



# *EMPLOYEE AGREEMENT*

Between

The Association of Classified Employees

The Poudre Association of School Executives

The Poudre Education Association

And

The Board of Education of Poudre School District

2026-2027

# EMPLOYEE AGREEMENT

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## **PREAMBLE**

We support the Poudre School District strategic mission and beliefs and acknowledge that they must serve as the framework for the present and future of our District.

## ARTICLE 1 – SHARED DECISION-MAKING

### 1.1 PURPOSE

We recognize that there are a number of decision-making processes, any of which may be valid and effective in a given situation. It is our belief that shared decision-making should be the predominant process in Poudre School District.

Shared Decision-Making is a process in which appropriate members of the school community collaborate in making decisions, each sharing the responsibility for the results. Shared Decision-Making will be achieved by implementing an intentional process for licensed, classified, and administrator/professional staff voices and interests to be considered and valued in decisions that will be made, shared, and communicated.

Poudre School District encourages site decisions, and those decisions must:

- support the vision and goals of Poudre School District
- comply with Board of Education policies
- support the Poudre School District Ends
- comply with negotiated agreements
- comply with site-based agreement
- comply with local, federal, and state laws not negatively impact Poudre School District
- not result in the site going into debt

### 1.2 DEFINITIONS

In the shared decision-making process the following elements will be evident:

1.2.1 **Direct Decisions:** Made by the site leader, not requiring consultation or consensus.

1.2.2 **Consultation Decisions:** The site leader decides with input from staff members who are impacted by the decision. Reasoning for the final decision will be communicated.

1.2.3 **Consensus Decisions:** When all points of view have been solicited and heard and the will of the group is evident through a measurable level of support even to those most opposed. During consensus decisions, the site leader is an equal participant. Annually, all sites shall define their consensus model for all consensus decisions that impact staff. The model agreed to will be put in writing and shared with staff.

1.2.3.1 **Resolution Process:** If consensus cannot be reached, the group must follow a four-step process:

1. Identify points of agreement.
2. Identify points of disagreement.
3. Create one or more revised proposals.
4. Re-engage in a consensus attempt.

1.2.4 **Group/Individual Decisions:** A decision made by individual staff members, not requiring consultation or consensus.

### 1.3 PROCESS

1.3.1 Annually, sites will implement a review of their matrix and decision model no later than the end of September, and make modifications as needed.

1.3.2 At the outset of the process, the site leader shall inform participants of the scope and sequence of the discussion and the manner in which the final decision will be made (consensus, consultation or directive).

1.3.3 The parties recognize that training in the shared decision-making process will be necessary to successfully implement this process on a consistent basis throughout the District.

1.3.3.1 Site leaders and leadership teams will determine the training needs and implementation timeline at each site using the consensus process listed in their shared decision making model.

1.3.3.2 Site leaders and leadership teams, can request joint training conducted by HR, PEA, or PASE Staff on shared decision-making procedures and distributed leadership for the entire team.

1.3.3.3 All site leaders new to the District or in their first position as a site leader shall receive training on shared decision-making procedures and distributive leadership.

## 1.4 MATRIX

1.Examples of each decision type could include but are not limited to:

Level A - Direct	Level B - Consultation	Level C - Consensus	Level D - Group/Individual
Emergency Incidents and Drills	Comp Plan	Day/Time of Staff Meetings	Direction of Plan Time
Weather Decisions	Teaching Assignments	Day/Time Conferences	Classroom Website/Communications
Code of Conduct/Suspensions	Staff Meeting Agendas/Building PD	Staff Agreements/Norms	Day-to-Day Classroom Operations
Personnel (i.e., hiring, discipline, assignment placement)	School UIP	School Mission/Vision	Grade-Level/Department Budget Spending
Building Usage (i.e., classroom location, rental)	Grade Level/Content/Common Course Team Meeting Protocols and Outcomes	Duty Schedules	
School-Wide Communication	School Website	Assemblies	
State and Federal Policies	Building Allocations/Budgets		

1.4.2 Modifications on Level B, C, and D placement can be made at the site-level through the site's agreed upon consensus model per Article 1.2.3

## ARTICLE 2 – DEFINITIONS

### 2.1 ACE

The term ACE as used in this Agreement shall mean the Association of Classified Employees. ACE is recognized as the exclusive representative of all classified personnel employed by the Board and whose salaries are determined by the classified salary schedules.

### 2.2 ADMINISTRATION/ADMINISTRATOR

The term Administration/Administrator as used in this Agreement shall mean all licensed and non-licensed personnel in administrative or supervisory assignments in the District and whose salaries are determined by the Administrators/Professionals' Salary Schedule.

### 2.3 BOARD

The term Board as used in this Agreement shall mean the Board of Education of Poudre School District in the County of Larimer and State of Colorado.

### 2.4 CLASSIFIED

The term Classified as used in this Agreement shall mean a collective body of persons whose pay is determined by the Classified Employees' Salary Schedule.

### 2.5 DISTRICT

The term District as used in this Agreement shall mean Poudre School District R-1, a school district organized and existing under the laws of the state of Colorado.

### 2.6 EMPLOYEES

#### 2.6.1 Full-Time Employees

2.6.1.1 A full-time Administrative/Professional Employee shall be defined as one who works 90 consecutive days or more (excluding temporary, substitute employees on the "S" salary schedule, and/or any employees with variable working hours) with a contract of 100% (8 hours per day).

2.6.1.2 A full-time Licensed Teacher shall be defined as one who works 90 consecutive days or more (excluding temporary, substitute, employees on the "S" salary schedule, and/or any employees with variable working hours) with a contract of 100% (based on the then current licensed calendar).

2.6.1.3 A full-time Classified Employee shall be defined as one who works consecutive days (excluding temporary, substitute, employees on the "S" salary schedule, and/or any employees with variable working hours) in an assignment scheduled for 8 hours per day based on the then current standard classified calendar.

#### 2.6.2 Part-Time Employees

2.6.2.1 A part-time Administrative/Professional Employee shall be defined as one who works 90 consecutive days or more (excluding temporary, substitute, employees on the "S" salary schedule, and/or any employees with variable

working hours) with a contract of less than 100%. This definition does not imply that all part-time employees are eligible for benefits.

2.6.2.2 A part-time Licensed Teacher shall be defined as one who works 90 consecutive days or more (excluding temporary, substitute, employees on the “S” salary schedule, and/or any employees with variable working hours) with a contract of less than 100%. This definition does not imply that all part-time employees are eligible for benefits.

2.6.2.3 A part-time Classified Employee shall be defined as one who works consecutive days (excluding temporary, substitute, employees on the “S” salary schedule, and/or any employees with variable working hours) in an assignment scheduled for less than 8 hours per day based on the then current standard classified calendar. This definition does not imply that all part-time employees are eligible for benefits.

## 2.7 ESSENTIAL EMPLOYEES

2.7.1 Essential employees are employees who are required to work on-site and in-person during remote workdays and/or school or site closures. The below identified positions are essential employees during closure reason(s) designated in the following parenthesis, i.e. “(early release).”

Other employees who are not listed below may be deemed essential for a certain type of remote workday or school/site closure, or all closures and remote workdays depending on their position. An employee’s supervisor/manager shall determine and inform these other employees if they are considered an essential employee during a school/site closure or remote workday.

In general, but not limited to, the below positions are considered essential during the following school/site closure categories and/or remote workdays:

### **Facilities**

#### **Snow (full closure/late start/early release)**

Facilities and Construction Services Director

Planning and Construction Manager

Facility Services Manager

Custodial Manager

Custodial Supervisors

Outdoor Services

Custodial

Anyone on-call

#### **Heat Day (full closure/late start/early release)**

Facilities and Construction Services Director

Planning and Construction Manager

Facility Services Manager

Custodial Manager

Energy Manager

Anyone on-call

**Child Nutrition (late starts)**

Kitchen managers  
Child Nutrition workers  
Child Nutrition warehouse staff

**Transportation (early release)**

Bus drivers  
Dispatch  
Transportation supervisors  
Vehicle maintenance staff

**Transportation (Closure)**

2 technicians  
Anyone on-call as directed by an employee's supervisor/manager

**IT (Technology Staff)**

IT staff on-call will be expected to remain on-call during a school closure

2.8 PASE

The term PASE as used in this Agreement shall mean the Poudre Association of School Executives. PASE is recognized by the Board as the representative of all administrative and professional personnel, except those administrators who serve as members of the Superintendent's Cabinet.

2.9 PEA

The term PEA as used in this Agreement shall mean the Poudre Education Association. PEA is recognized by the Board as the exclusive representative of all licensed teachers employed by the Board and whose salaries are determined by the Teachers' Salary Schedule.

2.10 PROFESSIONAL

The term Professional as used in this Agreement shall mean all personnel with duties requiring advanced or very specialized education and training and that requires the exercise of discretion and judgment; or, consist of work requiring invention, imagination or talent in a recognized field of artistic or creative endeavor and whose salaries are determined by the Administrators/Professionals' Salary Schedule.

2.11 RETIREMENT

2.11.1 A retired employee is defined as a former employee who regularly receives benefits from PERA (Public Employees Retirement Association) upon resignation or retirement.

2.11.2 An employee must notify the District of the intent to retire by the deadlines indicated in Administrative Regulations, which may fluctuate from year to year.

2.11.3 Any employee eligible to receive a PERA retirement benefit may wish to consider a transitional retirement as described in Administrative Regulations and as allowed by state laws governing PERA.

2.12 SUPERINTENDENT

The term Superintendent as used in this Agreement shall mean the Superintendent of Poudre School District.

2.13 TEACHER

The term Teacher shall mean all non-administrative personnel required to hold a teacher license or a special service provider license and defined under CRS Article 22-60.5-102 in the Colorado Educator Licensing Act. The parties agree that other non-administrative/supervisory licensed personnel who are paid on the teachers' salary schedule may obtain representation by the Association; And, classified employees who are enrolled in PSD's Employee-to-Teacher Program may obtain representation for their induction year and/or P-1 year of teaching for EA items related to their teaching role. PSD employees enrolled in the Employee-to-Teacher Program will continue to obtain representation from ACE for EA items related to their classified role.

2.14 TEMPORARY CLASSIFIED EMPLOYEE

A temporary classified employee shall be defined as one who is paid from the "S" salary schedule, and/or any employee who does not have defined hours per day and days per year.

2.15 TOSA (TEACHER ON SPECIAL ASSIGNMENT)

The term TOSA as used in this Agreement shall mean a licensed teacher working on a special and specific assignment, usually outside of the classroom.

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Revised: 04/17

Adopted: 11/92	Revised: 05/94	Revised: 05/96	Revised: 07/02	Revised: 07/03
Revised: 08/06	Revised: 08/07	Revised: 02/09	Revised: 04/15	Revised: 04/16
Revised: 04/17	Revised: 12/17	Revised: 02/19	Revised: 05/23	

## ARTICLE 3 – GENERAL PROVISIONS

### 3.1 MUTUAL AGREEMENT

This Agreement shall contain the statements of mutual agreement made between the employee groups and the Board of Education.

### 3.2 GOVERNING LAW

This Agreement shall be governed by and construed in accordance with the Constitution and Laws of the United States and the Constitution and Laws of the State of Colorado. If any provision of this Agreement, or any application of this Agreement to any employee, shall be found contrary to law, such provision or application shall have effect only to the extent permitted by law, but all other provisions or applications of this Agreement shall continue in full force and effect.

### 3.3 FULL FORCE AND EFFECT

The Board and the employee groups will carry out the commitments contained in this Agreement and give them full force and effect.

### 3.4 ADDITIONS AND CHANGES

Any party to this Agreement may seek to open negotiations at any time to discuss changes or additions to the Agreement. Upon mutual consent, the Board and the employee groups may proceed with the intent of reaching agreement on such mutually agreed upon issues.

### 3.5 AMENDMENTS

This Agreement shall not be amended except as agreed in writing which is duly executed and ratified by all parties.

### 3.6 BOARD’S RIGHTS

The Board retains all rights granted by or otherwise existing under the Constitution and Laws of the United States and the Constitution and Laws of the State of Colorado, to the extent not abridged or abrogated by this Agreement.

### 3.7 TERM

This Agreement shall take effect on July 1, 2026, and shall expire at the end of the day on June 30, 2027.

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Adopted: 11/92	Revised: 05/96	Revised: 05/08	Revised: 06/10	Revised: 05/12
Revised: 05/13	Revised: 05/14	Revised: 04/15	Revised: 05/23	

## ARTICLE 4 – NEGOTIATIONS PROCESSES AND PROCEDURES

### 4.1 NEGOTIATIONS BELIEF STATEMENTS

- 4.1.1 We believe that all decisions must be made with the best interest of students in mind.
- 4.1.2 Each group will weigh the value of the issues and will willingly prioritize so that the end result will improve the educational opportunity for students.
- 4.1.3 If we have to face scarcity, the process will assist us in being creative in finding solutions to issues to provide the best education for students.
- 4.1.4 We believe that decisions must be made that value and empower employees.
- 4.1.5 We believe that a consensus process is the best way to resolve issues.
- The process will stay intact even while resolving the toughest issues.
  - The consensus process will work in times of scarcity and in times of plenty.
  - The process will be flexible and continually improved to meet the needs of the District and the community.
  - If consensus cannot be reached, we agree to seek alternative solutions.
- 4.1.6 We believe that decisions should be made through a collaborative and cooperative effort by all groups working together to create the best environment and conditions for education to take place.
- The consensus process will promote and enhance the "we" concept.
  - By improving our individual situation, we will find innovative ways to improve education no matter what the financial situation is.
  - All recommendations going to the Board of Education will be the result of consensus of all groups.
  - All participants in the process will have equal opportunity to access the information concerning the negotiation items.

### 4.2 STATEMENT OF INTENT

The consensus process will be used to promote negotiation and problem-solving activities and lead to voluntary, equitable agreements on a timely basis within an environment of trust and open communication. The purpose and focus of the annual employee negotiations process is salary, benefits and working conditions. It is understood and agreed that issues identified as topics for negotiations should be limited to issues related to salary, benefits and working conditions.

### 4.3 REPRESENTATION

The consensus process will be used in negotiations. Four teams, one representing each employee group (Poudre Education Association, Association of Classified Employees, Poudre Association of School Executives) and one representing the Board of Education, will participate in the process. Each team will consist of a maximum of 12 members selected at the discretion of each team identified prior to the start of negotiations. In-District resource people will be agreed upon by the Superintendent and presidents of each team. Resource people will serve as advisory to all teams and will participate only in the topics related to their areas of expertise.

- 4.3.1 All negotiations participants will be expected to:
- Honestly communicate information and interests
  - Participate openly in all negotiations sessions
  - Seek consensus
  - Be involved in committees

Negotiations leaders affirm the mission of the District is service to students and understand participants need to complete jobs in a timely matter. It is also acknowledged that negotiations participants invest large amounts of time beyond regular working hours in behalf of the best interests of District employees.

If negotiations responsibilities frequently overlap with scheduled work hours, supervisors and negotiations participants should communicate about those constraints to reach a mutually agreeable balance between these two sets of expectations. The Senior Director of Human Resources, in consultation with the employee group presidents, will be available to discuss and, when necessary, mediate unresolved concerns between the employee and their supervisor.

#### 4.4 FACILITATOR

The selection of a facilitator or facilitators will be made by representatives of each employee group prior to each year's negotiation process. The facilitator deals with arrangements, interpretation of protocols, the group process, and conflict resolution, but does not offer content input on any issue under consideration.

#### 4.5 ISSUES SETTING MEETING

All representatives of groups will participate in the Issues Setting meeting in which all issues from each group are formally introduced, clarified, and assigned to appropriate committees. Subsequent whole group meetings will be held to hear committee reports, discuss proposed solutions, and reach agreement on solutions.

Issues not brought to the Issues Setting meeting can be brought forward only with the agreement of the majority of the negotiations groups.

All issues shall be introduced during the Issues Resolutions meetings prior to the Issues Setting meeting.

#### 4.6 SUBCOMMITTEES

District negotiations committees and subcommittees may be formed as the need arises. District subcommittees on negotiations related issues should have equal representation among the employee

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groups with representatives appointed by the respective employee group. Employee group presidents must approve the formation of all District negotiations related committees. In order to provide effective and consistent committee facilitation, whenever feasible and appropriate, District subcommittees and study groups established to address negotiations issues will be facilitated by a person trained in the consensus process.

A member of the negotiations team will present negotiations committee reports with the exception of the budget and benefits presentations. Any person not on the negotiations teams may present information in the negotiations sessions only if all groups are in agreement to allow the exception.

#### 4.7 LARGE GROUP SESSIONS

At the large group session(s), committees will report optimal solutions to issues assigned to them. The large group will attempt to reach consensus on each of the issues. The Issues Resolution Group will be responsible for overseeing the completion and integration of each year's Memo of Understanding into the Employee Agreement.

