

**Los Angeles River School
Elect to Work Agreement 2011-2012**

1. Who We Are

Mission	<p>Student voice is at the heart of our mission to graduate young adults who are ready to be builders and stewards of ecologically sustainable and socially just communities. Our graduates will have the knowledge, skills, and habits of mind needed to move into the workforce or continue their education, and to exercise the powerful, positive influence one person can have on our world.</p>
Vision	<p>We envision a school based upon a fundamental shift in the traditional relationship between students and adults in education. Central to this school will be student voice, student choice, and student responsibility. To ensure our students' success we will design powerful support systems for them. Our school will extend beyond the physical school-building walls into the community to take advantage of community resources and to develop students who are problem-solvers and community builders well before they leave high school.</p>
Core Beliefs and Values	<p>It is common in a traditional high school setting for teachers and other adults to be speakers and for students to be listeners. If we want to develop articulate adults who can convey their ideas powerfully, clearly, and effectively, we need to design schools in which student voices are those most commonly heard. We will ensure this in a number of ways.</p> <ul style="list-style-type: none"> • Student Voice: Instructional Practice. We will build all of our courses around critical inquiry. Teachers pose an important, complex central question, always one for which there are no clear or easy answers. Student learning evolves through investigation, experimentation, and most importantly, discussion. This instructional practice helps students grow to regard teachers as coaches and facilitators rather than as the only source of knowledge and to understand that there are not always right or wrong answers, that we can look at issues through multiple lenses. All students learn to participate in the thoughtful civil discourse necessary to sustain a democracy. • Student Voice: Students as Educational and Civic Partners. Our students will participate in all decision-making bodies and practices at school. They will also be encouraged, trained, and supported



to take part in the civic bodies of their communities. We will be preparing generations of adults who will be actively engaged in building and sustaining healthy, just, environmentally sound communities.

- **Student Choice and Responsibility.** Traditionally throughout most of a student's day, decisions are made for her by the adults in charge. We will attempt to reverse this, so that students will make their own decisions; they will build their own class schedules (with an advisor's assistance), check out the textbooks they need, decide upon activities such as internships, community work projects, and clubs, as well as their own movement about the school. We need to trust young adults to make these decisions to help them develop into active agents of their own educational achievement rather than passive receivers of knowledge.
 - **Powerful Support.** To support students in these new practices and roles requires carefully crafted support systems. Rather than simply make these new demands, we will build support systems to provide a scaffold for the new learning and the changes in practice that we will expect of our students.
 - **Community as School.** Our communities are rich in resources. We are in the heart of Los Angeles, one of the great cities of the world. Our neighborhoods lie along an important environmental resource: the Los Angeles River. We have a great opportunity to play an important part in the development and environmental health of this area. Too often teenagers do not play a part in the productive life of their neighborhoods. We will reach out to involve people and other resources in real-world, authentic learning to build the bridges needed to empower young people as full participants in growing and flourishing communities.
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2. What We Expect of Ourselves

The Los Angeles River School is designed around intensive teacher collaboration. Teachers and staff in the school are expected to collaborate daily and weekly on the instructional and administrative tasks related to running the school. Teachers are expected to participate in the practice of maintaining classrooms that are open and welcoming to colleagues, parents, and community members and to be committed to the success of all of our students. Operating a successful school requires work that extends beyond the official hours of the school day, and teachers are expected to share this work in an equitable manner (although the exact amount of

extra work may vary year by year depending upon each teacher's family and personal circumstances). We recognize one another as skilled and dedicated professionals and will treat one another with civility and respect. The Los Angeles River School will constantly adapt and evolve to best meet the changing needs of our students, and the effective and dedicated collaboration of teachers and staff is vital as we shape the school's future.

3. Salary, Benefits, Seniority, and Membership in a Bargaining Unit

Los Angeles River School is a school in the Pilot Schools program described in the Collective Bargaining Agreement addendum between the Los Angeles Unified School District and the United Teachers of Los Angeles (UTLA). Employees of Pilot Schools are to receive wages and benefits as they would at any other Los Angeles Unified School District as specified in the UTLA contract for teachers. Teachers will continue to accrue seniority as they would if they were working elsewhere in the Los Angeles Unified School District. If hired, teachers will receive the salary and benefits established in the UTLA Contract. Teachers will be members of the appropriate UTLA bargaining unit.

