

2018-? Successor Contract Initial Proposal

Mt. Diablo Education Association (MDEA)

Article 1 – General Terms – MDEA has an interest in the following:

- Negotiating a Successor Contract with a term of from one to three years
- Updating Recognition clause in Article 1
- Changing relevant dates to reflect negotiated term of Agreement
- Modifying Savings Clause to address potential impacts of pending court case

Article 2 – Organizational Security – MDEA has an interest in the following:

- Incorporating language to memorialize MDEA’s access to newly hired bargaining unit members, per the provisions of AB119
- Incorporating protections from third-party requests for member information/data

Article 6 – Class Size – MDEA has an interest in the following:

- Incrementally reducing class sizes at all levels
- Establishing a maximum daily student contact number at secondary sites
- Limiting the percentage of Special Education students that may be mainstreamed or included in general education classrooms
- Negotiating additional workload protections for School Nurses
- Negotiating a full-time Library Media teacher for all school sites
- Ensuring summer school caseloads and class sizes are consistent with regular school year limits
- Reducing class sizes at Title 1 schools
- Establishing workload protections for teachers who have students with special needs mainstreamed or included in their classrooms
- Establishing additional workload protections for Special Education teachers and Speech/Language Pathologists
- Negotiating additional workload protections for Reading Specialists, ELD teachers, Intervention teachers and Elementary Vocal Music teachers
- Negotiating provisions to mitigate increased workloads associated with dual language instruction programs and requirements
- Establishing limits on the number of ELD students who can be assigned to academic classes at the secondary level
- Establishing step-by-step contractual procedures for evaluating Tier III behavior students and clear timelines for transitioning these students to more appropriate placements
- Eliminating 3/4 and TK/K combo classes to better serve students’ needs
- Establishing “best practice” class size limits at alternative schools
- Reducing the maximum number of classes an elementary prep teacher (e.g., librarians, music, etc.) may be assigned per day
- Memorializing current class size limits for library media, choral music, and elementary instrumental music

Article 7 – Work Year - MDEA has an interest in the following:

- Updating language to reflect successor Agreement
- Expanding the time designated for teachers to set up their classrooms beyond the one day currently provided

Article 9 – Hours – MDEA has an interest in the following:

- Expanding and equalizing the prep time for elementary teachers through the expansion of elementary P.E. to grades K-3, or through other pull-out program
- Expanding the number of Library Media Teachers to provide a full-time librarian at each school site
- Establishing limits on the number of different-subject classes to which a secondary teacher may be assigned
- Establishing a maximum teacher/student ratio for supervision activities (e.g., yard duty, before school duty, after school duty.)
- Establishing language to standardize the number of annual preps due elementary teachers to ensure that non-student days or holidays do not disproportionately impact any elementary teacher
- Expanding relief periods language to grades 1-3 to ensure that no elementary teacher be required to work more than two (2) consecutive hours with students without a relief period
- Requiring the District to provide curriculum development pay at the Certificated Hourly Rate to teachers who are assigned classes for which District curriculum is not provided
- Negotiating release days for teachers in dual language instruction classrooms to address additional assessment requirements and other associated workload

Article 13 – TSA Eligibility Selection Panel – MDEA has an interest in the following:

- Adding language to ensure that teachers who are approved to interview for a TSA position by the TSA Eligibility Selection Panel are provided District-paid release time to attend their TSA eligibility interview

Article 14 – Salaries – MDEA has an interest in the following:

- Negotiating a salary increase which improves MDEA's comparability with surrounding districts that compete for the same teachers
- Negotiating a salary differential for teachers assigned to Title 1 schools
- Negotiating additional pay for any teacher who is assigned or volunteers to teach an elementary combination class
- Incorporating the class size overage MOU into the Successor Contract
- Negotiate additional pay for teachers in dual language instruction classrooms
- Extending current payment for IEP attendance outside of site time to include 504 and SST meetings, and reduce the time after which teachers receive pay for their attendance at such meetings
- Establishing an annual hardship stipend for secondary teachers who are not assigned their own classroom but are assigned to move from classroom to classroom throughout the day
- Extending relevant work experience credit in determining Career Technical Education teachers' initial placement
- Modifying Supplemental Compensation Schedule to include additional positions

Article 16 – Benefits – MDEA has an interest in the following:

- Negotiating improvements in District-offered medical, dental, vision, and medical in-lieu payments, to ensure MDUSD’s employee benefit levels are more competitive with surrounding districts which compete for the same teachers.

Article 19 – Leaves of Absence – MDEA has an interest in the following:

- Expanding the number of available Personal Necessity days which may be taken at members’ discretion, per §19.6.1
- Increasing the number of annual sick days to ensure employees are credited a sick day for each month worked (11 days total)
- Reducing the eligibility requirements for unit members who wish to join the Catastrophic Sick Leave Bank

Article 20 – Special Education – MDEA has an interest in the following:

- Establishing consistent requirements for SEA support for each category of Special Education teacher
- Adjusting Extended School Year (ESY) caseloads for Speech Pathologists to a number that is proportional to the shorter Summer School day
- Moving all Special Education caseload and overage information to Article 20, and reformatting information for easy reference
- Negotiating policies to mitigate the impacts associated with students with special needs who are mainstreamed or included in general education classrooms

Article 30 (NEW) Election of Department Chairs and Elementary Grade Level Leads - MDEA has an interest in the following:

- Establishing a process for the election of Department Chairs and elementary Grade Level Leads.

*MDEA proposes status quo for all other Articles not specifically enumerated herein; however, relevant language/dates shall be adjusted to reflect the term of the negotiated Successor Agreement.