#### 4.8 REQUESTING A WAIVER FROM EMPLOYEE AGREEMENT LANGUAGE

When any group identifies a compelling need to request a waiver from Employee Agreement language, it must be based on one or more of the following criteria:

- Budget emergency
- Unique circumstance at a school or department
- Unintended, harmful consequences resulting from the implementation of Employee Agreement language
- Flexibility needed to keep Employee Agreement language from being a barrier to student achievement initiatives

The process to be used is outlined below:

- The Issues Resolution Group and the Superintendent or designee identifies an Employee Agreement language issue that needs to be discussed for a possible waiver. The issue is put in writing by the group with the concern and shared with the Issues Resolution Group and the Superintendent or designee.
- Data and information is gathered by the appropriate resource people to be sure all pertinent information is available for review.
- The entire Issues Resolution Group will review the information and draft a proposed solution.
- Any proposed solution will be shared with the appropriate representative leadership group of each Employee Group and the Superintendent or designee.
- A waiver will only be granted, with the unanimous consent of the Issues Resolution Group and the Superintendent or designee.
- If a waiver is granted, it will be communicated to all employees affected by the waiver.
- The waiver will be in effect until the issue can be presented at the next negotiations process for formal action.

## 4.9 RATIFICATION OF SOLUTIONS

Before final adoption, a representative of each group will review and approve the language of all agreements, including salary/benefit changes and working conditions adjustments agreed upon by the Large Group. Each participating group will then recommend the agreement to their respective decision-making bodies for approval or ratification. Matters of policy and written agreement will then be presented to the Board of Education for final approval. This final agreement will be provided to the Board of Education and the administration prior to the Board of Education's formal vote on the negotiated agreement.

## 4.10 UNRESOLVED ISSUES

The Large Group may agree to refer any unresolved issue back to the appropriate committee for further study. Committees that continue to work after the close of negotiations will be given a set timeline for reporting their recommendation(s) back to the large group. A special session of the large group may be called to reconsider any issue which was unresolved during the negotiations process. In the event that this second effort at resolving an issue is unsuccessful, then by consensus the negotiations group will determine and pursue an alternative method of resolution. Two methods have been established for the discussion and resolution of issues on an ongoing basis throughout the year.

### 4.10.1 Superintendent's Issues Resolution Group

Employee Groups, the Superintendent's Cabinet, and the Board of Education may bring issues to Superintendent's Issues Resolution Group through their representation on Superintendent's Issues Resolution Group. With the approval of Superintendent's Issues Resolution Group, issues may be referred to negotiations' standing committees or other groups in order to formulate specific recommendations for consideration by Superintendent's Cabinet. Issues may also be referred to specific sites or departments as appropriate for resolution. The Superintendent's Issues Resolution Group should meet quarterly, unless mutually agreed upon otherwise.

### 4.10.2 Issues Resolution Group

During the school year, the Superintendent or designee, and the Employee Group Presidents will meet weekly, unless mutually agreed upon otherwise, to discuss and resolve issues. Other people may attend these meetings as necessary with the agreement of all participants. Decisions may be made with the agreement of the Employee Group Presidents and the administration. It is understood that decisions having significant budget impact or involving substantial Employee Agreement changes will be presented as a recommendation for the negotiations process. If the issue is one that would normally be a subject of the annual formal negotiation process but is of an immediate nature and needs to be resolved in a timelier manner, a formal negotiation session will be scheduled as soon as possible, or the waiver process, described in Section 4.8, if the criteria are met should be implemented. Any such negotiation meeting will be limited to the issue(s) as specified in the notification for a formal negotiations session.

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#### 4.11 COMMUNICATION

Participating groups may communicate with employees during the process. Any media releases issued during the process will be joint releases, developed and approved by designees of each participating group.

#### 4.12 PUBLIC OBSERVATION

- The Poudre School District Employee Negotiations process will comply with C.R.S. 24-6-402 (Open Meetings Law). Issues Setting meeting and all subsequent formal negotiations sessions will be open.
- Any member of the public, including media reps and Poudre School District employees, may observe the sessions based on designated available space as agreed to by all negotiation teams.
- Observers will not participate in any way in the negotiations discussions, nor lobby team members, nor be otherwise disruptive to the process.
- Caucuses may be requested by any group participating in the negotiations process; caucuses may be closed to observers, at the option of each team.
- Sessions may not be electronically recorded, except at times agreed to by all teams.
- A session may be closed by request of any employee group or the Board, if such request is supported by all groups. Closed sessions, if approved, will be for specified issues and specified periods of time.
- Any observer who fails to comply with the above norms will be asked to leave and not return.

#### 4.13 STANDING COMMITTEES

In addition to other committees which may/shall be convened, the following standing committees shall apply in the negotiation process as needed:

Chairpersons of these committees will be appointed as appropriate to the subject matter of the committee.

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Revised: 04/15      Revised: 04/16

Adopted: 11/92      Revised: 05/95      Revised: 05/96      Revised: 08/06

Revised: 05/08      Revised: 02/09      Revised: 04/16

These committees will meet to:

- discuss assigned issues;
- consider options for resolution of issues; and
- arrive at recommendations for solutions, if possible

#### 4.13.1 Budget Development Process

The Budget Development Process (BDP) will include employee group representatives and up to six community members.

The BDP will be charged with verifying the District's budget numbers, researching District expenditures and making recommendations to the Superintendent and the Board of Education regarding possible resources for discussion in the negotiations process.

The Issues Resolution Group will be responsible for giving direction to the BDP regarding budget review process as it relates to negotiations.

The Budget Development Process deals with these items:

- General fund budget information
- Salary issues
- Other cost items
- It validates and verifies cost estimates of proposals and provides overall budget information to negotiations teams.

Chairperson: Chief Financial Officer or designee

#### 4.13.2 Benefits/Insurance Committee

The Benefits/Insurance Committee deals with these items:

- Insurance
- Eligibility for benefits

Chairperson: District Benefits Manager

#### 4.13.3 Workload Committee

Four (4) half day release days per year will be given to Workload Committee members for attendance at meetings.

The committee deals with these items:

- Provide proactive suggestions to help balance potential workload difficulties
- Provide thoughtful, researched responses to workload issues referred to the committee from the Issues Resolution Group

- Impact assessment of new program implementation
- Employee efficiency education

4.13.4 Professional Learning Time Work Group

A cross-functional PD Committee was established from the big circle to determine feasibility of alternative school schedules for elementary and middle schools (late start, early out, no student contact days) and will report feasible options to cabinet and big circle in 2023, then obtain stakeholder (both employee and community) support, and if an option or options are both feasible and have support, then bring it back to the big circle for a vote in the 2024-25 negotiations. Goal here is to address additional PD time and Elementary Plan time.

4.14 NEGOTIATION ITEMS REFERRED

- Compensation
  - Review of budgeted versus actual expenditures for compensation - PEA
- Ongoing Working Groups
  - Clarification, definitions, and language clarity for committees, subcommittees, and working groups – All groups
  - Review of Extra Duty schedule adjustments – All groups
  - Professional Development Committee – PEA
  - Student behavior support – PASE, ACE and PEA

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Adopted: 11/92	Revised: 05/95	Revised: 05/97	Revised: 05/01	Revised: 07/04
Revised: 08/06	Revised: 05/08	Revised: 02/09		

## **ARTICLE 5 – RELEASE TIME AND JOB DESCRIPTIONS FOR EMPLOYEE GROUP PRESIDENTS**

### **5.1 RELEASE TIME FOR PRESIDENTS**

5.1.1 The District will support release time for employee group presidents as follows:

5.1.1.1 Full-time release for PEA president with financial support from PEA as previously negotiated. PEA = actual cost less 1/2 of the preceding September's Teacher B.A. base rate of pay reimbursed by PEA

5.1.1.2 Full-time release for ACE president (up to 8 hours per day as determined by ACE). ACE = 100% of actual cost

5.1.1.3 PASE =.5 licensed FTE

### **5.2 EMPLOYEE GROUP PRESIDENT TERM OF OFFICE**

5.2.1 The role and responsibilities of the president typically extends beyond the normal workday and work week. Length of terms of office are determined by each employee group by-laws.

### **5.3 EMPLOYEE GROUP PRESIDENT RATIONALE**

5.3.1 The mission and strategic goals of the District are supported by the direct involvement of the employee group presidents in District- wide initiatives, problem-solving, decision-making and the negotiation process. This involvement is critical to the success of the District. The involvement of the presidents' fosters, supports and enhances collaborative problem-solving and decision-making creating a culture that has moved from adversarial self-interested employee groups to collective problem solving for the benefit of the whole District.

5.3.2 The involvement of the association presidents provides the first step in developing solutions to complex issues at the lowest level and earliest opportunity.

5.3.3 The majority of time and responsibilities of the employee group presidents are focused on District-wide issues providing support for a collaborative District culture and climate of openness.

5.3.4 The presidents encourage support in the redirection of the District toward real, systemic, positive, long-term change for the good of the organization. As partners in the development of the District mission and strategic plan, the presidents assist in focusing everyone on the mission of the District.

## 5.4 RESPONSIBILITIES OF POSITION

### 5.4.1 Employee Group Presidents

- 5.4.1.1 Participates in problem-solving frequently involving sensitive matters so that issues may be resolved quickly conserving energy and resources, and avoiding diverting the focus from the mission of the District.
- 5.4.1.2 Provides reciprocal feedback to the administration regarding issues, initiatives and policies.
- 5.4.1.3 Serves as an available resource to the Board of Education.
- 5.4.1.4 Works to integrate the needs of employees with the needs of the organization.
- 5.4.1.5 Works on special projects.

### 5.4.2 Employee Communication and Problem-Solving

- 5.4.2.1 Attends scheduled Issues Resolution Group representing their constituents' perspective.
- 5.4.2.2 Provides mentoring, job counseling, performance counseling discussions, etc. to employees to help facilitate the positive resolution of conflicts and concerns.
- 5.4.2.3 Leads their Employee Group Negotiations Team in the District negotiations process addressing compensation, benefits and working conditions along with assisting the communication and ratification process for the negotiated agreement.
- 5.4.2.4 Helps to ensure District policies and procedures are followed, appropriate due process is provided and all employees are dealt with consistently and fairly. May provide legal expertise as needed from association resources at no direct cost to the District.
- 5.4.2.5 Provides a communication link between the District and employees.
- 5.4.2.6 When appropriate, consults with staff development to ensure appropriate training is provided for employees.
- 5.4.2.7 Accesses external resources providing research data and information from state and national perspectives.
- 5.4.2.8 Serves as the main communication link to employees about association issues through a wide variety of communication mechanisms including association newsletters and meetings.

- 5.4.3 Public Relations
  - 5.4.3.1 Supports District-wide and site-based activities (e.g. scholarship programs, etc.)
  - 5.4.3.2 Provides a communication link advocating for the District with the media, social media, community, chamber of commerce, etc.
  - 5.4.3.3 Works with District administration and Board of Education on community forums and other community outreach activities.
- 5.4.4 Committee and Special Project Responsibilities
  - 5.4.4.1 Serves as leader, facilitator, and representative with a role in a variety of District-wide initiatives.
  - 5.4.4.2 Serves as the primary Association representative on negotiation process committees (e.g., Budget Development Process, Benefits Committee, Written Agreement Committee, etc.) The president is frequently the leader or facilitator for these committees.
  - 5.4.4.3 Assists in the development and implementation of District policies and procedures.

5.5 EMPLOYEE ASSOCIATION RIGHTS

- 5.5.1 In order to carry out the duties outlined in 5.3.1., Employee Association Presidents shall work with their respective members and the District to foster a collaborative culture and climate of openness. To that end, the following shall apply:
- 5.5.2 Privileges and Facilities
  - 5.5.2.1 All District employees shall have the right freely to join and support their professional organization (Association of Classified Employees, Poudre Association of School Executives, or Poudre Education Association) for the purpose of engaging in professional bargaining or negotiations and other lawful activities. The Board agrees it will not directly or indirectly discourage, deprive or coerce any employee in the enjoyment of any rights conferred by any laws of the State of Colorado or the Constitutions of the State of Colorado and the United States, that it will not discriminate against any employee with respect to hours, wages, or any terms or conditions of employment, by reasons of their membership in a professional organization, their participation in any activities of a professional organization, or collective professional negotiations with the Board, or their institution of any grievance, complaint, or proceeding under this Agreement with respect to any terms or conditions of employment.

- 5.5.2.2 The Associations (ACE, PASE, and PEA) shall be granted use of school buildings or other District facilities for holding Association building meetings, Association Representative council meetings, general membership meetings, and committee meetings for conducting official Association business. The Association Representative(s) for each school shall have the right to schedule Association meetings before or after school or during duty-free lunch periods. The representative(s) shall consult with the building calendar and obtain a building permit if require by the principal. The meetings shall not conflict with the building calendar or the duty schedule of the employees in the building. Associations will obtain building permits through the District’s Customer Support Center.
- 5.5.2.3 The Associations shall be provided space on at least one bulletin board in each school building designated by the principal for the placement of Association notices, circulars or other materials provided that material is not of a partisan political nature (which includes materials relating to elections of members of the Board) or does not interfere or disrupt the normal school use of such bulletin boards. A copy of all materials posted on the bulletin board shall be made available to the principal. The Associations shall have the right to place notices, circulars, and other material relevant to the organization’s business in members’ mailboxes except those that would violate District Policies
- 5.5.2.4 Association members shall be permitted to visit schools for carrying out Association business as needed. Such visitations shall not interfere with educational programs or administrative affairs of the school visited. All visitors shall comply with District security requirements, including checking in with the front office and obtaining visitor passes when necessary.
- 5.5.2.5 Building Association Representative(s) shall be allowed to carry out advocacy for employees as requested.
- 5.5.2.6 The Associations will be allowed to distribute information and interact with all new employees at new employee events scheduled by the District with prior collaboration with District event coordinators, including offering an optional breakfast or lunch to the new employees.
- 5.5.2.7 The Associations agree to provide to the Board the following information: The name and legal addresses of the organizations; its officers and affiliated organization(s); a copy of its Articles of Incorporation and Bylaws.

5.5.3 Dues Deduction

- 5.5.3.1 The District shall deduct employee association dues from a member’s compensation only as authorized by the member in accordance with governing law.

5.5.3.2 The Associations agree to hold the District harmless from any and all claims arising from the proper application of dues deduction.

#### 5.5.4 Association Coverage for Activities

5.5.4.1 The Associations shall be granted one hundred (100) days of Association Leave each academic year to permit its members to participate in Association activities excluding negotiations with the District, as determined by the Association president or designee. The District shall request substitutes for these members when necessary. The Associations will be responsible for reimbursing the District for any substitutes at the current substitute rate. Understanding that students' regular educators being with them every day is optimum, the Associations will avoid overuse of these days by individuals. The Associations will furnish the District with the names of the members attending such activities as soon as practical prior to the activity.

5.5.4.2 5.5.4.2 Notwithstanding Article 5.5.4.1, the associations and District agree that negotiation sessions may be scheduled during the school day on occasion. In situations where the negotiation session is scheduled during the school day, the District will pay for a maximum of eleven (11) substitutes per association, per negotiation day, up to a maximum of five (5) days of negotiations for the current school year. The five (5) day maximum applies to the number of days negotiation sessions are convened, not the length of time for each session. This represents a maximum of fifty-five (55) days of District-paid substitutes per association for the duration and purpose of having association members attend negotiations. Unused District-paid substitutes for negotiation days may not be carried over: from year-to-year, from one negotiation day to another, to a different association event or activity, nor transferred from one association to another. Designated negotiators, up to eleven (11) per association, will not need to use personal or sick time, regardless of whether they have a sub to fill their position.

#### 5.6 ACCOUNTABILITY FOR THE PRESIDENTS' ROLES AND RESPONSIBILITIES

In the interest of accountability, the employee group presidents will collaboratively write a group report that critically examines their role as problem-solvers, committee participants, public relations liaisons, and communicators. This report will be submitted annually to the Superintendent. An employee president may submit an individual report to the Superintendent if desired.

## ARTICLE 6 – CLASSIFIED DISCIPLINE AND GRIEVANCE PROCEDURES

### 6.1 GENERAL PROVISIONS

- 6.1.1 The procedures specified in this Article 6 shall not apply with respect to temporary classified employees and classified employees serving a performance trial period.
- 6.1.2 As used in this Article 6, “business days” are defined as all days when the District’s Human Resources Department is open for business.

### 6.2 PROCEDURES REQUIRED PRIOR TO IMPOSING DISCIPLINE

- 6.2.1 Prior to a classified employee’s oral or written reprimand, or suspension with pay, the employee’s supervisor shall consult with the Senior Director of Human Resources or designee.
- 6.2.2 Prior to a classified employee’s suspension without pay, demotion or dismissal, the following steps shall be taken:
- 6.2.2.1 The employee shall be provided written notice of the conduct at issue, the disciplinary offenses and District policy violations implicated by such conduct, and the discipline being recommended for such conduct.
- 6.2.2.2 As soon as reasonably practicable after the employee has been provided the written notice described above, the Senior Director of Human Resources shall hold a meeting to consider the charges and recommendation in the notice, and other information that may be presented by the employee’s supervisor(s); and to give the employee an opportunity to present their side of the story, to present information regarding mitigating circumstances and/or to advocate for alternatives to the discipline being recommended. The employee’s input may be submitted orally and/or in writing. If input is submitted orally, the employee may request that the Association’s representative or some other person be in attendance.
- 6.2.2.3 The Senior Director of Human Resources shall consider the information provided at the meeting and, based on that information, shall issue a written determination within ten (10) business days regarding the disciplinary action to be taken, if any, and the rationale for that determination.

