

EXHIBIT I
2010-2011 Certificated Salary Schedule (including TRI Pay)
(Based on 180 Day Contract)

Steps Yrs Experience	Columns with Degrees and Credits								
	01 BA	02 BA+15	03 BA+30	04 BA+45	05 BA+90	06 *BA+135	07 MA	08 MA+45	09 MA+90/PhD
Step 0	34,048	34,968	35,920	36,875	39,939	41,913	40,820	43,885	45,860
TRI Pay	5,013	5,148	5,288	5,429	5,880	6,171	6,010	6,461	6,752
Total	39,061	40,116	41,208	42,304	45,819	48,084	46,830	50,346	52,612
Step 1	34,506	35,439	36,403	37,400	40,496	42,459	41,274	44,370	46,332
TRI Pay	5,080	5,217	5,359	5,506	5,962	6,251	6,076	6,532	6,821
Total	39,586	40,656	41,762	42,906	46,458	48,710	47,350	50,902	53,153
Step 2	34,943	35,884	36,859	37,933	41,020	43,004	41,731	44,818	46,802
TRI Pay	5,144	5,283	5,426	5,585	6,039	6,331	6,144	6,598	6,890
Total	40,087	41,167	42,285	43,518	47,059	49,335	47,875	51,416	53,692
Step 3	35,393	36,343	37,329	38,437	41,518	43,549	42,164	45,243	47,276
TRI Pay	5,211	5,350	5,496	5,659	6,112	6,411	6,207	6,661	6,960
Total	40,604	41,693	42,825	44,096	47,630	49,960	48,371	51,904	54,236
Step 4	35,834	36,826	37,818	38,964	42,064	44,110	42,618	45,718	47,765
TRI Pay	5,276	5,422	5,568	5,736	6,193	6,494	6,274	6,731	7,032
Total	41,110	42,248	43,386	44,700	48,257	50,604	48,892	52,449	54,797
Step 5	36,290	37,287	38,288	39,498	42,586	44,673	43,080	46,169	48,256
TRI Pay	5,343	5,489	5,637	5,815	6,270	6,577	6,342	6,797	7,104
Total	41,633	42,776	43,925	45,313	48,856	51,250	49,422	52,966	55,360
Step 6	36,759	37,734	38,769	40,039	43,113	45,211	43,552	46,626	48,723
TRI Pay	5,412	5,555	5,708	5,895	6,347	6,656	6,412	6,864	7,173
Total	42,171	43,289	44,477	45,934	49,460	51,867	49,964	53,490	55,896
Step 7	37,582	38,572	39,621	40,960	44,079	46,235	44,438	47,556	49,713
TRI Pay	5,533	5,679	5,833	6,030	6,489	6,807	6,542	7,001	7,319
Total	43,115	44,251	45,454	46,990	50,568	53,042	50,980	54,557	57,032
Step 8	38,787	39,831	40,905	42,355	45,516	47,751	45,832	48,994	51,228
TRI Pay	5,710	5,864	6,022	6,236	6,701	7,030	6,747	7,213	7,542
Total	44,497	45,695	46,927	48,591	52,217	54,781	52,579	56,207	58,770
Step 9		41,135	42,262	43,765	46,999	49,310	47,241	50,477	52,788
TRI Pay		6,056	6,222	6,443	6,919	7,260	6,955	7,431	7,772
Total		47,191	48,484	50,208	53,918	56,570	54,196	57,908	60,560
Step 10			43,635	45,247	48,524	50,913	48,724	52,003	54,390
TRI Pay			6,424	6,661	7,144	7,496	7,173	7,656	8,007
Total			50,059	51,908	55,668	58,409	55,897	59,659	62,397
Step 11				46,772	50,121	52,557	50,249	53,599	56,034
TRI Pay				6,886	7,379	7,738	7,398	7,891	8,249
Total				53,658	57,500	60,295	57,647	61,490	64,283
Step 12				48,249	51,761	54,269	51,835	55,238	57,748
TRI Pay				7,103	7,620	7,990	7,631	8,132	8,502
Total				55,352	59,381	62,259	59,466	63,370	66,250
Step 13					53,440	56,024	53,476	56,918	59,501
TRI Pay					7,868	8,248	7,873	8,380	8,760
Total					61,308	64,272	61,349	65,298	68,261
Step 14					55,128	57,844	55,165	58,716	61,322
TRI Pay					8,116	8,516	8,122	8,644	9,028
Total					63,244	66,360	63,287	67,360	70,350
Step 15					56,563	59,349	56,599	60,242	62,917
TRI Pay					8,327	8,737	8,333	8,869	9,263
Total					64,890	68,086	64,932	69,111	72,180
Step 16					57,693	60,535	57,731	61,447	64,174
TRI Pay					8,494	8,912	8,499	9,046	9,448
Total					66,187	69,447	66,230	70,493	73,622