4. Terms and Conditions of Employment

Our terms and conditions of employment are determined by the Los Angeles River School Governing Council and ratified by the faculty. While not attempting to be exhaustive, this agreement states the more important terms and conditions. These terms and conditions will be subject to change from year to year as we make changes to our program:

a. Terms of Employment

The work year and day: Los Angeles River School is an early start traditional calendar school on a 4-by-4 block schedule. The workday for Los Angeles River School teachers will begin 15 minutes before the start of school and finish 15 minutes after school ends.

Advisories: Teachers are expected to track the progress of and establish rapport with their advisory students. Teachers are expected to keep in contact with parents concerning the progress of their students, making suggestions for those students who are not meeting standards and expressing congratulations for those who are making improvement or doing well. Once each semester, teachers are expected to take the parent(s) of each advisee on a tour of the campus to observe classes, meet the advisee's teachers, and see examples of student learning. Teachers are expected to keep pertinent records of advisees.

Professional Development: Teachers are expected to attend professional development the last ten days of summer vacation. Teachers are expected to attend all professional development sessions throughout the year. Professional development time is to be used on curriculum planning and revision including curriculum for advisory, developing strategies for multi-age differentiation, developing strategies to serve our long-term English Language Learners, supporting all students with special needs, reflect student progress, review of assessments, and analysis of teaching strategies. All teachers are expected to work collaboratively with peers, including developing lessons and units in disciplinary and interdisciplinary teams and to engage in continuous improvement and professional development to support our central instructional strategies: critical inquiry, multi-age differentiation, and interdisciplinary, project-based Linked Learning.

Meetings and Activities: Teachers are expected to consistently attend all scheduled meetings including, but not limited to, faculty and team collaboration meetings, parent meetings and conferences, and appropriate SST and IEP meetings related to students in their classes. The work of running a school cannot be effectively carried out without the continuity this level of participation creates. Teachers are expected to participate fully in recruitment and orientation activities. Teachers are expected to be responsible for one extra-curricular activity or school promotional event each semester.

Curriculum: Teachers are expected to acknowledge and support the school's environmental studies focus in their curriculum and teaching methods. Teachers are expected to collaborate with colleagues and implement the inquiry-driven, project-based curriculum. Teachers are expected to help create end-of-unit, interdisciplinary projects that ask students to synthesize their learning. On assigned days, teachers are expected to meet with their assigned project advisory groups and support students in developing their final projects.

Governance and Additional Duties: Teachers are expected to participate fully in the operational and governance duties needed to successfully run our school, which may involve duties before or after school as needed. Teachers are expected to participate thoughtfully in the WASC process. Teachers are expected to be open-minded, flexible, creative, and compassionate, and consistently demonstrate these qualities while interacting with students and fellow faculty members. Additional supplemental hours and tasks necessary

to complete the mission of Los Angeles River School may be assigned by the administration as needed.

b. Performance Evaluations

During the two weeks of each school semester teachers will complete a pre-observation form listing his or her goal(s) for the year. The goals are taken from the California Standards for the Teaching Profession. Each teacher will then meet with the Principal for a pre-observation conference. Formal and informal observations will be conducted throughout the year by the Principal and by teachers observing other teachers. A post observation meeting between the teacher and the Principal will follow the formal observation. Each semester students will fill out an evaluation of each teacher. In addition, the principal will complete Stull evaluations for all teachers during their first year of teaching at the Los Angeles River School.

c. Dispute Resolutions

The Los Angeles River School has an Internal Appeals Process (IAP) that appears in the memo of understanding between LAUSD and UTLA.

d. Excessing

Permanent teachers may unilaterally excess themselves from the Los Angeles River School within the Voluntary Excess timeline set forth in the annual LAUSD Staffing Calendar, currently April 15. Similarly, the Los Angeles River School may unilaterally excess teachers within the Involuntary Excess timeline set forth in the annual LAUSD Staffing Calendar. In the event of such excessing, permanent teachers will be placed on the system-wide excess list, subject to the terms and procedures of the UTLA contract.

e. Dismissal

Teachers are subject to dismissal from LAUSD in accordance with existing law. Additionally, the contract for provisional teachers is limited to one school year of employment.