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## 6.3 GRIEVANCES

- 6.3.1 A classified employee may only file a grievance regarding:
- 6.3.1.1 The employee's suspension without pay, demotion or dismissal; or
  - 6.3.1.2 Action taken by the District that the employee believes is inconsistent with or a misapplication of this Agreement or of District policy or regulations, and that results in: (a) negative material in the employee's personnel file; (b) delay or denial of a pay increase or specified benefits to which the employee believes they are entitled such as vacation, sick leave or other leave; or (c) an adverse impact upon the employee's work record.
- 6.3.2 A classified employee with a grievance must file a completed official grievance form within ten (10) business days following the action being grieved. Failure to file a grievance within the specified time after the grievant knew or reasonably should have known of the act or condition upon which the grievance is based, and failure to appeal a grievance to the next level within the specified time (where applicable), shall be deemed a waiver of the right to proceed with the grievance beyond that point.
- 6.3.3 Grievances Under 6.3.1.1
- 6.3.3.1 A formal grievance is initiated when an employee and the Association's President sign the grievance, and it is transmitted in writing to the Human Resources Department and to the grievant's immediate supervisor.
  - 6.3.3.2 A classified employee's grievance under 6.3.1.1 above shall be filed with the Superintendent.
  - 6.3.3.3 Upon receipt of the grievance, the Superintendent shall consider the issues raised, consult with the classified employee and the Senior Director of Human Resources, consider any other evidence deemed necessary or advisable, and then issue a written decision as soon as reasonably practicable to the classified employee who filed the grievance.
  - 6.3.3.4 The decision of the Superintendent shall be final and binding, and not subject to appeal.
- 6.3.4 Grievances Under 6.3.1.2
- 6.3.4.1 Prior to filing a grievance under 6.3.1.2 above, a classified employee shall discuss the matter at an informal conference with the employee's immediate supervisor in an effort to resolve the matter. The employee may request that the Association's President or representative and some other person be in attendance. If the employee's immediate supervisor cannot schedule the informal conference before the deadline for filing a grievance on the matter, the Senior Director of Human Resources shall extend the deadline as necessary to allow for the filing of the grievance.

- 6.3.4.2 A classified employee's grievance under 6.3.1.2 above shall be filed with the director of the department or principal of the school in which the employee works. If the classified employee's grievance directly involves the director of the department or principal of the school in which the employee works, the classified employee may file the grievance with the executive director or assistant superintendent who supervises that department director or school principal. Upon receipt of the grievance, the director or principal shall consider the issues raised and then issue a written decision as soon as reasonably practicable to the classified employee who filed the grievance.
- 6.3.4.3 If the classified employee is not satisfied with the director's or principal's decision, the employee may use the same grievance form to appeal that decision to the Senior Director of Human Resources within ten (10) business days from the date the director's or principal's decision was received.
- 6.3.4.4 Upon receipt of the grievance appeal, the Senior Director of Human Resources shall consider the issues raised, consult with the classified employee and the director of the department or principal of the school in which the employee works, consider any other evidence deemed necessary or advisable, and then issue a written decision as soon as reasonably practicable to the classified employee who filed the grievance appeal.
- 6.3.4.5 The decision of the Senior Director of Human Resources shall be final and binding, and not subject to appeal.

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Entire Article Rewritten Effective: 07/15

## ARTICLE 7 – TEACHER GRIEVANCE PROCEDURES

### 7.1 DEFINITIONS

- 7.1.1 **GRIEVANCE** shall mean a written complaint by a teacher or the Association that:
- 7.1.1.1 There has been a violation, misinterpretation, or misapplication of this Agreement or of District practice or policy that directly and adversely affects the terms and/or conditions of the teacher or the Association; or
  - 7.1.1.2 The teacher or the Association has been treated inequitably by reason of any act or condition which is contrary to established Board policy, practice, or law governing or affecting teachers.
  - 7.1.1.3 These procedures shall not apply to any matter upon which the Board is without legal authority to act or legal authority to proceed in the manner provided for in these procedures.
- 7.1.2 **GRIEVANT** is the person, persons, or the Association making the complaint.
- 7.1.3 **PARTY IN INTEREST** is the person or persons making the complaint and any person who might be required to take action or against whom action might be taken in order to resolve the complaint.
- 7.1.4 The term **DAYS** when used in this policy shall, except where otherwise indicated, mean working school days; thus, weekend or vacation days are excluded.
- 7.1.5 The term **TEACHER** shall apply to any teacher employed by the District whether or not that teacher is a member of the Association.
- 7.1.6 The term **ASSOCIATION** shall mean the Poudre Education Association.
- 7.1.7 The term **SUPERINTENDENT** shall mean the Superintendent of Schools or the official designee.
- 7.1.8 The term **BOARD** shall mean the Board of Education of Poudre School District.

### 7.2 PURPOSE

- 7.2.1 The purpose of this procedure is to secure, at the lowest possible administrative level, an expeditious manner for resolving differences as to matters contained in this agreement. Grievance proceedings will be kept as informal and confidential as shall be appropriate at any level of the procedure.

### 7.3 GENERAL PROVISIONS

- 7.3.1 Nothing herein shall be construed as limiting the right of any teacher having a grievance to discuss the matter informally with any member of the administration and having the grievance adjusted without intervention of the Association.

- 7.3.2 No reprisals of any kind shall be taken by the Board of Education or by any member of the administration against any party in interest, any school representative, any member of the Association, or any other participant in the grievance procedure solely by reason of such participation.
- 7.3.3 Nothing contained in this policy shall be construed to prevent any individual teacher from presenting and processing a grievance and having it adjusted without intervention or representation by the Association if the adjustment is consistent with this Agreement or with District policy or regulations.
- 7.3.4 The sole administrative remedy available to any teacher for any grievance or any alleged violation of their rights hereunder will be pursuant to the grievance procedure.
- 7.3.5 All documents, communications, and records dealing with the processing of a grievance shall be segregated from the participant's other personnel file materials.
- 7.3.6 Forms for processing grievances will be jointly prepared by the Superintendent and the Association, subject to the approval of the Board. The forms will be printed or otherwise duplicated by the Board and given appropriate distribution by the parties so as to facilitate operation of the grievance procedure.
- 7.3.7 In the course of investigation of any grievance, representatives of the Association shall report to the principal of the building visited and shall state the purpose of the visit immediately upon arrival.
- 7.3.8 Every effort shall be made by all parties to avoid interruption of classroom activities and to avoid the involvement of students in all phases of the grievance procedure.
- 7.3.9 It shall be generally required of all parties in interest to process grievances after regular work hours or at other times which do not interfere with assigned duties; however, upon mutual agreement by the aggrieved teacher, the Association, and the Board to hold proceedings during regular working hours, the grievant and the appropriate Association representative shall be released from assigned duties without loss of salary.
- 7.3.10 Failure to file a grievance within 30 working days after the grievant knew or reasonably should have known of the act or condition upon which the grievance is based shall be deemed a waiver of the right to proceed with the grievance beyond that point.
- 7.3.11 Timelines may be extended by mutual written agreement by the parties.

#### 7.4 INDIVIDUAL AND GROUP TEACHER GRIEVANCES

##### 7.4.1 Informal Conference

Prior to the filing of a grievance at Level One the employee shall discuss the matter with their immediate supervisor in an effort to resolve the issue(s) informally. The grievant (1)

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may request that the Association's representative and some other person be in attendance, or (2) may request that the Association's representative act in the employee's behalf. If the informal conference cannot be held before the deadline for filing at Level One, the deadline shall be extended to a mutually agreed upon date.

#### 7.4.2 Level One

7.4.2.1 A formal grievance is initiated when an employee and the Association's President, sign the grievance and it is transmitted in writing to the Human Resources Department and to the grievant's immediate supervisor.

7.4.2.2 The Level One meeting between the immediate supervisor and grievant will be held within ten (10) days after the appropriate supervisor and the Human Resources Department receive the written grievance.

7.4.2.3 The immediate supervisor shall render a written decision within ten (10) days of the Level One meeting. Copies of this decision shall be transmitted to the Human Resources Department and the grievant.

#### 7.4.3 Level Two

7.4.3.1 Level Two of the Grievance Procedure will be used for the following circumstances:

- (A) The Association shall file a grievance directly with the Human Resources Department if the grievance affects more than one (1) teacher; or
- (B) The grievance was previously filed at Level One but was not resolved to the satisfaction of the grievant or the Association; or
- (C) No decision was rendered within ten (10) days of the Level One meeting.
- (D) The Human Resources Department and the Association determine that the immediate supervisor does not have the authority to deal with the grievance at Level One.

7.4.3.2 A request for a Level Two hearing will be transmitted in writing by the grievant or the Association to the Human Resources Department within ten (10) days after receipt of the Level One decision. Failure to request or appeal a grievance to the next level within the specified time shall be deemed a waiver of the right to proceed with the grievance beyond that point.

7.4.3.3 The Senior Director of Human Resources or designee will serve as arbitrator at the Level Two hearing. When a grievance would create a conflict of interest with the involvement of the Senior Director of Human Resources or designee, the parties shall mutually agree upon an internal arbitrator. Such hearing will take place within ten (10) days after receipt of the written request for a Level Two hearing by the Human Resources Department. The arbitrator will furnish the grievant and/or the Association

and the Superintendent with a written copy of their findings of fact, reasoning, conclusions and recommendations within ten (10) days after the grievance was heard.

7.4.3.4 The Superintendent or designee and PEA may mutually agree to submit the grievance to mediation after a Level Two decision has been rendered. Both parties agree to implement any settlement reached. If no settlement is achieved, the grievant may request a Level Three hearing.

7.4.4 Level Three

7.4.4.1 If the aggrieved person and/or the Association is not satisfied with the disposition of the grievance at Level Two, or if no decision has been rendered within ten (10) days after the internal arbitrator has heard the grievance, the Association may, if it deems the grievance meritorious, request a hearing before an external arbitrator. Such request must be submitted in writing within fifteen (15) days after the Association receives the Level Two decision, Failure to request or appeal a grievance to the next level within the specified time shall be deemed a waiver of the right to proceed with the grievance beyond that point.

7.4.4.2 The parties shall select the arbitrator from a list of three (3) or five (5) names provided by the American Arbitration Association. The arbitrator will be selected by mutual agreement or by each party deleting a name(s) from the list with the remaining name being the selected arbitrator. The parties may deviate from this procedure by mutual consent, or if the designated arbitrator is unable to serve.

In the event none of the mutually-agreed-upon arbitrators is available to hear a grievance within 90 days of a Level Three request, the timeline may be extended until a suitable arbitrator has been selected.

7.4.4.3 The arbitrator will have the authority to hold hearings and make procedural rules. She/he will issue a report within a reasonable time, not to exceed thirty (30) calendar days from the date of the close of the hearings, or if oral hearings have been waived, then from the date the final statements and evidence are submitted to the arbitrator.

7.4.4.4 All hearings held by the arbitrator shall be in closed sessions, and no news releases shall be made concerning progress of the hearing.

7.4.4.5 The report of the arbitrator shall be submitted in writing to the Superintendent or designee, the Association and the grievant only, and shall set forth the arbitrator's findings of fact, reasoning, conclusions and recommendations, which shall be consistent with law and with the terms of

this Agreement.

- 7.4.4.6 Within ten (10) days after receiving the report of the arbitrator, the Superintendent or designee, the Association and the grievant will meet to discuss the report. No more than ten (10) persons of each party shall attend such meeting unless there is mutual agreement between the District and the Association. No public release may be made until after such meeting.
- 7.4.4.7 The Board shall take official action on the report of the arbitrator not later than thirty days after receipt of the report of the arbitrator.
- 7.4.4.8 The costs and expenses of the arbitrator, including per diem expenses, if any, plus actual and necessary travel and subsistence expenses, shall be shared equally by the Board and the Association.
- 7.4.4.9 Either party may request an official stenographic record of the testimony at the hearings at the requesting party's expense.
- 7.4.4.10 The report of the arbitrators shall be advisory only, and final determination of the issue raised by the grievant shall be made by the Board.

## 7.5 RIGHTS OF TEACHERS TO REPRESENTATION

- 7.5.1 Neither the Board nor any member of the administration shall take reprisals affecting the employment status or working conditions of any teacher, any party in interest, any Association representative, or any other participant in the grievance procedure solely by reason of such participation.
- 7.5.2 Any party may represent themselves or be represented by the Association or its designee at any level of the grievance procedure; and the immediate supervisor may be represented by another representative of the administration. However, if a grievant is represented by the Association, the grievant may not be represented by anyone other than a representative designated by the Association. The Association shall have the right to be present and to state its views at any level of the grievance procedure.

## 7.6 GENERAL

- 7.6.1 Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level shall be considered a maximum; however, timelines may be extended by mutual written agreement by the parties.
- 7.6.2 To facilitate operations of the grievance procedure, necessary forms for filing, serving notices, making reports and recommendations, and other necessary documents will be

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jointly prepared and distributed by the Human Resources Department and the Association.

- 7.6.3 When it is necessary for one or more representatives designated by the Association to attend a meeting or hearing occurring during the school day, they shall be released without loss of pay for such time as is actually necessary for their attendance at such meeting or hearing, and necessary travel time. The Association will notify Human Resources Department of those to be released no less than three (3) days prior to the meeting or hearing.
- 7.6.4 Upon request, the parties will make available to each other any data in their possession regarding a grievance.
- 7.6.5 With reasonable notice, the President of the Association, or designee, may review information within a teacher's official personnel file upon producing written permission for such inspection, signed by the teacher whose file they wishes to inspect.

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Revised: 03/09

## **ARTICLE 8 – EVALUATION OF CLASSIFIED EMPLOYEES**

### **8.1 THE PURPOSE OF CLASSIFIED EVALUATIONS SHALL BE:**

- 8.1.1 To assist classified employees in developing and strengthening their professional abilities;
- 8.1.2 To encourage, support and measure professional growth and development;
- 8.1.3 To provide classified employees the opportunity to identify, achieve and evaluate their professional goals;
- 8.1.4 To improve the success of the employing school, department or organization within the District;
- 8.1.5 To measure the level of performance of a classified employee; and
- 8.1.6 To support District goals.

### **8.2 EVALUATION SCHEDULE:**

- 8.2.1 An evaluation shall be completed for all classified employees during the first year of employment and every third year thereafter. In the event a classified employee acquires a new position, an evaluation shall be completed after one year in the new position, then every third year thereafter.
- 8.2.2 The employee’s supervisor may establish a more frequent schedule of evaluations based on the employee’s situation.
- 8.2.3 An employee may request an evaluation during an "off cycle" evaluation period.

### **8.3 EVALUATION PROCESS**

- 8.3.1 A primary evaluator shall be identified for each classified staff member. The primary evaluator will monitor and evaluate the performance of the classified employee. If the primary evaluator is a licensed or classified employee, then an administrator or professional shall also be involved in the monitoring and evaluation process and must sign off as the “Next Level Manager” on the classified employee’s evaluation.
- 8.3.2 If the primary evaluator is a licensed or classified employee, the evaluator is required to successfully complete the classified evaluation training program prior to conducting the evaluation.
- 8.3.3 The primary evaluator is responsible for ensuring the classified employee is familiar with the evaluation process, including the performance areas, criteria and indicators, cycle, multi-source feedback or 360-degree input, and evaluation forms.
- 8.3.4 360-Degree Input:
  - 8.3.4.1 A minimum of three sources of 360-degree input is required. The primary evaluator is responsible for sending the 360-degree input form to customers or peers, having the information returned directly to the evaluator, and keeping the information confidential. The primary evaluator shall summarize the 360-degree input and incorporate the aggregate summary information into the classified employee’s evaluation.

8.3.4.2 The classified employee shall conduct a self-evaluation. The classified employee may request the completed self- evaluation form be submitted with the final performance evaluation and included in their personnel file.

8.3.5 Evaluation Forms:

8.3.5.1 The completed evaluation will be retained in the employee's personnel file.

8.3.6 Evaluation Conference:

8.3.6.1 The evaluation conference is a required meeting between the primary evaluator and the classified employee. The purpose of the evaluation conference is to review and discuss the classified employee's performance in detail.

8.3.6.2 The primary evaluator shall have the classified evaluation form completed and ready to review and discuss with the employee.

8.3.6.3 The classified employee shall have the completed self- evaluation form submitted for review and discussion prior to meeting with the primary evaluator.

8.3.6.4 The primary evaluator shall explain and describe each performance rating to the classified employee.

8.3.6.5 The primary evaluator and the classified employee shall mutually agree on the employee's professional goals and shall complete the goal setting section of the classified evaluation during this conference.

8.3.6.6 The evaluation form will calculate an overall performance rating for the classified employee

8.3.6.7 In the event the employee receives an overall rating that places the employee on corrective action, the primary evaluator shall explain to the classified employee the ramifications for being placed on corrective action (refer to section 8.5).

8.4 OVERALL PERFORMANCE RATINGS:

8.4.1 Highly Effective: A Highly Effective rating shall be given when the classified employee's performance clearly and consistently exceeds requirements, responsibilities and

expectations of the job and demonstrates mastery of the skills required.