*BA + 135 limited to staff employed prior to 9/1/92
 TRI Pay Days 26.5

TRI pay is for seven (7) days of additional work offered by the District (Section 8.2) and 19.5 days of professional responsibility (Section 8.2.1). In addition, each employee with seventeen (17) or more years of full-time service, as recognized by the OSPI (Office of Superintendent of Public Instruction) shall be paid \$1,000 each year (Section 8.2.3). Consistent with Article 8.2.2, compensation for technology integration activities will be in the form of a stipend of \$500 per FTE.

EXHIBIT II
ACTIVITY PAYMENT SCHEDULE
 2010 - 2013

HIGH SCHOOL NON-ATHLETIC ACTIVITIES

<u>POSITION</u>	<u>PERCENT OF BASE SALARY</u>
a. DECA stipend	9.0% for class 4.0% for store
b. Band	12.0%
c. Jazz Band-Choir	8.0%
d. Chorus	5.0%
e. Drama	11.0%
f. FBLA	5.0%
g. Technology Student Association	4.0%

MIDDLE SCHOOL NON-ATHLETIC ACTIVITIES

a. Chorus	6.0%
b. Jazz Band	5.0%
c. Band	6.0%
d. Technology Student Association	4.0%

OTHER ACTIVITIES

Site-Based Stipends	\$1,000 per school
Head Counselor	\$2,500
AP Coordinator	\$ 700

Elementary Non-Athletic Activities

Each year, the District will provide each elementary building with a dollar amount equal to 5% of base to pay employees stipends for supervising approved non-athletic activities. The amount of each stipend shall be determined by the building Site-Based Council.

The position of Elementary Music shall be compensated at 5.0% of base salary.

TEACHERS' HOURLY PAY SCHEDULE

<u>POSITION</u>	<u>HOURLY RATE</u>
District-determined curriculum and program development work and proctoring	\$26.00 per hour for 2010-2011 \$28.00 per hour for 2011-2012 \$29.00 per hour for 2012-2013
Staff selected to teach district scheduled student enrichment classes and summer school	\$25.00 per hour of student instruction

Staff instruction of district staff
for college credit course work

\$30.00 per hour of instruction (or
adjunct professor's rate, whichever
is greater)

All hourly rates are for authorized work performed in addition to an employee's regular duties. To be eligible for work compensated at an hourly rate, an employee must have prior approval for such work.

EXHIBIT III

SHARED DECISION MAKING GUIDE

This document has been jointly developed by the Riverview Education Association and the District, and reflects the expectations of both. It is the intent of both parties that this is a working document that will be reviewed, revised, and enhanced on an on-going basis.

Staff in the District make innumerable decisions every day. Many decisions are made by individuals, other decisions are made by groups.

Ideal decision-making occurs in a positive climate, in an inclusive organization, using effective process with continuous evaluation and adjustment. It focuses on student learning through improvement of programs, services and products within the District mission.

The following decision-making information is intended to guide both individual and group decision-making during the planning, implementation and evaluation of all that we do.

I. DECISION-MAKING PRINCIPLES

A. A Positive Climate:

1. Inspires openness and trust
2. Discourages hidden agendas/surprises
3. Presumes others are well intentioned
4. Encourages participation and collaboration
5. Values diversity
6. Encourages innovation and creativity
7. Allows change with purpose

B. An Inclusive Organization:

1. Invites and facilitates voluntary participation by those affected by the action, where possible (e.g. involvement and/or representation and/or active consultation of students, parents, classified and certified staff and community members).
2. Includes consensus-building as part of group decision-making processes when appropriate.
3. Provides an opportunity at the outset to discuss and identify parameters of the decision, and asks:

- a. What is the scope of the decision?
- b. Who will be affected and how will they be involved?
- c. Who will make the decision?
- d. When does the decision need to be made?