5. Agreement

As a faculty member of the Los Angeles River School I agree I agree to teach, plan, and reflect collaboratively with my team to meet the diverse learning styles and needs of our student population. I have read and agree with the Los Angeles River School mission, vision, and core beliefs and intend to use project-based and critical inquiry to the full extent possible in my curriculum. I know that the Los Angeles River School aims to implement interdisciplinary curriculum that connects students' learning to community partners and real-world problems. In order to plan and implement this kind of curriculum I agree to meet with my teaching teams in order to assess student needs, reflect on student work, and revise and develop curriculum. I agree to support this school's focus environmental technology in my teaching and methodology. I will attend Los Angeles River School events whenever possible to support the students. As a small, independent school, I recognize that all teachers need to share in distributive leadership.

Signatures. I voluntarily elect to work at Los Angeles River School. I am signing this agreement to indicate that I understand and agree to the terms and conditions of my employment.

*Teacher Name (Printed)**Teacher Signature**Date*

*Principal Name (Printed)**Principal Signature**Date*

ArtLab Election to Work Agreement 2011-2012

The following agreement has been crafted using the guidelines set up cooperatively by the LAUSD, UTLA, and AALA for the LAUSD Pilot Schools Network and has been approved by the ArtLab design team. It was developed to fulfill the core vision, mission, and goals of ArtLab.

VISION ARTLAB is dedicated to creating a learning environment where young people are supported in their desire to innovate, create, and transform their worlds by engaging in critical inquiry in the arts and sciences. #

Overview of LAUSD Contract Language for Pilot Schools:

Administrators, teachers, guidance counselors, substitutes, and all other employees at Pilot Schools who fall under the jurisdiction of the UTLA or AALA and their respective contracts will be members of the appropriate UTLA or AALA bargaining unit. These employees shall accrue seniority and tenure in the system and shall receive, at a minimum, the salary and benefits established in the UTLA or AALA contract.

UTLA and AALA employees in Pilot Schools will be required to perform and work in accordance with the terms of the individual Pilot school proposal and annual Election-to-Work Agreement. Pilot School governing bodies may make changes to this agreement during the school year only by submitting a formal written proposal to be approved by a two-thirds majority of the ArtLab staff affected by this work agreement.

Employees shall work in Pilot Schools on a voluntary basis and may excess themselves at the end of the school year. LAUSD employees who will not return to the Pilot school, either for personal reasons or because the ArtLab vision is not in agreement with their personal teaching philosophies or practices, shall be ensured the right to transfer to another LAUSD site in accordance with their contract.

For further information concerning the Pilot Schools agreement between LAUSD and UTLA see Appendix A: Memorandum of Understanding between Los Angeles Unified School District and United Teachers Los Angeles.

ArtLab Work Conditions: ArtLab will abide by the agreements outlined by the LAUSD, UTLA, and AALA. Other terms and conditions of employment will be determined by the ArtLab Governing Board rather than by the LAUSD employment contract. While not exhaustive, this agreement states the important terms and conditions of employment at ArtLab.

Hiring, Seniority, Salary and Benefits: ArtLab's hiring committee may select staff without regard to seniority or membership in the LAUSD and formulate job descriptions for the ArtLab staff. The acceptance of non-LAUSD staff shall be in compliance with collective bargaining agreements. When hired, each staff member will receive the salary and benefits established by the LAUSD contract and will be a member of the appropriate UTLA bargaining unit.

ArtLab Calendar: A teacher work year calendar, including length of the work year, length of the work day, professional development time, conferences and holidays, shall be generated by the Governing Board and shall be given to affected staff no later than December 15th of the previous school year. If a calendar has not been approved by February 1st, the previous year's calendar will remain in place. If after the start of the school year the Governing Board wishes to alter the teacher work year schedule, the change must be approved by a 2/3 vote of the affected ArtLab bargaining unit staff.