8.4.2 Effective: An Effective rating shall be given when the classified employee's performance meets requirements, responsibilities, and expectations of the job and demonstrates proficiency of the skills required.

8.4.3 Partially Effective: A Partially Effective rating shall be given when a classified employee's performance does not consistently demonstrate proficiency in many of the requirements, responsibilities, expectations and skills

8.4.3.1 The employee's level of performance is not meeting expectations in some areas and requires a conference with their supervisor and shall warrant a performance improvement plan. Employees placed on a performance improvement plan to improve or correct performance deficiencies must receive regular written feedback on their performance.

8.4.4 Ineffective: An ineffective rating shall be given when a classified employee's performance does not meet job requirements, responsibilities, expectations, and skills:

8.4.4.1 The employee's level of performance is not acceptable and warrants immediate corrective action, including potential demotion or termination if improvement is not accomplished within a specified period of time.

## 8.5 EMPLOYEES ON CORRECTIVE ACTION PLANS:

8.5.1 Corrective action may be necessary when the classified employee's level of performance is not acceptable and warrants immediate corrective action, including potential demotion or termination if improvement is not accomplished within a specified period of time.

8.5.2 Employees who have been placed on corrective action plans to improve or correct performance deficiencies must receive regular written feedback. Performance on the corrective action will be used to determine whether to end or extend this plan, or to support a recommendation for further disciplinary action. Supervisors are required to work directly with Human Resources staff in these situations.

8.5.3 Any classified employee on a corrective action will be ineligible for any negotiated salary increase or adjustment during the disciplinary period. Upon successful completion of corrective action, the employee shall become eligible for any ongoing salary increase effective as of the date they are returned to regular employment status. No retroactive salary adjustments shall be given.

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## **ARTICLE 9 – EVALUATION OF PRINCIPALS, ADMINISTRATORS & PROFESSIONALS**

### **9.1 BELIEFS ABOUT THE IMPORTANCE OF ADMINISTRATOR LEADERSHIP**

The District and its community are committed to a high-quality education for every child, every day. As employees, we believe our role is to support and inspire every child to think, to learn, to care, and to graduate prepared to be successful in a changing world. Effective leadership, with particular emphasis on instructional improvement, facilitates these purposes and guides the District’s mission of student achievement.

The District acknowledges its role in evaluating administrators as directed by Colorado state law and Colorado Department of Education regulations. This role is related to the mission and priorities of the District and is based on the philosophy that staff growth is supported and judged by the on-going process of performance supervision and evaluation.

### **9.2 PURPOSE OF THE ADMINISTRATOR EVALUATION**

Administrator evaluation should create a culture of executive leadership that encourages self-reflection and requires improvement in practice. Through the use of this evaluation instrument, administrators should be able to observe the following outcomes:

- growth leading to greater leadership skills
- an increased understanding of performance expectations
- organizational improvement
- the recognition of individual accomplishment
- improved student achievement

9.2.1 The District shall conduct all evaluations so as to observe the legal and constitutional rights of the administrative personnel. No minor deviation in the evaluation procedures shall invalidate the process or the evaluation report. Nothing in this policy shall be construed to imply in any manner the establishment of any property rights or expectance or entitlement to continued employment not explicitly established by statute, Board policy, or contract. Neither shall this policy and/or the evaluation system be deemed or construed to establish any conditions prerequisite relative to renewal of contracts, transfer, assignment, dismissal, or other employment decisions relating to school personnel.

All employment decisions remain with the sole and continuing discretion of the Board of Education, subject only to the conditions and limitations prescribed by Colorado law.

### **9.3 THE PROCESS OVERVIEW – SCHOOL BASED ADMINISTRATORS**

School based administrators shall receive an evaluation each academic year. The evaluation, informed by a body of evidence collected systematically in the months prior, shall rate a school-based

administrator as highly effective, effective, partially effective, or ineffective.

9.3.1 Required Measures:

- Input from teachers employed at the school-based administrator's school, provided that clear expectation is established prior to collection of the data that at least one of the purposes of collecting the input is to inform an evaluation of the school-based administrator's performance and provided that systems are put in place to ensure that the information collected remains anonymous and confidential
- The percentage and number of teachers in the school who are rated as highly effective; effective; partially effective; and ineffective
- The number and percentage of teachers who are improving their performance, in comparison to the goals articulated in the school-based administrator's Professional Performance Plan

9.3.2 The evidence that may be included in the evaluation process are teacher, principal, and student actions and behaviors and artifacts prepared by the principal, assistant principals, teachers, students, or others.

The process of evaluation will include:

- a self-evaluation
- goal conference
- stakeholder input sought through various means up to and including a multi-source standardized instrument
- observations
- formative feedback
- a summative conference

9.3.3 During the summative conference, the evaluator will share and discuss commendations and recommendations concerning a school-based administrator's strengths and areas of growth. Finally, the evaluator will make a recommendation about the employment status of the individual.

9.3.4 The Superintendent shall require annual evaluation of all school-based administrators by properly licensed supervisors who have principal and/or administrative licensure and training in evaluation skills.

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#### 9.4 THE PROCESS OVERVIEW – CENTRAL OFFICE ADMINISTRATORS AND PROFESSIONALS

Central Office Administrators and Professionals shall receive an evaluation every year. The evaluation, informed by a body of evidence collected systematically in the months prior, shall rate a central office administrator or professional as highly effective, effective, partially effective, or ineffective.

##### 9.4.1 Required Measures:

Input from staff employed in the central office administrator’s or professional’s department, provided that clear expectation is established prior to collection of the data that at least one of the purposes of collecting the input is to inform an evaluation of the central office administrator’s or professional’s performance and provided that systems are put in place to ensure that the information collected remains anonymous and confidential.

##### 9.4.2 The evidence that may be included in the evaluation process are staff, peer, and community input and actions, behaviors, and artifacts prepared by the central office administrator, professional, or others.

The process of evaluation will include:

- a self-evaluation
- goal conference
- stakeholder input sought through various means up to and including a multi-source standardized instrument
- observations
- formative feedback
- a summative conference

##### 9.4.3 During the summative conference, the evaluator will share and discuss commendations and recommendations concerning a central office administrator’s or professional’s strengths and areas of growth.

##### 9.4.4 The Superintendent shall require regular evaluation of all central office administrators and professionals by properly qualified supervisors who have training in evaluation skills.

#### 9.5 EVALUATION OF INDIVIDUAL STANDARDS

Performance feedback will be provided for each standard using the indicators and their rubrics as guides. Performance on each standard will be judged using the following designations: Highly Effective, Effective, Partially Effective, and Ineffective.

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## 9.6 SUMMARY EVALUATION

The formal evaluation shall be completed using the appropriate evaluation form and will be retained in the employee's personnel file.

### 9.6.1 Summative Determination

Each evaluation will result in one of the following judgments:

**Highly Effective:**

The administrator or professional consistently exceeds expectations in all performance standards as defined by performance areas, criteria and indicators, site/District goals, job descriptions, professional goals and evaluator expectations.

**Effective:**

The administrator or professional fully meets or exceeds District performance standards as defined by performance areas, criteria and indicators, site/District goals, job descriptions, professional goals and evaluator expectations.

**Partially Effective:**

The administrator's or professional's performance does not consistently meet job requirements, responsibilities and expectations.

**Ineffective:**

There is little or no evidence that the administrator or professional meets District performance standards as defined by performance areas, criteria and indicators, site/District goals, job descriptions, professional goals and evaluator expectations.

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Entire Article Rewritten and Adopted Effective: 07/14

Revised: 04/15      Revised: 04/17      Revised: 03/20

## ARTICLE 10 – EVALUATION OF LICENSED EMPLOYEES

### 10.1 PURPOSE AND BELIEFS

- 10.1.1 The educator evaluation process is designed to identify effectiveness of professional practice and evidence of student academic growth.
- 10.1.2 Just as we nurture and promote the growth of our students through formative feedback and self-assessment, we also affirm and support the professional growth of teachers and other licensed employees through the evaluation process.
- 10.1.3 This system is based on sound educational practices and is not a product of any particular educational methodology.
- 10.1.4 The process of evaluation, including the process of observation and conferencing, shall be continuous, collaborative, and based on an inquiry process.
- 10.1.5 The most effective evaluation occurs when teachers are empowered and supported to be reflective.
- 10.1.6 The improvement of instruction is a responsibility shared by both the evaluator and the employee being evaluated.
- 10.1.7 Teaching and learning occurs within a larger, extremely complex system, and the effectiveness of that system impacts the effectiveness of the teaching and learning.
- 10.1.8 Successful evaluation is based on the establishment of collaboration and trust among staff.

### 10.2 EVALUATION PROCESS

- 10.2.1 This process must be completed annually for all licensed staff. The District shall make every effort to ensure that evaluation information will remain confidential.
- 10.2.2 Evaluation of licensed employees will be based equally on elements and indicators of effective instruction and measures of student academic growth, and will use multiple, fair, and valid strategies to determine overall effectiveness. The District will ensure that student academic growth can be reliably and statistically attributed to individual licensed staff members. Staff should clearly understand which students' growth data will be attributed to them.
- 10.2.3 Licensed employees may request any representative of their choosing (such as a PEA representative, colleague, etc.) to meetings and conferences with their evaluator related to the evaluation process.
- 10.2.4 Evaluators
  - 10.2.4.1 A primary evaluator shall be identified for each licensed employee. The evaluator is a building administrator or designee assigned to monitor and evaluate the performance of a licensed employee.
  - 10.2.4.2 When appropriate to better inform the evaluation, or when requested by the

licensed employee, other administrators may also observe the licensed employee and provide input (for example, evaluations of special service professionals, early childhood or world language teachers, etc.).

- 10.2.4.3 In all cases the evaluator or designee is hired by the District as a licensed evaluator.
- 10.2.4.4 The District shall ensure that all evaluators are effective or highly effective and receive the support and training to become so through the confidential administrator evaluation process.
- 10.2.5 The evaluator shall be responsible for holding an information-sharing meeting within the first thirty school days of each school year to ensure that each staff member is familiar with the evaluation process, including the performance areas or dimensions, criteria and indicators, performance levels and ratings, important dates, and forms to be used. These information-sharing meetings may occur individually or in groups.
  - 10.2.5.1 Documents that support the evaluation process shall be created collaboratively by the Human Resources Department, PEA, PASE, and the Assistant Superintendents of Schools.
  - 10.2.5.2 These documents will be uniform throughout the District based on job assignment and shall be provided to each licensed employee.
- 10.2.6 The licensed employee shall complete a self-evaluation to be shared with the evaluator at the discretion of the licensed employee.
- 10.2.7 The evaluator and licensed employee shall meet at the beginning of each school year to discuss a Professional Growth Plan to be created by the licensed employee by the end of the first quarter of the school year. Copies of the Professional Growth Plan will be retained electronically by both the evaluator and licensed employee.
  - 10.2.7.1 Frequent dialogue between the evaluator and the licensed employee is encouraged. Goals contained within the Professional Growth Plan should be monitored and discussed.
- 10.2.8 The evaluator and employee being evaluated shall meet to discuss the licensed employee's progress prior to the end of the first semester. Unless there are noted concerns, this conference may be combined with a post-observation conference. The evaluator shall provide support if concerns are noted in a teacher's performance. The licensed employee may also bring issues about which they have concerns at this time.
- 10.2.9 When an evaluator notes performance concerns that may lead to a summative evaluation rating of partially effective or ineffective, multiple follow-up conferences (formal or informal) shall be held and documented to review progress toward improvement in noted areas. These conferences may be combined with a post-observation conference prior to

the summative evaluation conference.

## 10.2.10 Formal Observations

- 10.2.10.1 A formal observation is a classroom visitation by the evaluator of at least 30 uninterrupted minutes, resulting in a written observation record and a post-observation conference within five school days. The scheduling of a formal observation will be collaboratively determined by the evaluator and the employee being evaluated.
- 10.2.10.2 A formal alternative observation is a classroom visitation by the non-probationary licensed employee of at least 30 uninterrupted minutes that must be completed in the first semester, resulting in a written self-reflection tied to the licensed employee's 5D+ area of focus.
- 10.2.10.3 A post-observation conference is a required meeting between the evaluator and the licensed employee within five school days of a formal, or alternative formal observation process for the purpose of discussing the observation and other factors related to the employee's performance.
- 10.2.10.4 Written record of the formal observation must be provided to the licensed employee.
- 10.2.10.5 Non-probationary licensed employees shall receive at least two formal documented observations, followed by observation conferences, each academic year unless the previous year's overall performance rating is effective or highly effective and no performance concerns exist. Upon mutual consent of the licensed employee and the evaluator, one formal observation may be conducted.
- (A) Option A – One formal observation conducted by their evaluator as per 10.2.10.1
  - (B) Option B – One formal alternative observation option completed by the licensed employee as per 10.2.10.7 – Pilot year 2023-2024
- 10.2.10.6 Probationary licensed employees shall receive at least two formal documented observations, followed by observation conferences, each academic year.

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32 Revised: 05/23

33 Revised: 05/23

10.2.10.7 Alternative Formal Observation Process –

- (A) Non-probationary licensed employees with an overall rating of Highly Effective for 3 consecutive years, with no performance concern, may choose to be evaluated with the alternative options listed below. Licensed employees and the evaluator will select this mutually agreed upon option in their Professional Growth Plan meeting at the beginning of the year. At any time throughout the year, the evaluator can choose to complete an additional formal observation as described in 10.2.10.7.
- (B) The alternative evaluation option prioritizes feedback through self-assessment and reflection as part of the evaluation process. Licensed employees who select the alternative option may do so for two (2) consecutive years within the 3-year evaluation cycle, with evaluator approval. After two (2) years, the teacher will be evaluated through the formal observation process from their evaluator as described in 10.2.10.7. Participation in the formal observation process described in 10.2.10.7 will ensure licensed staff are provided with formal feedback at the mid-point of their teacher licensure.
- (C) Non-probationary licensed employees who select the alternative option will not automatically retain their evaluation ratings from the previous school year and the evaluator may choose to complete a formal observation at any time during the school year to address new performance concerns.

10.2.10.8 Formal Alternative Observation Options (Non-probationary licensed employees with 3 consecutive years of an overall rating of Highly Effective)

- (A) Option A – A formal observation as described in 10.2.10.1, followed by a post-observation conference as described in 10.2.10.2.
- (B) Option B – A formal alternative observation where the non-probationary licensed employee will work collaboratively with their evaluator during their Professional Goals Meeting at the beginning of the year to determine which mutually agreed upon formal observation option they will select for their observation. The licensed employee and evaluator must select the observation option on or before the due date of the licensed employee's growth plan submission. The licensed employee will document their observation self-reflection goal and area of focus related to the 5D+ Rubric as their third goal in their growth plan. The teacher will select one dimension and sub-dimension of the rubric as the area of focus for their observation self-reflection.
- (C) The non-probationary licensed employee and evaluator will work collaboratively to determine which licensed staff member they would like to observe. The alternative observation may be completed by the

non-probationary employee during one of their planning periods for this model to be cost neutral. Classroom coverage options may be available upon discussion with the evaluator. The non-probationary licensed staff member may complete the classroom observation individually or with other licensed staff in a small group.

- (D) A post-observation conference is a required meeting between the licensed employee and the evaluator as described in 10.2.10.2. The licensed employee will complete the alternative formal observation and must be uploaded by the licensed employee as an artifact in the Teacher Observation 1 task in Talent-Ed Perform.

#### 10.2.11 Formative Observations

- 10.2.11.1 A formative observation is a less-structured method of data collection which may be documented and used for teacher evaluation (i.e. walk-throughs, parent/teacher conferences, committee work with peers, etc.)
- 10.2.11.2 Frequent formative observations, followed by feedback to the licensed employee, are strongly encouraged. To align with the philosophy of finding evidence of effectiveness and to facilitate continuous improvement, evaluators shall collect and analyze data on multiple occasions to provide feedback and support to educators on a regular basis.

#### 10.2.12 Summative Evaluation

- 10.2.12.1 After the required number of formal observations and conferences has been completed, every licensed employee shall receive a written summative evaluation report each year using the District evaluation form.
- 10.2.12.2 If the employee being evaluated disagrees with any of the conclusions or recommendations made in the evaluation report, they may attach/upload a written explanation or other relevant documentation they deem necessary.
- 10.2.12.3 The Summative Evaluation shall be electronically signed by the evaluator and licensed employee and retained in the employee's personnel file. The appropriate Assistant Superintendent will also review the Summative Evaluations for licensed employees with "Ineffective" or "Partially Effective" final Summative Ratings or when requested by the licensed employee or evaluator.

### 10.2.13 Employment Status

10.2.13.1 A licensed employee is deemed to have non- probationary status if they meet one of the following conditions:

- has three consecutive years of effective or highly effective ratings (or “meets expectations” in previous years) as determined through their summative performance evaluations and continuous employment.
- had already earned non-probationary status prior to the 2013-14 school year and has not been rated as partially effective or ineffective for two consecutive years.

10.2.13.2 A licensed employee is deemed to have probationary status if they meet one of the following conditions:

- does not have three consecutive years of effective or highly effective ratings and continuous employment.
- is a non-probationary employee who has been rated as ineffective or partially effective for two consecutive years.