C. An Effective Process:

1. Should be clear at the outset, may vary depending on the issue, and could change during the process if necessary and so communicated
2. Identifies the decision-making method to be used (e.g., consensus, voting, group input-leader decision, leader only decision)
3. Identifies a communication strategy
4. Identifies options to meet diverse needs where possible
5. Focuses on major questions:
 - a. What is the issue? (question, concern)
 - b. What do we believe? (values, philosophy, beliefs, guiding principles)
 - c. What do we know? (research, expert opinion, experience, best practice)
 - d. What is the desired result? (ideal/ultimate goal)
 - e. What resources are needed and available? (human, time, fiscal, physical)
 - f. What do we do? (action, responsibility, implementation, evaluation)
6. Trusts that all will take responsibility for positively implementing a decision once made, including those who choose not to participate in the group decision-making process
7. Ensures that decisions are within legal and contractual parameters

D. Continuous Evaluation

1. Takes place throughout the decision-making process and after implementation, assessing both process and content
2. Can involve all those affected by a decision, whether or not involved in making the decision, and asks:
 - a. Is the decision contributing to student learning by improving the quality of the program, service, or product?

- b. How does this decision support the District and site missions?
 - c. What is the decision-making climate (Section I)?
 - d. Were the parameters discussed and identified at the beginning of the process (Section II, C)?
 - e. Is decision-making organized to include all who should be involved (Section II, A)?
 - f. How is the process working (Section III)?
- 3. Considers questions which arise during the process
 - 4. Reviews options, choices, alternatives.
 - 5. Identifies the next step in the decision-making process

II. DECISION MAKING GUIDELINES

The following guidelines are embedded in ideal decision-making:

- A. Decision making at the schools should focus on teaching, learning, student achievement and behavior management, and should support the District's Mission.
- B. In making decisions staff should utilize data to identify areas needing improvement.
- C. Parameters and time lines for each decision should be identified at the outset.
- D. Opportunities should exist at each site for active involvement of other building staff, students, parents, and community members in decision-making.
- E. The requirements of statutes, regulations, Board Policy and collective bargaining agreements must be met unless there are approved waivers in place.
- F. Shared decision making balances site autonomy with the responsibility to be knowledgeable about and consider the impact of decisions on others; buildings must sometimes yield their specific desires to the greater good of all.

III. SHARED DECISION MAKING PARAMETERS

- A. School staffs are expected to operationalize the ideal decision-making guidelines at their sites, and document and assess their shared decision-making processes.
- B. Opportunities will be available for those affected to be involved in school-based decision-making processes. All will take responsibility for positively implementing a decision once made, including those who choose not to participate in the group decision-making process.
- C. Shared decision making at the site level can be time-consuming. In developing decision-making processes, schools staffs should address how effective decision-making will occur if it cannot be accomplished within the normal meeting schedules.
- D. Questions can be raised about decisions made at any level. Decision makers need to be prepared to explain the reasons for decisions that they make.
- E. If a decision cannot be reached within the time line, and extension of the time line is not feasible, an interim decision will be made by the principal. The interim decision will be in effect until such time as a final decision can be reached, or shall stand if the decision cannot be reversed.
- F. REA and District staff will assist buildings with shared decision-making upon request from the principal and staff.

IV. SHARED DECISION MAKING OPERATIONAL DEFINITIONS

- A. There are many ways by which a group can make a decision. Each decision-making method has value and is appropriate in certain situations. It is imperative the building staff is given the opportunity to participate in choosing the method.
- B. A group that is effective in decision-making understands all of the basic methods of decision making well enough to choose that method which is best for:
 - 1. The amount of time and resources available.
 - 2. The type of decision to be made.
 - 3. The skill and experience of the group in using different decision-making methods.
 - 4. The kind of climate the group wishes to establish in decision-making.
 - 5. The type of setting in which the group is working.

V. METHODS OF DECISION MAKING

A. Decision by Authority without Group Discussion

The designated leader makes the decision without consulting the group members in any way. This is a very efficient method because it takes very little time to accomplish. However, it is usually not a very effective method if others are required to implement the decision.

B. Decision by Expert

The designated expert makes the decision. This can be another efficient decision-making method if time is limited. It is usually not an effective method if others are going to be required to implement the decision, or if the members of the group disagree on whether or not the designated decision maker is an expert.