ArtLab Workday:

ArtLab teachers:

- Are open-minded, flexible, creative, and consistently demonstrate these qualities while interacting with students and fellow faculty members.
- attend all professional development sessions throughout the year.
- work collaboratively with peers, including developing lessons and units in disciplinary and interdisciplinary teams once a week during their common conference.
- Measure student achievement utilizing multiple assessments including project-based and authentic assessments
- collaborate with community partners, visiting artists, and higher education partners when developing curriculum and instruction that pertains to each partner's area of expertise.
- check, send and respond to emails on their lausd.net account daily
- generate and reflect upon personal Specific Measureable Attainable Realistic and Timely (S.M.A.R.T) goals annually.
- Co-teach with Inclusion Specialists and para-professionals to ensure the academic success of all students

Additional Commitments: In addition to the regular yearly calendar and workday obligations, ArtLab staff agree to support the school's vision and smooth operations by making the following additional time and instructional commitments:

- Teachers will select a thirty-minute period which must be devoted to conferencing with, mentoring, or tutoring students that begins either one half hour before the start of school or finish one half hour after school ends.
- Teachers are expected to track the progress of their advisory students through the use of Student Work Portfolios.
- Teachers are expected to contact the parents of their Advisory students at each semester concerning their progress and to maintain records of the discussions.
- During the summer of 2011, all teachers are expected to attend a 3 week school-wide professional development in inclusion and differentiation, Linked Learning, project-based learning, Shared Inquiry, and Interdisciplinary curriculum development and instruction. Funding for compensation is being sought, but cannot be guaranteed.
- 5 days of whole-school professional development will be required in the summer. Funding will be sought for compensation, but cannot be guaranteed.
- All teachers are expected to attend a monthly faculty meeting after school to collaborate with the entire faculty. Teachers may be required to imbed
- ArtLab's Media Arts Linked Learning pathway in their curriculum development and instructional methods.
- Teachers are expected to attend all parent meetings, conferences, and appropriate SST and IEP meetings related to students in their classes.
 - Student-led Conference per semester (
 - the ninth grade orientation that will be scheduled on the Saturday before school begins.
 - one 8th grade recruitment fair
 - two student exhibitions a year
- Teachers are expected to be sponsor, or be the one co-sponsor for their choice of:
 - one extra-curricular activity
 - school promotional event each semester
 - one standing committee, ad hoc committee

- program during the year.
- assist with the variety of ArtLab field trips, guest speakers, student internships, community relations, and college and career placement
- Teachers may be required to contribute supervision duty per week
- Teachers are expected to participate in the WASC process.
- Up to 10 hours necessary to complete the mission of ArtLab may be assigned in an equitable manner by the administration as needed.
- (Coverage or substitute teaching duties should not interfere with a staff member's allotted weekly planning periods unless the staff member agrees and is compensated with their hourly salary rate.)

Performance Evaluations: ArtLab will establish and the Governing Board will approve teacher evaluation guidelines that are adopted from the California Teaching Standards for the Teaching Profession. During the first month of the school year each teacher will fill out a pre-observation form listing his/her goal(s) for the year. Each teacher will then meet with the principal for a pre-observation conference. Formal and informal observations will be conducted throughout the year by the administration. A post observation meeting between the teacher and administrator will follow the formal observation. Each semester students will fill out an evaluation form for each teacher. The Governing Board shall also document the support services offered to individual staff members. Copies of evaluations will be submitted to the staff member and filed with the LAUSD and the ArtLab in employee personnel files. All ArtLab staff will complete a yearly evaluation of the school community. Evaluations will be compiled along with evaluations completed by students, parents, and community representatives in our ArtLab Annual Report.

Dispute Resolutions:

ArtLab has an Internal Appeals Process (IAP) that appears in the Memorandum of Understanding between LAUSD and UTLA.

Resigning: All of our policies are aimed at transparency, communication, retaining quality personnel, and maintaining a strong, healthy academic community.

Any staff member who wishes to resign his or herself from their duties at the Academic Leadership Community shall do so, in writing, by March 15th. If the staff member has a change of heart after this time, he or she must reapply for their position. Similarly, the ArtLab Administration must excess staff by March 15th of a given school year.