## 10.3 METHODS OF DATA COLLECTION

10.3.1 Multiple sources of input into the summative evaluation rating are required.

10.3.1.1 Sources may include formative observations, less- structured method of data collection such as learning walks and walk- throughs; parent/teacher conferences; committee work with peers and teams; discussions between evaluator and employee; input from students, parents, peers, colleagues, and other administrators; self-evaluation; and artifacts provided by the employee being evaluated. These sources shall only be used to corroborate the conclusions of the evaluator and when possible will be available for review by the licensed employee.

10.3.2 A minimum of one internal and one external source of input is required, but as many data sources as possible provide the most complete picture of a licensed employee’s performance.

10.3.3 At least one measure or data source, as determined by the evaluator, will include:

- Student perception measure (e.g. surveys)

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- Peer feedback
- Feedback from parents or guardians
- Review of the teacher’s lesson plans or student work samples

10.3.4 Since data collected from parents and students who are not trained or licensed evaluators, the use of student and parent feedback as it pertains to the performance of a licensed employee shall only be used to corroborate the conclusions of the evaluator.

10.3.5 Evaluators shall retain full responsibility and authority to evaluate licensed employees as specified in this Employee Agreement.

#### 10.4 SUMMATIVE EVALUATION AND CONFERENCE

10.4.1 The summative evaluation shall be written using the District summative evaluation form. A summative evaluation conference between the licensed employee and their evaluator will be held to discuss the summative evaluation.

10.4.2 The summative evaluation document will include:

- feedback on performance areas
- performance data related to student academic growth and professional practice
- documentation of dates when formal observations were made
- documentation of data used in measuring performance
- identification of goal areas that indicate what improvements in performance, if any, are needed, and any recommendations for improvement
- commendations

10.4.3 The licensed employee has the opportunity to offer input into the final draft of the formal evaluation.

10.4.4 The evaluator is responsible for determining the licensed employee’s level of effectiveness in each performance area and overall.

10.4.5 Performance ratings on sub-dimensions should validate the ratings in the performance areas and the overall evaluation rating.

10.4.6 Performance levels

10.4.6.1 Performance levels will be rated as one of the following using observation data and scoring it with the District rubric:

- Highly Effective
- Effective
- Partially Effective
- Ineffective

10.4.6.2 If a licensed employee’s overall performance rating is effective or highly effective, the evaluator and employee shall agree upon goal areas for the following year based on sub-dimension ratings in the summative evaluation

document. The goal areas will be developed into a Professional Growth Plan by the teacher the following school year.

10.4.6.3 If a licensed employee’s overall performance rating is partially effective or ineffective, the employee will receive written notice of the Performance Evaluation Rating and will participate in a process for improvement during the following academic year.

(A) In accordance with state law, this process shall provide documentation of data used in measuring performance, identification of deficiencies, and an opportunity to improve effectiveness through an improvement plan that links evaluation and performance standards to professional development opportunities.

(B) If the evaluation shows the licensed employee is not performing effectively for a second consecutive year, the employee shall receive written notice that the performance evaluation shows a rating of ineffective, a copy of the documentation relied upon in measuring the person’s performance, and identification of deficiencies.

10.4.7 The employment status recommendation shall be made based upon the data collected throughout the evaluation process.

10.4.7.1 A licensed employee who is rated as ineffective or partially effective using a process that includes 30% student growth and 70% professional practice data for two consecutive years shall lose non- probationary status.

10.4.7.2 A non-probationary licensed employee who objects to a second consecutive Performance Evaluation Rating of partially effective or ineffective may appeal the rating following a formal appeals process.

## 10.5 NON-PROBATIONARY TEACHER REVIEW OF PERFORMANCE EVALUATION RATING OF INEFFECTIVE/PARTIALLY EFFECTIVE

10.5.1 Upon receiving a Performance Evaluation Rating of ineffective or partially effective an automatic review will take place to determine if:

10.5.1.1 The evaluator did not follow evaluation procedures that adhere to the requirements of statute and rule and that failure had a material impact on the Performance Evaluation Rating that was assigned; (e.g., an observation was never completed, or feedback was never shared with the teacher); and/or

10.5.1.2 The data relied upon was inaccurately attributed to the teacher (e.g., data included in the evaluation was from students for whom the teacher was not responsible; observation data used to establish professional practice ratings was incorrect; or District student assessment data was incorrect).

- 10.5.2 The review panel will consist of the following: Assistant Superintendent, the Senior Director of Human Resources; the Director of Curriculum; a building administrator; and a teacher. The teacher and principal will be invited to participate in the review panel process and may bring representation and may present evidence and artifacts. However, the teacher and principal shall have the right to refuse such invitations without prejudice.
- 10.5.3 If the review panel determines that either the evaluation process was not followed and/or the data relied upon was inaccurately attributed to the teacher, the teacher's Performance Evaluation Rating will be changed to reflect that determination.
- 10.6 NON-PROBATIONARY TEACHER APPEAL OF SECOND CONSECUTIVE PERFORMANCE EVALUATION RATING OF INEFFECTIVE/PARTIALLY EFFECTIVE
- 10.6.1 A non-probationary teacher is permitted only one appeal for the second consecutive Performance Evaluation Rating of ineffective or partially effective. If a non-probationary teacher wishes to file such an appeal, the employee shall have the burden to demonstrate that a rating of effective was appropriate. The teacher may provide any artifacts that would support their claims in the appeal.
- 10.6.2 The grounds for an appeal shall be limited to the following:
- 10.6.2.1 The evaluator did not follow evaluation procedures that adhere to the requirements of statute and rule and that failure had a material impact on the Performance Evaluation Rating that was assigned; (e.g., an observation was never completed, or feedback was never shared with the teacher); and/or
- 10.6.2.2 The data relied upon was inaccurately attributed to the teacher (e.g., data included in the evaluation was from students for whom the teacher was not responsible; observation data used to establish professional practice ratings was incorrect; or District student assessment data was incorrect).
- 10.6.3 Upon receipt of the second consecutive Performance Evaluation Rating of partially effective or ineffective the teacher shall have fifteen (15) calendar days to file the notice of appeal of their rating with the Senior Director of Human Resources. This time requirement may be waived by mutual agreement of both the teacher and the District.
- 10.6.4 A teacher filing a notice of appeal shall include all grounds for the appeal within a single written document. Any grounds not raised at the time of the written notice of appeal is filed shall be deemed waived.
- 10.6.5 At the time the teacher files the notice of appeal, the teacher will select one of the following appeals processes:

- 10.6.5.1 A review panel of teachers and administrators to review the appeal request and documentation with the purpose of making a recommendation to the Superintendent; or
- 10.6.5.2 Directly to the Superintendent
- 10.6.6 The Superintendent shall be the final decision-making authority in determining a teacher's Performance Evaluation Rating and whether a non-probationary teacher shall lose non-probationary status. The Superintendent shall provide a written rationale for their final determination.
- 10.6.7 Any documents and/or proceedings related to the appeal process shall be confidential.
- 10.6.8 Review Panel Appeal Process:
  - 10.6.8.1 The review panel shall serve in an advisory capacity to the Superintendent. The review panel shall provide the Superintendent with a recommendation based on the panel's findings at the conclusion of the review panel's appeal process. The Superintendent shall be the final decision-making authority in determining the teacher's Performance Evaluation Rating.
  - 10.6.8.2 The review panel shall be comprised of equal numbers of teachers and administrators, with no more than six panel members in total. PEA will appoint the teacher members of the review panel. The Superintendent or designee will appoint the administrators on the review panel. The review panel shall be comprised of members that were not directly involved in the evaluation process for the appealing teacher.
  - 10.6.8.3 All members of the review panel shall be selected and trained in a manner designed to ensure their credibility and expertise regarding the evaluation and appeal process.
  - 10.6.8.4 The appealing teacher shall be given the opportunity to address and provide evidence to the review panel in person and/or in writing. The review panel may invite the teacher and/or the individual conducting the teacher's evaluation to present in person and/or in writing where clarification is necessary, but the teacher and evaluator shall have the right to refuse such invitations without prejudice.
- 10.6.9 Appeal directly to the Superintendent or after the Superintendent receives a recommendation from the review panel:
  - 10.6.9.1 If the Superintendent determines that a rating of ineffective or partially effective was accurate, the teacher's Performance Evaluation Rating will remain, and the teacher will be subject to loss of non-probationary status.

- 10.6.9.2 If the Superintendent determines that a rating of ineffective or partially effective was not accurate, the teacher's Performance Evaluation Rating will be changed to reflect that determination.
- 10.6.9.3 If the Superintendent determines that a rating of ineffective or partially effective was not accurate but there is not sufficient information to assign a rating of effective, the teacher shall receive a "no score" and shall not lose non-probationary status. However, if in the following academic school year, the teacher receives a Performance Evaluation Rating of ineffective or partially effective, this rating shall have the consequence of a second consecutive ineffective rating.

The teacher will receive a written response from the Superintendent within 15 calendar days regarding the Superintendent's final decision in determining the teacher's Performance Evaluation Rating. This time requirement may be waived by mutual agreement of both the teacher and the Superintendent.

#### 10.7 PROVISIONS FOR PARTIALLY EFFECTIVE OR INEFFECTIVE SUMMATIVE RATINGS: IMPROVEMENT PHASE

- 10.7.1 The improvement phase is designed to provide direct and immediate assistance to a non-probationary licensed employee whose overall performance rating on the evaluation is partially effective or ineffective.
- 10.7.2 The process will be coordinated and closely monitored by the District to ensure due process and opportunity for improvement.
- 10.7.3 No later than the tenth school day of the school year immediately following the rating of partially effective or ineffective, the evaluator and the licensed employee will collaboratively develop a written improvement plan which will be shared with and signed by the appropriate Assistant Superintendent.
- 10.7.4 If a second consecutive summative performance evaluation rating is partially effective or ineffective, the appropriate Assistant Superintendent will provide direct input into the plan.
- 10.7.5 Association representation shall be afforded at the licensed employee's request throughout the process. The licensed employee shall be advised of their right to such representation.
- 10.7.6 Components of the Improvement Plan shall include:
- Targeted areas for improvement
  - How improvement will be measured and monitored
  - Targeted and timely opportunities for resources and training
  - Access to professional development and resources including professionals with

background in a similar area

- An option to access effective or highly effective professionals for support
- A student learning objective when applicable
- Periodic review of progress
- A timeline for Improvement Plan completion

#### 10.7.7 Outcomes of the Improvement Plan

- 10.7.7.1 If at the conclusion of the improvement plan, the licensed employee is performing effectively, no further action shall be taken concerning the original improvement plan. Successful completion of the improvement plan shall be documented in the summative evaluation, and the employee shall return to the standard performance evaluation process.
- 10.7.7.2 If at the conclusion of the improvement plan the licensed employee is not performing effectively, a subsequent improvement plan will be created to address continued areas for improvement.
- 10.7.7.3 A licensed employee who is rated as ineffective or partially effective using a process that includes 50% student growth and 50% professional practice data for two consecutive years shall lose non-probationary status.
- 10.7.7.4 A non-probationary licensed employee who objects to a second consecutive Performance Evaluation Rating of partially effective or ineffective may appeal the rating following a formal appeals process.

### 10.8 GENERAL PROVISIONS

- 10.8.1 In accordance with state law, the District shall establish a performance evaluation system which serves as a basis for the improvement of instruction, enhance the implementation of curricular programs, and measure professional growth, development, and level of performance of licensed personnel.
- The evaluation system also shall serve as the measurement of effective performance, ensure that licensed personnel receive adequate feedback and professional development support to improve their effectiveness, and provide documentation for dismissal for ineffective performance.
- 10.8.2 The District shall conduct all evaluations so as to observe the legal and constitutional rights of licensed personnel.
- 10.8.3 No minor deviation in the evaluation procedures by either party shall invalidate the process or the evaluation report.

- 10.8.4 The District shall take steps to ensure that conditions related to evaluations meet the purpose and beliefs.
- 10.8.5 The content of the evaluation, the ratings given, and any improvement or development plan shall not be grievable under the District's formal grievance process.
- 10.8.6 Nothing in this policy shall be construed to imply in any manner the establishment of any property rights or expectancy or entitlement to continued employment not explicitly established by statute, Board policy, or contract. This policy and/or the evaluation system will not be deemed or construed to establish any conditions prerequisite relative to renewal of contracts, transfer, assignment, dismissal, or other employment decisions relating to school personnel except as outlined in Colorado state law.
- 10.8.7 All employment decisions remain with the sole and continuing discretion of the Board of Education, subject only to the conditions and limitations prescribed by Colorado law.

## ARTICLE 11 – TEACHING CONDITIONS

Schools in the District are on differing bell schedules for a variety of reasons; therefore, defining a consistent 40-hour workweek for all certified staff is challenging. Salaried employees cannot be paid overtime; therefore, sites should use the following parameters for use of time outside the bell schedule.

### 11.1 PROFESSIONAL RESPONSIBILITIES

Licensed staff members are expected to complete the duties of their job in a professional manner.

Unless otherwise determined at the site, the school day begins ½ hour before and ends a ½ hour after the school bell schedule. Time outside the bell schedule shall be determined at each site, in a shared decision-making process to determine the structure of the workday and work week and devise a plan for scheduling of meetings and trainings to support District and building goals. Site’s shared decision-making process shall be developed cooperatively and shared with all staff members. Site teams shall work to maintain balance between individual and collaborative time. Other professional responsibilities include:

- Building-wide meetings
- Department, team, and grade level meetings
- Supervisory duties
- Evaluation conferences
- Parent communications
- State required student support meetings (IEP, 504, ALP, MTSS, EL, READ, etc.)

11.1.1 STAFF MEETINGS: Building administrators may hold staff meetings not to exceed a total of 120 minutes in duration per month. An effort should be made to share the agenda in advance. Special meetings may be called by the principal to address specific and unusual circumstances.

- All affected staff members will participate.
- If other meetings or committees need to meet outside the allowed staff meeting time, sites should refer to the Extra Duty Pay Schedule for compensation.
- When creating meeting schedules, sites should consider avoiding meetings during weeks with additional site commitments. (Ex. Conferences, Back to School Nights, etc.)
- A site, using their shared decision-making process may mutually agree to modify the frequency or duration of staff meetings.
- Use of time and schedule of meetings should be reviewed by the site’s shared leadership team on an annual basis for effectiveness and necessity.

## 11.2 DESIGNATION OF DAYS

As a provision for clarification of teachers' assigned responsibility and opportunities, the following lists negotiated days which shall be designated for each year calendar.

### 11.2.1 Definitions:

- 11.2.1.1 **TEACHER WORK TIME:** This time is reserved for teacher use within the building; not available for administrative meetings or assignments; designated teacher work time requires teachers to be present at the building in the same time frame and subject to the same leave policies as would apply to a regular teaching day.
- 11.2.1.2 **EXCHANGE DAYS:** Site staff are expected to hold parent-teacher conferences and participate in certain events that occur outside the regular workday. Exchange days are provided for conferences, back-to-school-nights, open houses and/or other school related events. To earn one exchange day, a staff member must work the equivalent of a full school day as defined in 11.1 as 1/2 hour before and 1/2 hour after the school bell schedule. This time will vary based on the bell schedule of the school at which the staff member works. Subject to the same leave policies as would apply to a regular teaching day.
- 11.2.1.3 **TRANSITION DAYS:** These days are provided to ease transition for students between school levels (5th to 6th grade, 8th to 9th grade). Teachers not participating in transition activities or support for these students have on-site teacher work time. The only students in attendance on these days are typically 6th and 9th graders, but kindergartners would also fit the use of transition days. Subject to the same leave policies as would apply to a regular teaching day.
- 11.2.1.4 **BUILDING TIME:** Building time is provided for building staff to work together to address building and District goals. This time is typically directed by the principal or building leadership team. Subject to the same leave policies as would apply to a regular teaching day.
- 11.2.1.5 **BUILDING/WORKDAYS:** Building/Workdays (B/W) exist evenly in the calendar across the school year in order to allow for the work of the building and of individual teachers to get accomplished. These non-student contact days are designed to be split evenly between Building Time and Teacher Work Time. Subject to the same leave policies as would apply to a regular teaching day. An attempt will be made by the Calendar Committee to avoid that B/W (Building Work) days do not replace and Early Childhood (EC) teacher plan day.
- 11.2.1.6 **DISTRICT PROFESSIONAL LEARNING DAYS:** District Professional Learning Days (D) are placed in the calendar to support paid professional development of staff. Dates for professional learning days may vary based on curricular adoption schedules and demands, as well as District priorities and goals.

11.2.1.7 **CONSITUTION OF THE CALENDAR:** The Calendar will have two (2) District professional learning days, five (5) B/W days, two (2) Workdays, two (2) K-12 Exchange Days (one (1) each semester), one (1) additional Elementary only Exchange Day (in the fall), one (1) Transition Day. The Calendar will have 175 elementary student-contact days and 176 secondary student-contact days.