C. Decision by Formal Authority

A power structure/committee is given authority by the group to make the decision. This is a highly efficient method. The effectiveness of this method is very dependent on whether the right information and/or input has been retrieved and used by the authority in making the decision. If this method does not sufficiently involve the members of the group, implementation will be difficult.

D. Decision by Minority

A small number of people employ tactics that produce action and therefore must be considered decisions, but which are taken without the consent of the majority. This method, while appearing to be efficient, often results in a feeling that is referred to as "being railroaded." This method will result in implementation difficulties.

E. Decision by Majority Rule: Voting and/or Polling

A procedure where a decision is usually based upon 50% + 1 of the people in a group deciding the course of action for the whole group. This can be an effective method if all members feel they have been given their opportunity to influence the group, and if the whole group has agreed to follow the norm (established prior to the decision-making process) that all agree to implement majority vote decisions.

F. Decision by Super Majority Vote

A decision is based upon a percentage greater than 50% (usually between 70-90%) of the people in a group deciding the course of action for the whole group. This can be an effective method where successful implementation of a decision clearly requires more than a simple majority vote of the group. Effective implementation will also depend on the extent to which members feel they have been given a chance to influence the group and if the group has agreed to follow the norm (established prior to the decision-making process) that all agree to implement super majority vote decisions.

G. Decision by Consensus

A collective opinion arrived at by a group of individuals working under conditions that permit open communication in a sufficiently supportive climate where members feel that they have individually been given the chance to influence the decision. When a decision is made by consensus, members understand the decision and are committed to supporting it.

Consensus is the best method for producing a decision that:

1. all members will be committed to implementing
2. uses the resources of all group members; and
3. increases the future decision-making effectiveness of the group.

Decisions by consensus take a great deal of time and member motivation, and prove to be very frustrating to group leaders. Group training and practice in consensus decision-making skills are necessary for groups to be effective in using this method. Therefore, the use of consensus should be limited to significant decisions that require everyone's commitment for successful implementation.

H. Decision by Unanimous Consent

A perfect, but least attainable method where everyone truly agrees on the course of action to be taken. For obvious reasons, this method may be a highly inefficient way to make decisions.

EXHIBIT IV
MENTORING

Mentoring Programs:

A. Newly Hired Teachers and Sibling Mentors (SM)

1. All newly hired teachers will receive five (5) hours of pay at the curriculum rate for activities to include time with the Sibling Mentor (SM) and professional development. The role of the SM is to provide professional support to the newly hired teacher, thereby helping that person make a successful transition into the school and district.
2. Sibling Mentors (SMs) will receive five (5) hours of pay at the curriculum rate for each teacher they mentor.
3. Sibling Mentors (SMs) will be selected by principals or supervisors.
4. The District will provide a checklist of topics to be covered by the Sibling Mentor (SM).

B. First Year Teachers and Professional Growth Mentors (PGMs)

1. A Professional Growth Mentor (PGM) will be assigned to first-year teacher professional growth mentees qualifying for state Teachers Assistance Program (TAP) funds. Mentors become qualified by taking Cognitive Coaching or Mentoring Matters. The district will offer clock hours for the training. The building principal or supervisor will match qualified mentors with mentees. If a qualified mentor is not available, the building principal or supervisor will work with the central office TAP administrator to match an appropriate teacher. That mentor will be responsible for completing district offered mentoring training within the following two years.
2. Training to become a mentor will be provided at least every other year. Current mentors may also participate in the training if there is room. Any teacher with at least two (2) years of successful teaching experience in the District qualifies for the training to be eligible to serve as a Professional Growth Mentor (PGM).
3. Professional Growth Mentors will receive a \$500 stipend for each teacher mentored. Professional Growth Mentees will receive a \$100 stipend. Each Mentor-Mentee pair will receive up to two release days for activities such as observations, visitations, and professional

development opportunities. Release days should be coordinated with principals or supervisors.

4. The Professional Growth Mentor (PGM) will conduct professional growth activities, e.g., planning conferences, observations, and reflecting conferences. The observation results may not be used for evaluation purposes. The sole function of this component is to promote professional growth. The district will provide a seminar for participants during first (1st) semester to communicate guidelines for the program and second (2nd) semester to check on progress and evaluate the program.
5. The district TAP administrator will meet with REA representation prior to June 1st on a yearly basis to monitor the mentor selection process and yearly progress of the program.