Staff structures to support the diversity of ArtLab learners: The inclusive structure of ArtLab will ensure that each of our students has equal access to the core curriculum and leadership and community opportunities. All staff must agree to envision all students as "our students." There will be no divisions based on perceived or identified disabilities or language needs. Inclusion Specialists and para-professionals, trained to provide the necessary accommodations and modifications for identified students, will serve all students who require support in order to succeed in a rigorous curriculum, while ensuring that those students identified with specific learning needs receive the support services identified in their Individualized Education Plans and/or 504 plans. Content area teachers will co-plan and teach with Inclusion Specialists and as a result will also provide the accommodations and modifications necessary to ensure student mastery of content standards. We will abide by California State mandates concerning English Learners while ensuring that EL students enjoy full access to the ArtLab interdisciplinary arts-integrated curriculum.

Signatures

I voluntarily elect to work at ArtLab. I am signing this agreement to indicate that I understand and accept the vision of ArtLab and agree to the terms and conditions of my employment.

Name: _____ Date: _____

Principal: _____ Date: _____

School of History and Dramatic Arts
ELECTION TO WORK AGREEMENT
2011-2012

INTRODUCTION

The School of History and Dramatic Arts (SoHDA) is a Pilot School within Los Angeles Unified School District (LAUSD). A Pilot School, by union agreement, is granted increased autonomy in order to serve as a model for educational innovation. These autonomies are over governance, budget, staffing, curriculum and assessment, professional development and school calendar. The United Teachers of Los Angeles (UTLA) contract serves as the work agreement for LAUSD schools. This Election to Work Agreement (EWA) includes additional contractual requirements beyond the UTLA contract. All teachers working at the SoHDA must sign this Election to Work Agreement.

As a Pilot School, the School of History and Dramatic Arts' primary decision-making body will be its Governing Council, replacing the role of the School Site Council. The Governing Council will be comprised of non-paid members that include administrators, teachers, parents, students and community members. The Governing Council will approve the annual Election to Work Agreement, policies, budget, and the vision of the school. In order to realize this vision, teachers at the SoHDA are expected to undertake a number of specific responsibilities as detailed in the sections that follow.

COLLABORATION AND PROFESSIONALISM

The shared decision-making model used by Pilot schools necessitates frequent professional dialogue between stakeholders, thus teachers will:

- Attend Summer Institutes and weekly professional development sessions.
- Help create, implement, and evaluate a Schoolwide Action Plan (SAP).
- Create, implement and evaluate their own Independent Professional Development Plan (IPDP).
- Work to set, monitor, evaluate and reformulate schoolwide achievement goals using data analysis.
- Work on a variety of teams to support the vision of the school. Each teacher will participate in monthly school committee meetings, bi-monthly grade-level team meetings, and monthly content-area meetings.
- Produce and teach at least one interdisciplinary unit lesson plan each semester until there are at least two interdisciplinary units per semester for each grade-level team. Submit these interdisciplinary unit lesson plans to the school curriculum library.
- Implement the school's Advisory curriculum.
- Participate in the Critical Friends Group (CRG) process.
- Seek and accept constructive criticism from peers, administrators, students, community members, and families.
- Participate in an "open door" approach to teaching in which other teachers and staff are welcome at all times in the classroom.

DISTRIBUTED LEADERSHIP

The shared decision-making model used by Pilot schools necessitates increased individual responsibilities, thus teachers will:

- Participate in at least one of five SoHDA School Committees: 1) Curriculum, Instruction and Professional Development 2) Data Analysis and Accountability 3) Family and Community Engagement 4) Student Support 5) School Activities.
- Participate in frequent, collegial dialogue about school policies with the goal of democratic decision-making.
- Bring questions, concerns, and ideas to colleagues through transparent channels such as the Instructional Leadership Team (ILT), the Governing Council, school committees, grade-level and content-area teams, or whole faculty meetings.

ATTACHMENT I
SoHDA Elect-to-Work Agreement

- Expect to take responsibility for creating and implementing school policies, rather than view this as the domain of the "administration."
- Work with administrative personnel in a positive and productive manner rather than an adversarial one.