11.2.1.8 **FLOATING WORKDAY:** One full substitute day, which may be split into half days, will be available for each teacher as a floating workday. The date shall be determined at least five (5) school days in advance in consultation with their administrator and shall be used at the discretion of the teacher to relieve workload issues. The administrator shall consult with the teacher to determine another possible date if there is a conflict. Work may occur at any District location after consultation with their administrator. Part-time teachers will receive a partial day based upon their assignment.

- This day shall not be used on District designated variance days.
- This day shall not be used on designated building/workdays.
- This day shall be rescheduled if the absence places a specific undue burden on the site.
- This day, if broken into half days, is limited to one per month.
- This day, if broken into half days, shall not be used on consecutive workdays.
- The conditions of 11.2.8 shall be modified upon mutual agreement of the administrator and the teacher.

11.2.1.9 **LITERACY TESTING:** Each K-3 teacher who administers literacy assessments or kindergarten school readiness assessments will have up to three days of substitutes available to complete required literacy assessments. Schools with seven identified students on READ Plans reading below grade level in fourth and fifth grade will receive one day of substitute coverage. Schools with more or less than seven students receive substitute coverage on a pro-rated ratio of seven to one.

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Revised: 04/16

Revised: 03/17

Revised: 05/18

Revised: 03/20

Revised: 05/22

Early Childhood: Each Early Childhood teacher who administers assessments will have up to two (2) days per year of substitutes available to complete data collection, report submission, mandatory and other assessments, data entry, or related tasks. These days need to be taken on-site.

11.2.1.10 **EARLY CHILDHOOD FAMILY MENTOR COLLABORATION DAYS:** The Head Start program requires Family Mentors. Early Childhood teachers and mentors collaborate to work with families about their goals and needs. Each Early Childhood teacher is given either one half day or full day (1-9 HS students will receive a half day, and 10+ will receive a full day) each semester, to meet with their mentor about children on their caseload.

11.2.1.11 **VECTOR TRAININGS:** Licensed employees will be given time at the start of the school year to complete mandatory Vector trainings, as listed on the Human Resources website, during their contracted workday. This time may be scheduled during the Fall Professional Learning days, in accordance with the timelines set by Human Resources. The duration of these required trainings may fluctuate annually.

### 11.3 CONTRACT LENGTH FOR LICENSED STAFF

- 11.3.1 The contract length for first year probationary teachers (P-1s) will be extended by three (3) days during their first year. The additional days are necessary to address District orientation and the required state induction program for probationary staff. The probationary teachers will be paid the staff development rate for these additional days that they work.
- 11.3.2 The contract length for second- and third-year probationary teachers (P-2 and P-3's) and all non-probationary teachers is negotiated annually.

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Adopted: 05/99	Revised: 08/06	Revised: 05/07	Revised: 08/07	Revised:05/10
Revised: 05/13	Revised: 04/16	Revised: 04/17	Revised: 05/23	

#### 11.4 TEACHER PREPARATION TIME

The school daytime of licensed personnel will be divided among instruction, student supervision, planning, and lunch. The teacher's instructional and supervision/duty time shall be scheduled by the principal or designee, and instructional leaders. The time that is not instructional, supervision/duty, or lunch shall be considered professional planning time for use by the teacher at their discretion. Teachers working with their teams, must have ample time to prepare lessons for their students. Meetings scheduled during a teachers' plan time shall be at the discretion of the teacher and/or the team.

#### 11.5 ELEMENTARY PREPARATION TIME

In recognition of the need for adequate planning for all 60%+ teachers, continued emphasis shall be placed on developing weekly schedules which allow each elementary teacher approximately 225 minutes per week for planning purposes (100% contract=225 minutes for planning for 60%-99% contracts, planning time is prorated based on % of contract). Efforts will be made wherever possible to distribute this planning time to allow for an average of 45 minutes each day, exclusive of lunch, for planning. It is understood that in some buildings it may not be possible to schedule this time each and every day, but building principals are encouraged to make every attempt to reach that objective.

11.5.1 Each 100% contracted elementary teacher shall be guaranteed a minimum of 225 minutes of preparation/planning time per week (100% contract = 225 minutes for planning, for 60%-99% contracts, planning time is prorated based on percent of contract). Further, every effort will be made to give each teacher planning time every day. Calculation of the 225 minutes planning time is not to include before school nor the 30 minutes per day of uninterrupted lunchtime. No time period of less than 25 continuous minutes shall be counted as part of the 225 minutes total, except for 15-minute segments attached to the 30-minute uninterrupted lunchtime.

If there are schools which are unable to comply with the requirement of 25-minute minimum blocks of time, the school principal shall present a case for a waiver from this requirement to the appropriate Assistant Superintendent and PEA President.

11.5.2 Elementary teachers shall not be regularly assigned to supervision of students during the lunch hour, except and unless such assigned supervision does not interfere with access by the teacher to the 225 minutes of preparation time per week. Such supervision during lunch shall be assigned only due to a paraprofessional absence extending beyond one day. A substitute paraprofessional shall be hired to fill the supervisory role if at all possible.

11.5.3 This elementary planning time agreement is a permanent procedure, but subject to minor adjustments as needed by agreement of the appropriate Assistant Superintendent and the

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Adopted: 05/96      Revised: 09/97      Revised: 05/98      Revised: 07/00      Revised: 08/06  
Revised: 08/07      Revised: 06/10

Issues Resolution Process

appropriate PEA leadership.

- 11.5.4 Elementary schools will have two (2) additional Teacher Work Time days added to the PSD/EC calendars. All efforts will be made to put one day in each semester. These days are in addition to existing 5 B/W days and the 3 workdays already contracted to all PSD schools. These days are to be used as Teacher Work Time as defined in the Employee Agreement 11.2.1.
- 11.5.5 Master Schedule Plans shall be submitted for approval to the appropriate Assistant Superintendent and Senior Director of Human Resources.

11.6 COMPREHENSIVE MIDDLE SCHOOL TEACHING/PLANNING TIME

- 11.6.1 A full-time teaching load shall include instructional minutes of 1400 minutes per week, plus or minus 20 minutes to allow for variance in school scheduling models.
- 11.6.2 A full-time teacher’s individual professional plan time shall be 400 minutes per week, plus or minus 15 minutes to allow for variance in school scheduling models. Individual professional plan time is for use by the teacher at their discretion.
- 11.6.3 Master Schedule Plans shall be submitted for approval to the appropriate Assistant Superintendent and Senior Director of Human Resources.

11.7 COMPREHENSIVE MIDDLE-HIGH SCHOOL TEACHING/PLANNING TIME

- 11.7.1 A full-time teaching load shall include 1375 instructional minutes per week, plus or minus 30 minutes to allow for variance in school scheduling models.
- 11.7.2 A full-time teacher’s individual professional plan time shall be 425 minutes per week, plus or minus 30 minutes to allow for variance in school scheduling models. Individual professional plan time is for use by the teacher at their discretion.
- 11.7.3 Master Schedule Plans shall be submitted for approval to the appropriate Assistant Superintendent and Senior Director of Human Resources.

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Adopted 11/92	Revised: 05/96	Revised: 05/97	Revised: 07/03	Revised: 07/05
Revised: 03/09	Revised: 05/12			

Adopted 07/05	Revised: 05/12	Revised: 05/13	Revised: 03/17	Revised: 03/22
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## 11.8 COMPREHENSIVE HIGH SCHOOL TEACHING/PLANNING TIME

- 11.8.1 A full-time teaching load shall include 1300 instructional minutes per week, plus or minus 15 minutes to allow for variance in school scheduling models.
- 11.8.2 A full-time teacher's planning time shall be 450 minutes per week, plus or minus 20 minutes to allow for variance in school scheduling models. Planning time is for use by the teacher at their discretion.
- 11.8.3 Master Schedule Plans shall be submitted for approval to the appropriate Assistant Superintendent and Senior Director of Human Resources.

## 11.9 ALTERNATIVE EDUCATION CAMPUS TEACHING/PLANNING TIME

- 11.9.1 11.9.1 An alternative education campus designation is determined when a school/program meets the annual eligibility criteria for alternative education campus designation as set forth by the Colorado Department of Education. The designation process requires that the school meet the criteria as outlined in C.R.S. 22-7-604.5.
- 11.9.2 11.9.2 A full-time teaching load shall be the semester totaled equivalent of 1300 instructional minutes per week, plus or minus 15 minutes to allow for variance in school scheduling models. Total minutes are calculated per semester to allow for alternative models of educational services that are provided to students at different sites. (e.g., 18 weeks x 1300 instructional minutes per week).
- 11.9.3 A full-time teacher's planning time shall be the semester totaled equivalent of 450 minutes per week, plus or minus 20 minutes to allow for variance in school scheduling models, calculated per semester. This semester calculation allows for alternative models of educational services that are provided to students at different sites. (e.g., 18 weeks x 450 minutes per week). Planning time is for use by the teacher at his/her discretion.
- 11.9.4 Master schedule plans shall be submitted for approval to the appropriate assistant superintendent and Senior Director of Human Resources.

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Adopted 05/12      Revised: 03/22

## 11.10 K-12 SCHOOL PROGRAMMING TEACHER/PLANNING TIME

- 11.10.1 A full-time teacher of students in grades K-12 shall have the same instructional and planning time minutes as specified in articles 11.6, 11.6.1, 11.6.2, and 11.6.3 of the employee agreement.
  - 11.10.2 A full-time teacher time of students in grades K-5 shall have the same instructional and planning time minutes as specified in articles 11.5, 11.5.1, 11.5.2, and 11.5.3 of the employee agreement.
  - 11.10.3 A full-time teacher of students in grades 6-8 shall have the same instructional and planning time minutes as specified in articles 11.6, 11.6.1, 11.6.2, and 11.6.3 of the employee agreement.
  - 11.10.4 A full-time teacher of students in grades 6-12 shall have the same instructional and planning time minutes as specified in articles 11.7, 11.7.1, 11.7.2, and 11.7.3 of the employee agreement.
- A full-time teacher of students in grades 9-12 shall have the same instructional and planning time minutes as specified in articles 11.8, 11.8.1, 11.8.2, and 11.8.3 of the employee agreement.

## 11.11 DESIGNATED CAREER AND TECHNICAL SCHOOL

- 11.11.1 A designated career and technical school designation is determined when a school district meets the minimum requirements for operating CTE programs approved by the State Board for Community Colleges and Occupational Education, under the Career and Technical Act 8 CCR 1504-2.
- 11.11.2 A full-time teacher's teaching load shall be 1350 instructional minutes per week, plus or minus 20 minutes to allow for variance in school scheduling models.
- 11.11.3 A full-time teacher's individual professional planning time shall be 600 minutes per week, plus or minus 30 minutes to allow for variance in school scheduling models. Planning time is for use by the teacher at his/her discretion.
- 11.11.4 Master schedule plans shall be submitted for approval to the appropriate assistant superintendent and executive director of human resources.

## 11.12 DUTY FREE LUNCH

- 11.12.1 The lunch period shall be in compliance with current District policy.
- 11.12.2 All full-time staff members shall be allowed a minimum of thirty (30) minutes duty-free time for lunch as arranged by the supervisor, as guaranteed under the FLSA.
- 11.12.3 Early Childhood programs on a four-day week: A minimum of 30 minutes shall be provided between a morning session and an afternoon session in Early Childhood to allow for a dismissal and a duty-free lunch. Lunch breaks may not be saved or used to shorten the scheduled workday.

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Adopted 11/92      Revised: 05/96      Revised: 07/03      Revised: 05/23

### 11.13 TEACHERS WORKING MORE THAN A STANDARD 100% CONTRACT

- 11.13.1 When, in the best interests of the District, a teacher works more than a 100% contract, the following personnel procedure shall be followed. Allowing a teacher to work more than a 100% contract shall be a rare exception requiring prior approval by the appropriate Assistant Superintendent and President of Poudre Education Association. A schedule shall not be intentionally built which results in an over 100% contract. An over 100% contract shall only be based on the best interest of a program and not on the need or desire of an individual for additional compensation. The appropriate Assistant Superintendent will create an Employee Report to document the over 100% contract to go to Payroll with the hiring Employee Report.
- 11.13.2 Principal at a site with over 100% contract position shall request approval to proceed from the appropriate Assistant Superintendent. The President of Poudre Education Association shall be consulted by the appropriate Assistant Superintendent.
- 11.13.3 Candidates for the position shall be informed of the details of this greater than 100% position by the hiring principal.
- 11.13.4 Employee Report recommendations for hire shall be sent to the appropriate Assistant Superintendent by the hiring principal.
- 11.13.5 Compensation for the portion beyond 100% shall be calculated as dictated by the sites schedule.

### 11.14 ACADEMIC FREEDOM AND CONTROVERSIAL ISSUES

- 11.14.1 The Board and PEA recognize that the right of academic freedom is subject to the United States and Colorado Constitutions and interpretive case law, and that under Colo. Const. Art. IX, § 15, the Board is vested with control of instruction in the District. Within these parameters, academic freedom also carries with it academic responsibility which is determined by the basic ideals, goals, and institutions of the community. Discussion and analysis of controversial issues must be conducted within the framework of the fundamental values of the community and the policies, educational philosophy, objectives, and curriculum of the District.
- 11.14.2 Within the preceding frame of reference and as it pertains to the approved program of studies, academic freedom in the schools is defined as the right:

- To teach and learn about controversial issues;
  - To use materials which are relevant to the levels of ability and maturity of the students and to the purpose of the school system;
  - To maintain a classroom environment which is conducive to the free exchange and examination of ideas;
  - Of students to hold divergent ideas as long as the expression of their dissent is done within the guidelines of debate and discussion which are generally accepted by teachers in a normal classroom environment; and
  - Of teachers to a free expression of conscience as private citizens with the correlative responsibility of a professional presentation of balanced views relating to controversial issues as they are studied in the classroom.
- 11.14.3 Good teaching embodies the art of keeping students on the right track in the search for truth, seeing that they know admitted facts and a variety of opinions, and establishing the habits of logical thinking and opinion formation. Controversial issues may be presented in classes where they are relevant to the program of studies and are presented in a manner as free from bias and prejudice as possible. With these points in mind, the following policy provisions are established:
- 11.14.4 Controversial issues arise from conflicts with the interests, beliefs, or affiliations of citizens. Such issues involve important proposals or policies concerning which citizens hold different points of view. Most of the school curriculum is composed of established truths and accepted values. Free discussion of controversial issues is the heart of the democratic process. Freedom of speech and free access to information are among our most cherished traditions. Only through the study of such issues, political, economic, or social, does youth develop abilities needed for citizenship in our democracy.
- 11.14.5 Without minimizing the importance of established truths and values, the District shall foster dispassionate, scientific studies of controversial issues in an atmosphere as free as possible from bias and prejudice.
- 11.14.6 The teacher shall strive to serve as an impartial moderator and shall not attempt, either directly or indirectly, to limit or control the judgment of his other pupils on controversial issues. The teacher shall foster the study of such issues rather than teach a particular viewpoint in regard to them.
- 11.14.6.1 The pupil shall have the right to study an issue in accordance with their maturity and shall have the right of free access to all relevant materials. The pupil shall have the right to study under competent instruction in an atmosphere free from partisanship to express their own opinions on controversial issues without jeopardizing their relationship with their teachers or the school.

- 11.14.7 The rights of students, parents, and teachers shall be respected. If complaints arise regarding educational materials, subject matter, or methodology, they shall be handled by a fair and orderly process within a reasonable period of time. District personnel or the Board of Education, individually or collectively, who receive complaints shall not give formal consideration to said complaints until they have been addressed in the following manner:
- A. If the complaint is lodged directly with the teacher, an immediate dialogue between the teacher and the complainant is encouraged, with the hope that the concern may be resolved at that level with no further action necessary.
- 11.14.8 If the complaint is lodged with other than the teacher or an administrator, the matter shall be immediately referred to the teacher and the building principal.
- 11.14.9 The first effort of a principal or other administrator in dealing with a complaint shall be to allow the teacher involved to seek resolution of the concern, with or without the involvement of the principal as circumstances may indicate.
- 11.14.10 If attempts at informal resolution of the complaint are unsuccessful, the complainant shall file a formal written complaint with the District after which a hearing shall be held involving the complainant, the teacher, the principal or other administrator, and other appropriate parties. Every reasonable effort shall be made to settle the matter at this level.
- 11.14.11 If further consideration is necessary, the complaint shall be referred to the appropriate District administrator and a decision shall be made as to whether or not temporary restrictions shall be placed on the use of the materials, subject matter, or methodology pending resolution of the concern.
- 11.14.12 The appropriate District administrator shall select and chair a committee including appropriate representation of teachers, administrators, media specialists, and parents or other citizens. The committee shall hear all parties involved in the complaint and render to the complainant its decision in writing within ten school days following the hearing.
- The complainant shall be informed that any further consideration of the matter shall require arrangement with the Superintendent for a hearing by the Board of Education at which all parties involved shall be heard along with the complainant. The decision of the Board shall be final and shall be rendered no later than the time of its next regularly scheduled meeting.

11.14.14 Textbooks or supplementary text materials previously approved by the Board of Education shall not be included in these procedures but shall be referred to the appropriate Instructional Improvement Committee which shall make recommendations through the Action Review Committee to the Board of Education concerning their continued use.