C. Professional Improvement Mentor (PIM)

1. Any certificated staff member on the summative form of evaluation with a desire to improve may participate.
2. The District will provide \$2,000.00 for the purpose of Professional Improvement Mentoring (PIM) each school year.
3. The application process can be initiated by any certificated staff member(s) or administrator, and is then screened and approved or denied by the program administrator. There is a \$500 limit per application.
4. The application shall include:
 - a. A stated goal or need
 - b. Plan of action
 - c. Estimated costs
 - d. An evaluation process
 - e. A follow-up/practical application of the experience
5. Priority of selection will be as follows:
 - a. A certificated staff member whose most recent overall observation was unsatisfactory.
 - b. A certificated staff member whose most recent overall observation was satisfactory, but one or more criterion was unsatisfactory.
 - c. Administrator-identified concerns that surface during observation and/or evaluation,
 - d. A certificated staff member who has self-identified needs.
6. Use of the funds include, but are not limited to the following:

- a. Release time
 - b. Tuition
 - c. Consultant fees
 - d. Stipends
 - e. Materials
7. The Professional Improvement Mentor (PIM) application form will be available from the District Curriculum Office or your supervising administrator.

EXHIBIT V 2010-2011 Calendar

Revised Sept. 9, 2010

Significant Dates

Aug.	25	New Teacher Day
Aug.	26	Tri Day #1, Welcome Back
Aug.	30	Tri Day #2, Building Day
Aug.	31	First Day of School
Sept.	06	Labor Day—No school
Sept.	17 **	K-12 ER CPT; No PM Kind.
Oct.	01 ***	K-12 ER CPT; No AM Kind.; PM in the AM
Oct.	08	Tri Day #6, Teacher workday
Oct.	15 **	K-12 ER CPT, No PM Kind.
Oct.	22	Tri Day #7, Teacher workday
Nov.	04	End of 1st Quarter
Nov.	05 ***	K-12 ER, Building, No AM Kind.; PM in the AM.
Nov.	11	Veterans' Day No School
Nov.	19 *	K-12 ER Conf., No AM/PM
Nov.	22-23 *	K-8 ER Conf., No AM/PM
Nov.	24 *	K-12 ER Conf., No AM/PM
Nov.	25-26	Thanksgiving No School
Dec.	10 **	K-12 ER CPT, No PM Kind.
Dec.	17 *	K-12 ER CPT, No AM/PM
Dec.	20-31	Winter Break No school
Jan.	07 ***	K-12 ER Building-Directed, No AM Kind. PM in the AM
Jan.	17	M.L. King Day No school
Jan.	21 **	K-12 ER District-Directed 9-12 Sr. Proj, No PM Kind
Jan.	26	End of 1st Semester
Jan.	27	Tri Day # 3, Teacher workday
Jan.	28	Begin 2nd Semester
Feb.	11 ***	K-12 ER CPT, No AM Kind, PM in the AM
Feb.	18-22	Mid-Winter Break
March	04 **	K-12 ER CPT, No PM Kind.
March	18 ***	K-12 ER CPT, No AM Kind., PM in the AM
Apr.	01 **	K-12 ER Building, No PM End of 3rd Quarter
Apr.	04-08	Spring Break No school
Apr.	22 ***	K-12 ER CPT, No AM Kind., PM in the AM
May	06 **	K-12 ER District, No PM Kind
May	20 ***	K-12 ER CPT, No AM Kind., PM in the AM
May	30	Memorial Day No school
June	03 **	K-12 ER: 9-12 Sr. Proj K-8 CPT, No PM Kind.
June	10 ***	K-12 ER Building Directed, No AM Kind., PM in the AM
June	14	9-12 ER Only
June	15 *	K-12 ER Last Day of School, No AM/PM
June	16-17	Make up Day #1 & #2

AM/PM Kindergarten—Early Release Days

* No AM or PM Kindergarten

** No PM Kindergarten

*** No AM Kindergarten, PM in AM

September 2010

S	M	T	W	T	F	S	
			31	1	2	3	4
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30			

October 2010

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2010

S	M	T	W	T	F	S	
		1	2	3	4	5	6
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30					

December 2010

S	M	T	W	T	F	S	
				1	2	3	4
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		

January 2011

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2011

S	M	T	W	T	F	S	
			1	2	3	4	5
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28						