STUDENT, FAMILY AND COMMUNITY SUPPORT

The shared decision-making model used by Pilot schools necessitates extensive interaction with students, families and the community, thus teachers will:

- Plan, schedule and participate in all family and community engagement activities (Including, but not limited to: "Coffee with SoHDA" parent visits, grade-level potlucks, and student-led conferences).
- Attend student productions and exhibitions.
- Attend a minimum of one 8th grade recruitment fair or event.
- Provide at least two hours weekly of unpaid after-school tutoring, extracurricular activity supervision, or school service (assigned by a committee chair or administrator). These hours must be documented and submitted on a monthly basis.
- Participate in IEP, SST, and RTI meetings as needed in order to support student achievement.

FIRST THROUGH THIRD YEAR TEACHERS

In addition to the requirements outlined above, new teachers will participate in BTSA support meetings and will be expected to complete all requirements by the end of their 2nd year. New teachers will also do classroom observations at least one period per month, for a total of ten. These are to be logged and submitted.

MENTORING AND PROFESSIONAL SUPPORT

Teachers with a minimum of 5 or more years in teaching experience may be asked to serve as BTSA support providers, or to informally work with new teachers on lesson planning and classroom management. They may also be asked to attend Critical Friends Group training and serve as Coaches.

COMMUNICATIONS

All employees will have access to LAUSD email in their classrooms and are expected to check it at least once per day, as well as to read email outlining upcoming events sent on weekends in preparation for the week.

SALARY, BENEFITS, SENIORITY, AND MEMBERSHIP IN BARGAINING UNIT

School of History and Dramatic Arts teachers will receive wages and benefits as established in the Los Angeles Unified School District Teacher's Contract. SoHDA teachers will continue to accrue seniority in the same manner they would if working in another LAUSD school. Teachers will continue to be members of the United Teachers of Los Angeles bargaining unit.

COMPENSATION FOR ADDITIONAL HOURS

Every effort will be made to compensate teachers for hours beyond those required by the UTLA contract. Compensation will depend on the availability of funds.

EXCESSING AT END OF THE YEAR

Teachers may unilaterally excess themselves from the School of History and Dramatic Arts at the end of the school year. When voluntarily terminating service, teachers are required to inform the principal verbally by the end of March and in writing by April 15.

DISMISSAL

Teachers will be subject to dismissal from the School for History and Dramatic Arts in accordance with existing laws and regulations as outlined in the UTLA Contract and by this Election to Work Agreement (EWA). Teachers are expected to fulfill all UTLA contractual obligations including, but not limited to, regular and punctual attendance, calling for a sub when absent, attending parent conferences, submitting attendance, grades, and rollbooks in a timely and accurate manner, etc. Moreover, teachers are expected to fulfill obligations outlined in this EWA. Failure to do so satisfactorily may result in dismissal. Teachers will be evaluated through a process established by the Governing Council each year. The Governing Council reserves the right to change procedures regarding dismissal on an annual basis. The principal will invite teachers to return or inform them of dismissal by April 15. SoHDA will observe due process in supervision and dismissal procedures.

WORKDAY

- The workday is for teachers will be from 7:30 am to 3:30 pm.
- Teachers will attend 2 hours of workday professional development per week.

THE SCHOOL YEAR

The school year for students will consist of 180 days of instruction. The contractual year begins July 1 and ends on June 30. Teachers, counselors and coordinators and principals will work additional days according to the following schedule:

- Five days of professional development during the week prior to the school year.
- Five days of reflection and planning at the end of each school year.

SUBSTITUTE COVERAGE

- All teachers may be asked to cover classes for their colleagues on a rotating basis. Teachers will be compensated.
- Teachers must report absences as soon as possible in order to avoid unplanned coverage by colleagues, and provide lesson plans whenever possible.

DISPUTE RESOLUTION

Procedures for dispute resolution will be determined by the Governing Council.

PERFORMANCE EVALUATION

Procedures for performance evaluations will be determined by the Governing Council.

By signing this document, I acknowledge that I have read all the provisions of this election to work agreement and that I agree to all its terms. I acknowledge that failure to meet these expectations may result in my termination.

Employee Number _____ Date _____

Signature _____

Name (Print) _____

Address _____