#### 11.15 Staff Safety and Behaviors in the Workplace

- 11.15.1 The parties to the agreement collectively value staff safety and a respectful environment. The District recognizes its responsibility to maintain a safe and inclusive environment for students, staff, and the community. Staff recognize they have a responsibility to maintain an orderly, safe environment (such as in hallways, lunchrooms, buses, playgrounds, classrooms, etc.) that is conducive to learning and supportive of the educational goals of the District.
- 11.15.2 District policy exists to support staff while managing student behaviors and discipline and to inform students of their rights and responsibilities for behavior at school. District policies that address student discipline include policies JK (Student Discipline), JKA (Physical Intervention, Restraint, Seclusion and Time-Out), JKB (Detention of Students), JKBA (Disciplinary Removal from Classroom), and JKC (Discipline of Habitually Disruptive Students). School procedures exist in staff and student handbooks at school sites.
- 11.15.3 The District will make training available for staff in de-escalation techniques, such as Crisis Prevention Intervention (CPI), restorative practices, and trauma informed training to avoid and prevent the use of force against students and protect the safety of staff.
- 11.15.4 In order to maintain a safe and inclusive environment, supervisors are expected to take action after staff report student discipline incidents that impact staff safety. Supervisors will report the disposition of the incident to the staff member.
- 11.15.5 If a parent or guardian engages with staff in a manner that includes intimidation, threats, or violent acts, the staff member may discontinue the conversation. Such interaction shall be reported to the staff member's supervisor. Supervisors are expected to take action to maintain a safe and inclusive environment. Harassment of staff should be reported and investigated pursuant to District policy GBAA (Harassment of Employees).
- 11.15.6 Instances of physical and/or verbal threats, or assault upon staff, or damage to personal property, should be reported to the staff member's supervisor in accordance with District policy GBG (Violence in the Workplace) and/or GBGB (Staff Personal Security and Safety).

- 11.15.7 A staff member who is assaulted may file a complaint with the appropriate law enforcement agency against the offender. The administrator shall make all reports required by state law. In addition, any staff member who is assaulted may file a Workers' Compensation report of injury with the District by using the instructions provided on the District's Workers' Compensation webpage.
- 11.15.8 Nothing in this Agreement is intended to restrict staff ability to file criminal charges as permitted under Colorado law.

#### 11.16 Class Size/Caseload

Employee Groups, the Superintendent's Cabinet, and the Board of Education recognize that maximum attention to the students is desirable to ensure the high quality of education that is the goal of the District.

- 11.16.1 At any time during the school year, an educator may refer concern(s) about class size or case load to the building principal and appropriate supervisor (in the case of Integrated Services staff), who will apply the site-based decision-making model. The educator shall also document the concern with the Association representative(s) using a district-approved form provided by the Employee Association. A copy of this completed form will be provided to the building principal and appropriate supervisor. For tracking purposes, any documented concerns will be shared with Issues Resolution (IR) at least quarterly during the school year.
- 11.16.2 By the end of the first week of each individual school year, the Association shall distribute to all educators a letter delineating a process educators may follow when they have concerns in regard to class size or case load.

## ARTICLE 12 – PAY AND BENEFITS

### 12.1 ADDITIONAL ASSIGNMENTS

- 12.1.1 Additional compensation shall be paid to licensed and classified staff who perform assignments not otherwise addressed by the Extra Duty Stipend Schedule. Examples of these assignments shall include curriculum writing, and in- house substituting, and in-service participation.
- 12.1.2 Classified employees holding a teaching license or a substitute authorization can be used as an emergency substitute within their building when the District substitute coordinator determines that a substitute cannot be found for a position.
- 12.1.3 The classified employee will receive both their regular classified wages as well as the licensed in-house substitute rate. This rate will be paid regardless of whether the employee’s classified position is backfilled.

### 12.2 ELEMENTARY AND SECONDARY EXTRA DUTY PAY

- 12.2.1 Elementary Extra Duty Stipend Information and Process will be found in PSD Elementary Licensed & Classified Extra Duty Guidelines. (See Appendix)
  - 12.2.1.1 The preparation of the Extra Duty plan shall be a collaborative effort between the Principal, PEA representative, and the Office Manager.
- 12.2.2 Secondary Extra Duty Stipends are found in salary schedules C, E, and G in the Appendices

### 12.3 COMMUNICATING CHANGES TO EXTENDED CONTRACTS

- 12.3.1 Decisions resulting in changes in employees’ Extended Contracts will be made and communicated to the employee by the last day of each school year. Extensions of the deadline may need to be agreed upon if staffing is not released in March.

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Adopted 11/92      Revised: 05/97      Revised: 07/00      Revised: 08/07      Revised: 03/09  
Revised: 05/12

12.4 HIGH SCHOOL DEPARTMENT LEADER EXTRA DUTY PAY

12.4.1 Extra duty compensation will be provided for all comprehensive high school department leaders according to the following plan:

PACE/Work-Based Learning	5 days
* Counseling	40 days
* Media	20 days

\*Other Media and counseling extended contracts will be assigned by the principal as needed from building staffing.

12.5 CALCULATION OF EXTENDED CONTRACT PAY

The percentages listed below are applied to the regular step and lane placement for a licensed employee’s negotiated contract.

Extended Contract Compensation for Licensed Personnel All extended contract days are paid at .5% for each day.

Example:

1 DAY	.5%
2 DAYS	1.0%
3 DAYS	1.5%
4 DAYS	2.0%
5 DAYS	2.5%
6 DAYS	3.0%
7 DAYS	3.5%
8 DAYS	4.0%
9 DAYS	4.5%
10 DAYS (Two weeks)	5.0%
15 DAYS (Three weeks)	7.5%

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Adopted 08/92	Revised: 02/97	Revised: 05/97	Revised: 05/98	Revised: 05/99
Revised: 07/00	Revised: 03/02	Revised: 07/03	Revised: 07/04	Revised: 08/06
Revised: 05/08	Revised: 03/09	Revised: 06/10	Revised: 05/13	Revised: 05/16
Revised: 02/20				

20 DAYS (Four weeks)	10.0%
25 DAYS (Five weeks)	12.5%
30 DAYS (Six weeks)	15.0%
35 DAYS (Seven weeks)	17.5%
40 DAYS (Eight weeks)	20.0%

12.6 EXTENDED CONTRACT FOR ELEMENTARY MEDIA SPECIALISTS

12.6.1 All 100% elementary school media specialists will be granted an extended duty contract of ten days per year. Media specialists less than 100% will receive a pro-rata share of the ten days based on percent of media contract. These additional ten days will be used immediately after and/or before the school year to perform those duties requiring professional judgment and knowledge of the curriculum and the media center collection.

12.7 BENEFITS

12.7.1 Benefits, in addition to basic salary, are recognized by the Board of Education as an integral part of the total compensation plan for eligible staff members.

12.7.2 It is the policy of the Board of Education that provision for appropriate benefits, such as various forms of insurance and negotiated agreements, shall be included in compensation provisions for staff. The Public Employees’ Retirement Association (PERA) retirement plan, worker’s compensation, and other forms of benefits and insurance shall be provided as required by law.

12.7.3 The Board of Education makes available life insurance and health and dental benefits for all eligible employees. Employees will be eligible for benefits as outlined in the specific Plan Document & Plan Summary or insurance policy. Assignments designated as temporary, substitute, or contract, assignments on the “S” salary schedule, or with variable working hours as defined by the District, do not count towards benefits eligibility.

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Adopted: 05/97      Revised: 09/97      Issues Resolution Process      Revised: 07/00      Revised: 08/06  
 Revised: 08/07      Revised: 03/09

Adopted: 11/92      Revised: 03/09

12.7.3.1 Summary of District Contributions

Plan	Full-time employee	Part-time employee*
PPO-1	District contributes up to \$9696 per year toward employee only coverage.  Employee pays 100% for any dependent coverage elected.	District contributes up to \$8532 per year toward employee only coverage.  Employee pays 100% for any dependent coverage elected.
PPO-2	District contributes up to \$8532 per year toward employee only coverage.  Employee pays 100% for any dependent coverage elected.	District contributes up to \$8532 per year toward employee only coverage.  Employee pays 100% for any dependent coverage elected.
CDHP	District contributes up to \$8100 per year toward employee-only coverage.  Employee pays 100% for any dependent coverage elected.  District contributes up to \$1000 per year toward a health reimbursement arrangement for employees enrolled in this plan.	District contributes up to \$8100 per year toward employee-only coverage.  Employee pays 100% for any dependent coverage elected.  District contributes up to \$1000 per year toward a health reimbursement arrangement for employees enrolled in this plan.
Dental	District contributes up to \$636 per year toward employee only coverage.  Employee pays 100% for any dependent coverage elected.	District contributes up to \$636 per year toward employee only coverage.  Employee pays 100% for any dependent coverage elected.
Life Insurance	District contributes up to \$60 per year for \$50,000 policy.  Optional coverage is available for employee, spouse, domestic partner, partner in a civil union and children. Employee pays 100% for any dependent coverage elected.	District contributes up to \$60 per year for \$50,000 policy.  Optional coverage is available for employee, spouse, domestic partner, partner in a civil union and children. Employee pays 100% for any dependent coverage elected.

\* An Administrative/Professional Employee or Licensed Teacher is eligible if their contract is 70 – 99.99%.

A Classified Employee is eligible if their assignment is normally scheduled for 1041.55 – 1479.99 academic annual hours based on the then current standard classified calendar.

- 12.7.4 Details concerning eligibility and coverage are contained in separate booklets and other materials available to employees. The Plan Document & Plan Summary or the insurance policy for each specific plan exclusively governs employee’s rights regarding the insurance.
- 12.7.5 Except as required by law, life, health, dental, and other benefits are not provided to substitute, temporary, or contract employees.
- 12.7.6 Other optional benefits and payroll deductions may be available for staff who wish to participate.

## 12.8 LANE CHANGES/PROFESSIONAL GROWTH

NOTE: The lane change process is not synonymous with the Colorado Department of Education process for re-licensure. Timelines and requirements may be similar in some ways, but distinctly different in other ways.

- 12.8.1 Licensed staff employed in the District are placed on the Licensed Salary Schedule according to level of experience (step) and level of education (lane). For licensed staff new to the District, initial lane placement will be determined by highest degree at the time of hire from a regionally accredited college or university shown on original, official transcripts.
- 12.8.2 Course work beyond degrees may be accepted for horizontal movement on the salary schedule if the course work contributes to the professional assignment or professional growth of the staff member.
- 12.8.3 Lane change for a degree may be completed by providing evidence of the degree with an official transcript or diploma with date of conferral; listing of hours is not required.
- 12.8.4 Requests for all other lane changes must include an Application for Professional Growth Credit (Lane Change) form completed online, plus official college/university and/or District transcripts for the courses being submitted. Transcripts should not be highlighted or otherwise marked. To be eligible for lane changes, all coursework must be taken through a regionally accredited college or university or District Professional Development.
- 12.8.5 All hours applied to lane change are subject to approval by the Senior Director of Human Resources or designee, assisted by the Professional Growth Committee established for this purpose.

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Adopted: 11/92	Revised: 05/95	Revised: 05/96	Revised: 05/97	Revised: 07/02
Revised: 07/03	Revised: 08/07	Revised: 05/08	Revised: 03/09	Revised: 07/10
Revised: 05/12	Revised: 05/13	Revised: 04/15	Revised: 05/17	Revised: 05/18

- 12.8.6 To be eligible for lane change credit, courses must be:
- 12.8.6.1 Graduate level courses taken through a regionally accredited college or university with a grade of C- or better that are:
    - A. Courses in the subject area in which the licensed employee is currently assigned or has been assigned, or courses related to the staff member's current or past assignment, or courses in a general education or interdisciplinary area; and
    - B. Courses taken after the receipt of the initial educator license; and
    - C. Courses taken after the conferral of the highest degree awarded.
  - 12.8.6.2 Or undergraduate courses, with prior approval, taken through a regionally accredited college or university with a grade of C- or better that are:
    - A. Courses related to the staff member's current or past assignment, or
    - B. Spanish courses, or
    - C. Technology courses.
  - 12.8.6.3 Or applicable District professional development courses.
- 12.8.7 Specialized Service Professionals (SSP) Professional Development for Lane Change Credit includes Audiologists; Counselors; Mental Health Specialists; Nurses; Occupational Therapists; Physical Therapists; School Psychologists; School Social Workers; Speech/Language Clinicians; and Vision Mobility Specialists.
- 12.8.7.1 Professional development opportunities for SSPs will include those courses sanctioned/endorsed by the SSPs state or national professional organization and/or other PD opportunities approved by the Director of Integrated Services or the Director of Student Services prior to the SSP taking the professional development course for lane change credit.
  - 12.8.7.2 Following the completion of the professional development opportunity described above, the SSP will submit to the Director of Integrated Services, or their designee, the following: completion certificate with contact hours; a copy of the conference program; and the SSP Professional Development Lane Change Credit form.
  - 12.8.7.3 Upon approval from the Director of Integrated Services or the Director of Student Services, the SSP will then submit the following to Human Resources for lane change credit: District Lane Change form; completion certificate from all professional development described above; copies of programs from each professional development opportunity described above; the SSP Professional Development Lane Change Credit form signed by the SSPs respective Director.

12.8.7.4 Professional development opportunities for SSPs may also include courses that are offered outside the District and that the Director of Integrated Services or the Director of Student Services requests that the SSP attend.

12.8.7.5 Professional development for lane change for SSPs will be available for courses taken during the SSPs employment with the District.

12.8.8 Lane Change/Salary Adjustment Timeline

<b>Lane Change/Salary Adjustment Timeline</b>	
<b>Adjustment Period 1: August- December</b>	<b>Adjustment Period 2: January-May</b>
Courses taken January 1-August 31	Courses taken September 1-December 31
Lane change may be submitted any time prior to December 10	Lane change may be submitted any time prior to May 10
Lane change requests must be submitted by the 10th of the month to be processed for the following month's payroll	Lane change requests must be submitted by the 10th of the month to be processed for the following month's payroll
Salary adjustment effective August 1 and prorated accordingly	Salary adjustment effective January 1 and prorated accordingly

12.8.8.1 Exceptions for CTE teachers at the Career Tech Center may be made according to 12.19.

12.9 ADMINISTRATOR PROFESSIONAL GROWTH ALLOWANCE

12.9.1 The allowance for all administrators will be \$1,700 annually. The allowance for all professionals will be \$500 annually. These monies will be available July 1st of each year. A member can carry over a maximum of \$1,700 or \$500 into the next year for administrators or professionals, respectively. This account is intended to keep the professional expenses of administrators from encumbering the funds at their sites.

12.9.2 All expenditures must comply with applicable District Policies and guidelines (e.g., Purchasing Policies, gift guidelines, etc.).

12.9.3 Non-expendable purchases (e.g., technology, equipment, furniture, etc.), purchased with professional expense account monies is and shall remain the property of the District.

Adopted: 11/92      Revised: 08/07      Revised: 05/08      Revised: 03/09      Revised: 05/12

Revised: 04/15      Revised:05/20

12.10 RETRAINING

12.10.1 An annual sum of money shall be set aside to be used to reimburse employees for training costs. Access to this reimbursement will be available to employees who have been involuntarily reassigned to positions for which they are not adequately trained or in which they do not have recent experience.

Any employee so assigned may apply for this reimbursement. In no event shall this apply to people who are no longer employed in the District. Applications will be received and considered by the Senior Director of Human Resources and the appropriate employee group president(s) or designees. Tuition and registration fees will be the expenses considered and will be totally or partially reimbursed based on the total number of applications and the sum of money available.

12.11 FAIR LABOR STANDARDS ACT (FLSA) COMMUNICATION

Principals and all Department Directors will be responsible for ensuring that licensed and classified employees under their supervision receive annual communication and education regarding federal law and District policy on FLSA. Emphasis will be placed on the requirements for compensable hours for classified employees. In addition, the law and District policy will be presented at appropriate training opportunities during each school year including during new employee orientations.

Penalties for non-compliance may include disciplinary action for those responsible and site-based budget reductions.

12.12 CLASSIFIED PROFESSIONAL GROWTH PROGRAM

The Classified Professional Growth program (CPG) promotes the enhancement of training,

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Adopted: 11/92      Revised: 05/95      Revised: 07/04      Revised: 08/07      Revised: 05/08  
Revised: 05/09      Revised: 04/18      Revised: 04/21

Adopted 11/92      Revised: 04/94      Revised: 05/97      Revised: 05/99      Revised: 03/09

knowledge, and skills for classified employees. CPGP provides recognition of employee achievement by paying a dollar stipend based on a minimum number of hours of attendance in classes and training that directly relate to classified positions in the District.

#### 12.13 CLASSIFIED STAFF PROFESSIONAL DEVELOPMENT

- 12.13.1 Two days will be designated annually for classified professional development.
- 12.13.2 School and District professional development opportunities will be available and will be compensated according to Fair Labor Standards Act.
- 12.13.3 Funds will be available to support professional development opportunities.
  - 12.13.3.1 The Professional Development Department will designate training funds.
  - 12.13.3.2 Yearly allocations provided to schools for professional development opportunities will include a designation of funds.

#### 12.14 CALENDAR ADJUSTMENTS

The District calendar can result in annual variations to the number of workdays for 260-day employees. Appropriate compensation or time off will be provided based on the actual workdays in any given year.