March 2011

S	M	T	W	T	F	S		
				1	2	3	4	5
6	7	8	9	10	11	12		
13	14	15	16	17	18	19		
20	21	22	23	24	25	26		
27	28	29	30	31				

April 2011

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2011

S	M	T	W	T	F	S		
					1	2	3	4
5	6	7	8	9	10	11		
12	13	14	15	16	17	18		
19	20	21	22	23	24	25		
26	27	28	29	30	31			

June 2011

S	M	T	W	T	F	S	
				1	2	3	4
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30			

August 2010

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

EXHIBIT V

2011-2012 School Calendar

<u>Significant Dates</u>	
September 6	First Day of School
October 7	Tri Day #6
October 21	Tri Day #7
Nov. 10	End of 1st Quarter
Nov. 11	Veterans' Day
Nov. 24-25	Thanksgiving
Dec. 19-Jan. 2	Winter Break
January 16	MLK Day
Feb. 2	End of Semester
Feb. 3	Tri day #3 (report)
Feb. 17-21	Mid-Winter Break
April 2-6	Spring Break
April 18	End of 3rd Quarter
May 28	Memorial Day
June 20	End of Year

September 2011

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

February 2012

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

October 2011

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

March 2012

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2011

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
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April 2012

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December 2011

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May 2012

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August 2011

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January 2012

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June 2012

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EXHIBIT V

2012-2013 School Calendar

<u>Significant Dates</u>	
September 4	First Day of School
October 5	Tri Day #6
October 19	Tri Day #7
Nov. 7	End of 1st Quarter
Nov. 12	Veterans' Day
Nov. 22-23	Thanksgiving
Dec. 21-Jan. 4	Winter Break
Jan. 21	MLK Day
Jan. 31	End of Semester
Feb. 1	Tri Day #3 (report)
Feb. 15-19	Mid-Winter Break
April 1-5	Spring Break
April 12	End of 3rd Quarter
May 27	Memorial Day
June 19	End of Year

September 2012

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August 2012

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January 2013

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February 2013

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March 2013

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April 2013

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May 2013

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26	27	28	29	30	31	

June 2013

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**MEMORANDUM OF UNDERSTANDING
SPECIAL EDUCATION COMMITTEE**

Memorandum of Understanding

Between

Riverview Education Association

And


Riverview School District #407

The Riverview Education Association and the Riverview School District agree to a Special Education Committee to review Section 8.7 B, Special Education Caseloads. The purpose of the review is to explore current practice related to caseload, staff and student needs for support, and recommend possible changes to contract language. The committee will be chaired by the Director of Special Services.

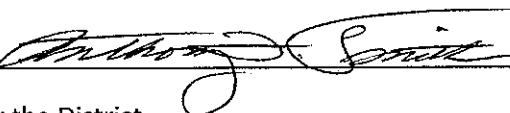
The Committee will be comprised of up to six (6) representatives of the Association and the Director of Special Services, an elementary administrator and a secondary administrator.

The Committee will provide recommendations to the Riverview Education Association President and the Superintendent or designee by March 1, 2011.

Tentative Agreement


_____ | 8/22/10

For the Association


_____ | 08.22.10

For the District

LETTER OF UNDERSTANDING
BETWEEN
RIVERVIEW SCHOOL DISTRICT 407
AND
RIVERVIEW EDUCATION ASSOCIATION

Subsequent to the ratification of the contract between the Riverview School District ("District") and the Riverview Education Association ("Association") in August of 2010, it came to the attention of the District's bargaining Spokesperson and Association representatives that, for many years, the District has been paying the Early Childhood Coordinator fifteen (15) days at per diem on an Extended Contract for work performed related to the position. Said Extended Contract is not provided for in the parties' collective bargaining agreement.


The parties hereby agree that the District's Early Childhood Coordinator will be paid fifteen (15) days at the per diem rate in each of the three (3) school years of the parties' 2010-13 collective bargaining agreement.

This Letter of Understanding shall be in effect for the term of the current collective bargaining agreement only and shall not be in effect thereafter without the express written agreement of the parties.

Agreed to this 2nd day of February, 2011.

For the District:

For the Association:



Dr. Anthony Smith

Assistant Superintendent



Wes Pierce

REA President

APPROVED BY THE BOARD OF DIRECTORS ON FEBRUARY 8, 2011.

