professional growth as a continuous improvement strategy.																									
18	Exhibits behaviors and efficiencies associated with professionalism.																									
NOTE: N/A or N/O cannot be used for indicators 17 and 20. use 1, 2, 3, 4, or 5 ONLY.																										
INTERPERSONAL SKILLS																										
0.0																										
19	Effective interactions and collaboration with stakeholders.																									
LEADERSHIP																										
0.0																										
20	Exhibits positive leadership through varied involvement.																									
Summary of Effectiveness by DOMAIN:				Average		Weight of Domain by Percentage																				
CLASSROOM MANAGEMENT / PREPARATION				#DIV/DT		30%																				
INSTRUCTIONAL EFFECTIVENESS				#DIV/DT		50%																				
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT				#DIV/DT		10%																				
INTERPERSONAL SKILLS				0.0		5%																				
LEADERSHIP				0.0		5%																				
COMPOSITE, WEIGHTED AVERAGE for EVALUATION				#DIV/DT																						
NOTE:																										
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Evaluator Comments:																										
Teacher's Signature* _____				Date _____																						
Evaluator's Signature _____				Date _____																						
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SCHEDULE III-B
TLE OBSERVATION FORMS

Counselors

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
Counselor Center Management 20%	1. Work Area Environment	2
	2. Management of the Counseling Program	2
	3. Building Climate	3
School Counseling Effectiveness 30%	4. Monitors Student Progress	4
	5. Demonstrates Accountability	5
	6. Consultation and Collaboration	6
	7. Assists with Building-Wide Assessment	7
	8. Demonstrates Skills and Temperament to Handle Crisis Interventions with Students and Families	7
	9. Exhibits Professional Behaviors and Efficiencies	8
Professional Growth & Continuous Improvement 10%	10. Uses Professional Growth as an Improvement Strategy	9
Interpersonal Skills 20%	11. Effective Interactions/ Communications with Stakeholders	10
	12. Participates in Fair Share Duties	11
Leadership 20%	13. Leadership Involvements	11
	14. Advocates for Educational Equity	12

Indicator No.

1	Domain: Counselor Center Management		Dimension: Work Area Environment	
The Counselor will optimize the physical learning environment to assure efficacy / student learning advantage in alignment with counseling management best practices.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The counseling center (as set up by the counselor) prohibits learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not utilized as designed and instructionally intended.</p>	<p>The counseling center lacks organization for learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not optimized for effective utilization.</p>	<p>The counseling center is organized for providing learning / counseling opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well placed in locations that enhance their functions and do not interfere with other functions.</p>	<p>The counseling center is organized for efficacy in learning / counseling opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources that enhance their functions and do not interfere with other functions.</p>	<p>Includes the narrative descriptions in performance category 4, plus the counseling center could serve as an exemplary model for replication at district level.</p>

2	Domain: Counselor Center Management		Dimension: Comprehensive Counseling Plan	
The Counselor plans for delivery of the school's counseling plan relative to short term and long term objectives.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Has no guidance program to support students' academic, career and personal / social development.</p>	<p>Has a guidance program that has not been fully developed or implemented. Program resembles random acts of guidance.</p>	<p>Delivers district-provided curriculum (e.g., 2nd step, bully proofing) to all students.</p> <p>Coordinates ongoing systemic activities to help students on an individual and small group basis.</p>	<p>Provides all students with a guidance curriculum that is comprehensive, proactive and developmental.</p> <p>Coordinates ongoing systemic activities to help students on an individual and small group basis</p> <p>Creates and distributes an event calendar to meet short and long term programmatic school counseling goals.</p> <p>Has developed curriculum to meet students' academic, career and personal / social development.</p>	<p>Includes the narrative descriptions in performance category 4, plus uses student data from discipline reports, teacher feedback surveys, administrative feedback data and parent surveys to drive the counseling program.</p> <p>Counselor assesses current comprehensive counseling plan through a formal needs analysis on a yearly basis and constructs a new comprehensive plan for each school year based on the needs analysis.</p>