#### 12.15 ADDITIONAL COMPENSATION FOR NON-EXEMPT CLASSIFIED EMPLOYEES

- 12.15.1 Procedure when District is closed for holidays
  - 12.15.1.1 Per District Policy KF – USE OF DISTRICT FACILITIES, District support coverage will not be scheduled during days when the District is officially closed for holidays or on the weekends immediately preceding or following paid holidays. When it is necessary to call out District support personnel on days designated as non-use days, non-exempt classified employee(s) required to report to the site will be compensated at double their hourly rate of pay. When deemed appropriate, the cost of the compensation and any associated costs will be the responsibility of the site that initiated the call out.

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Adopted 05/95      Revised: 05/96      Revised: 03/09

Adopted 08/06      Revised: 04/16

- (A) Remote workday authorized by the Superintendent or designee.
- (B) When the Superintendent determines a remote learning workday is necessary, all employees scheduled to work during the remote learning workday will be paid. Essential employees who complete timecards for exception reporting only (employees who do not use Kronos), should report their actual hours/time they worked at a District school/site on a timecard, on the remote day. Those employees who use Kronos should clock in and out as they usually do.
- (C) Licensed employees will work remotely and be paid the same as if they worked in-person at a District school or site.
- (D) All other employees who are able to work remotely shall do so.
- (E) Non-essential Employees: Non-essential hourly employees who are non-exempt and are unable to perform any type of remote work, or who may only be able to perform remote work for part of the workday, will be paid at their regular rate.
- (F) Essential Employees: Essential hourly employees who are non-exempt and who are required to work at the school or District site/facility will be paid for the time they worked at the site/facility in addition to their regularly scheduled pay for that day. Any hours not worked at the site/facility or which were performed remotely, are included in the employee's regular pay for that day.
- (G) Employees who report their time and attendance through Kronos should clock in/out per usual and Payroll will make the necessary adjustments to their timesheets. Employees who complete timecards for exception reporting only, should report their actual hours/time they worked on the remote day.

12.15.2 School closure authorized by the Superintendent or designee:

- 12.15.2.1 **Closure:** When the Superintendent determines a school closure is necessary, all employees scheduled to work during the closure will be paid. The Superintendent may declare a District-wide or individual school or facility closure for a full day or partial day (such as a late start or early release) for: weather events, an emergency, or other appropriate reasons as determined by the Superintendent. Essential hourly, non-exempt, classified employees who are required to report to work at a District worksite will be paid for the hours worked during the school closure at the site/facility in addition to their regularly scheduled pay for that day. Non-essential, hourly, non-exempt employees who would have otherwise been scheduled to work during a school/worksite closure will be released from duty and paid their regular rate of pay. Employees who report their time and

attendance in Kronos should clock 9n/out per usual and Payroll will make the necessary adjustments to their timesheets.

12.15.2.2 **Licensed and Scheduled Subs:** In the event of school/worksite closure, whether for a full day or partial (late start or early release) day it will be treated as an excused absence for licensed employees and scheduled long-term subs, and hours related to the school closure shall be paid as regular worked hours.

12.15.2.3 **Late Start:** Employees will report to their regular duties and school/worksite up to two hours later than regularly scheduled to arrive. Students will report in two (2) hours later than regularly scheduled to arrive (bell time). Essential classified employees are expected to report in one (1) hour late or at the time specified by their supervisor/manager and shall be paid for the time worked, in addition to their regularly scheduled pay for that day. Employees who report their time and attendance through Kronos should clock in/out per usual and Payroll will make the necessary adjustments to their timesheets.

12.15.2.4 **Early Release:** An early release shall mean that employees may be released of their duties for their regular workday up to two (2) hours early. Building administrators shall ensure that sufficient staff remain on site until all students have been released to a parent/guardian or emergency contact. Essential classified, hourly, non-exempt employees who are required to remain at the school/District worksite to work shall be paid up to two (2) hours of time worked in addition to their regularly scheduled pay for that day. Employees who report their time and attendance through Kronos should clock in/out per usual and Payroll will make the necessary adjustments to their timesheets.

## 12.16 CAREER INCENTIVE

- 12.16.1 It is the intent of the District to provide a career incentive benefit for eligible employees. This benefit will be maintained as part of the total benefits package for District employees.
- 12.16.2 Career incentive plans are to be managed by each employee group. For budget calculation purposes, career incentive plans are considered as part of the base staffing cost of the District and increases or decreases in dollar amounts paid for such plans are included in the calculation of annualized percent change in compensation for the group.

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Adopted: 05/95

Revised: 03/09

Revised: 02/20

Revised: 02/21

Revised: 05/23

## 12.17 INVOLUNTARY CLASS COVERAGE

- 12.17.1 Teachers should not be unnecessarily burdened by having to cover classes for other teachers on a frequent and repetitive basis. Teachers shall not be asked to repeatedly use their preparation time to cover classes of coaching personnel when it is necessary to leave early.
- 12.17.2 Consequently, it is strongly recommended that either substitute teachers or part-time personnel already in the building be hired to cover that last class of the day. The hourly rate for one period of in-house substitute teaching is reflected on the current Special Salary Schedule (S).
- 12.17.3 When a licensed substitute request does not fill, the school shall:
- 1) Utilize in-building floating support position(s) to fill the role.
  - 2) Use an emergency substitute (classified employee with a valid teacher license/sub authorization).

If both options are exhausted, a peer licensed employee may be requested to cover the absence. This may be covered by instructing additional students in their classroom or by providing coverage during their plan period. In these cases, the licensed employee providing coverage will be compensated at the licensed hourly rate for any duration at or below 2 hours, and at the designated licensed substitute rate for a half or full day. The employee shall complete the in-house sub form and submit to the administrator for approval, prior to submitting to payroll.

Elementary schools: If a situation arises where multiple licensed employees are asked to cover an absence, the total pay for the absence will be equally divided among the licensed elementary employees.

All these options should only be utilized if the job does not fill within 30 minutes of the projected start time. These should not be pre-arranged options.

#### 12.17.4 Substitutes for Early Childhood:

Early childhood classrooms are required to have substitute coverage to remain in adult/student ratio required by regulations for childcare licensing and funders requirements. Staff must remain in ratio, or the Early Childhood classroom will need to be canceled for the day.

For sub positions that do not fill, the building should phone the Early Childhood department to deploy floating support sub resources from the department.

If that option is not available:

1. Use an emergency substitute (classified employee with a valid teacher or sub license).

If that option is not available, the Early Childhood department will authorize a sub centrally to keep the class in ratio.

- If the open sub position is a licensed position, a department staff member licensed staff member will be authorized to substitute for the classroom. The compensation for this position will be that of a licensed hourly up to and for two hours, and compensation of the half-day or full-day substitute rate for licensed employees.
- If the position is a classified position, a licensed or classified personnel may be required to fill in in order to keep the class in ratio and in session for the day. Compensation for the sub position will be that of the classified position.

#### 12.18 CLASSIFIED STIPENDS

12.18.1 Classified employees may be paid a stipend for certain volunteer work performed in the District, provided the requirements of section 12.19 are met. Classified employees may be paid a stipend when the services performed in the volunteer work are entirely different from the services performed in their classified position(s) and the services are performed outside of the position's scheduled hours.

12.18.2 The type of volunteer work in which a stipend may be paid is limited to the positions identified on the current published Poudre School District Extra Duty Stipend Schedules. Stipends will be paid to approved classified staff at the same rate as the Extra Duty

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Adopted 11/92

Revised: 05/95

Revised: 07/02

Revised: 03/09

Schedules indicate.

- 12.18.3 Approval must be received from the Senior Director of Human Resources or designee before a classified employee may perform volunteer work in which a stipend may be paid. The Senior Director of Human Resources or designee will review each request on a case-by-case basis.

## 12.19 CAREER & TECHNICAL EDUCATION TEACHERS AT THE CAREER TECH CENTER

- 12.19.1 Initial Salary Placement for Career & Technical (CTE) Teachers who Teach at the Career Tech Center – Work Experience Credit (Step) Salary Placement and Lane Change policies effective August 1, 2023.
- 12.19.2 Work Experience Credit/Salary Step
  - 12.19.2.1 Newly hired CTE teachers at the Career Tech Center will receive experience credit for full-time paid work experience in the CTE authorization content area according to the current District salary setting practices for newly hired licensed employees.
  - 12.19.2.2 Newly hired Career Tech Center licensed employees with CTE Authorizations who do not hold a bachelor’s degree will not receive experience credit for the first four (4) years of full-time equivalent work experience, that is required for the CTE – Authorization Additional full-time paid work experience in the authorization content area beyond the first four (4) years will be recognized according to current the District’s salary setting practice.
  - 12.19.2.3 Newly hired Career Tech Center licensed employees with CTE Authorizations who hold a bachelor’s degree will not receive experience credit for the first two (2) years of full-time equivalent work experience, since it is required for the CTE Authorization. Additional full-time paid work experience in the authorization content area beyond the first two (2) years will be recognized according to current District salary setting practice.
  - 12.19.2.4 Newly hired Career Tech Center licensed employees with CTE Authorizations who hold a bachelor’s degree will not receive experience credit for the first two (2) years of full-time equivalent work experience, since it is required for the CTE Authorization. Additional full-time paid work experience in the authorization content area beyond the first two (2) years will be recognized according to current District salary setting practice.
  - 12.19.2.5 CTE teachers currently (SY 2022-23) working at the Career Tech Center and continuing as a CTE teacher at the Career Tech Center for SY 2023-24 whose content-area work experience was not recognized for placement on the salary schedule, may receive work credit of up to nine (9) additional

years, and their salary for the 2023-24 school year and beyond adjusted, upon review by a Director of Human Resources or designee. No adjustments to previous years' salaries will be made.

- 12.19.2.6 Educational Lane A. CTE teachers at the Career Tech Center who hold a CTE Authorization but do not hold a CDE teaching license will be able to use District lane-change classes to apply for a lane change (salary advancement). Those who hold the CTE Authorization only and do not have a bachelor's degree will not be able to change lanes beyond the BA+18 column. Those who hold the CTE Authorization only and have a bachelor's degree will not be able to change lanes beyond the BA +36 lane.

## 12.20 PASE WORKLOAD RELIEF FUND

12.20.1 The fund of \$62,500 is designated to assist secondary school administrators in dealing with time demands. These include coverage of high school activities and athletic events and middle school in-school suspension. The fund available can be used for the following:

- Activity and athletic supervision
- After-school detention paraprofessionals
- In-school suspension monitors
- Hall monitors
- Campus supervision paraprofessionals

12.20.2 Funds are to be used for support personnel only. Neither equipment nor supplies are to be purchased from this fund. These funds are part of site-based budgets.

12.20.3 FUNDS AVAILABLE ARE AS FOLLOWS:

• Fort Collins High School:	\$ 2,500
• Fossil Ridge High School:	\$ 2,500
• Poudre High School:	\$ 2,500
• Rocky Mountain High School:	\$ 2,500
• Wellington High School:	\$ 2,500
• Centennial High School:	\$ 500
• Blevins Middle School:	\$ 4,500
• Boltz Middle School:	\$ 4,500
• Cache La Poudre Middle School:	\$ 4,500
• Kinard Middle School:	\$ 4,500
• Leshar Middle School:	\$ 4,500
• Lincoln Middle School:	\$ 4,500
• Polaris School:	\$ 4,500
• Preston Middle School:	\$ 4,500
• Timnath Middle School:	\$ 4,500
• Webber Middle School:	\$ 4,500
• Wellington Middle School:	\$ 4,500
• <b>TOTAL FUNDS</b>	<b>\$62,500</b>

Adopted: 11/92  
Revised: 07/04

Revised: 05/95  
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## ARTICLE 13 – LEAVES OF ABSENCE

### 13.1 SHORT TERM LEAVE TIME PROCEDURES AND ELIGIBILITY

- 13.1.1 Paid leave time will be treated as continuous employment. Employees with a scheduled work assignment are eligible for leave time according to the following schedule unless excluded in Article 13.1.4:
  - 13.1.1.1 Eligible Classified, Administrative and Professional Employees, and Licensed Teachers: Personal Time and Sick Leave Time.
  - 13.1.1.2 Eligible Classified, Administrative and Professional Employees: Holidays
  - 13.1.1.3 Eligible 260 day Classified, Administrative and Professional Employees: Vacation.
  - 13.1.1.4 All eligible employees including retired employees: Authorized Absences with Pay, Authorized Absences Without Pay, School Business, Bereavement Leave Time, Military Leave, Jury Duty / Witness Leave Time.
  - 13.1.1.5 The District complies with the Healthy Families & Workplaces Act and under this agreement provides for more than the required amount of paid sick leave.
- 13.1.2 The accrual rate for all employees will be on an hourly basis.
- 13.1.3 Eligibility is based on the hours or percentage of the current assignment, not a combination including former or future assignments.
- 13.1.4 Excluded from eligibility under this agreement are partners, student teachers, retired employees, exchange teachers, District students, substitutes, summer temporary assignments, extra-duty assignments, and extended contract assignments.
- 13.1.5 The annual allotment will be granted on August 1 of each year for current employees. An eligible employee hired during the contract year rather than at the beginning of the contract year will have leave time accrued as a percentage of total time worked.
- 13.1.6 The following periods will be used for leave time:
  - 13.1.6.1 The annual leave year for all employee leave time shall be July 16 through July 15.
  - 13.1.6.2 Leave time must be taken and reported by July 15 of each year to be counted towards the current year's leave balance. Time taken and/or reported July 16 or later will be counted towards the following year's leave balance.
- 13.1.7 At their discretion, supervisors may require leave time requests to be made in writing. Any employee who will be out 15 working days or longer will be required to apply for a leave of absence if eligible.

- 13.1.8 Leave time may be used immediately upon employment, although an employee who resigns or terminates employment with any type of leave deficit will be docked on the final paycheck for the leave used but not earned.
- 13.1.9 Loss of leave time will occur upon termination of all eligible assignments. If the employee leaves employment with the District and is re-hired within 6 months of termination, all previously earned, but unused sick leave time will be reinstated.
- 13.1.10 A classified employee who has transferred from a less than 12- month position to a 12- month position shall have years of service converted to 12-month service for the purpose of determining vacation leave accrual.
- 13.1.11 Employees may not exceed the amount of projected leave in one category without being docked salary, except as otherwise stated in these procedures.

13.2 REPORTING LEAVE TIME

- 13.2.1 Accounting of leave time for all employees will be reported on an hourly basis during scheduled work hours.

13.3 PERSONAL TIME

- 13.3.1 The equivalent of approximately five personal days are granted annually to all employees. Time will accrue in hours based on assignments. Staff are encouraged not to take personal time on Variance days. A list of variance days will be issued each year in August.
- 13.3.2 Sites or department supervisors and administrators are expected to maintain adequate staffing and will approve personal time on a first-come basis. No other criteria may be used for approving personal time outside of staffing needs and the date and time of an employee’s request. If an administrator has approved an employee’s personal time prior to the addition of establishment of a Variance day, the supervisor may request that the employee change the date of the personal day off; however, the employee will not be required to change their day off.

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- 13.3.3 Personal time must be taken on a scheduled workday, except for Child Nutrition Department and Transportation Department employees who may use their personal time during school vacation periods.
- 13.3.4 Unused personal time can be accumulated up to five (5) days. If any employee accumulates more than five (5) days based on assignment, those in excess shall be automatically transferred to the employee's sick leave at an accrual rate of 1 to 1.5.
- 13.3.5 There is no reimbursement for personal time upon separation of employment.

#### 13.4 SICK LEAVE TIME

13.4.1 All eligible employees will accrue sick leave time equivalent to approximately one (1) day for each month of assignment. Time will accrue in hours based on eligible assignments. Hours will be rounded for administrative purposes.

13.4.2 Use of sick leave is allowed for the following:

- Mental or physical illness, injury, or health condition that prevents the employee from working;
- Obtaining preventative medical care including diagnosis, care, or treatment of mental or physical illness, injury, or health condition;
- Caring for a family member due to a mental or physical illness, injury, or health condition, or obtaining preventative medical care including diagnosis, care, or treatment of mental or physical illness, injury, or health condition for a family member.
- Seeking medical attention of themselves or the employee's family member to recover from a mental or physical illness, injury, or health condition caused by domestic abuse, sexual assault, or harassment; obtain services from a victim services organization, obtaining mental health or other counseling, seeking relocation or legal services including preparation for or participation in a civil or criminal proceeding related to or resulting from the domestic abuse, sexual assault, or harassment.
- Due to a public health emergency, a public official closed either the employee's physical work location or the school or place of care of the employee's child, requiring the employee needing to be absent from work to care for the child.

In addition, up to six (6) weeks of sick leave can be used for the purpose of the adoption or placement of adoption of a child or children. The six (6) weeks of sick leave must begin on the day of placement.

13.4.3 Unused sick leave time is carried forward from year to year with no limitation on the number of hours accrued.

- 13.4.4 Prior approval is not required for sick leave use; however, employees are required to inform the appropriate supervisor of their absence at the earliest possible time. Supervisors may require reasonable documentation related to the use of sick time if the absence is for four or more consecutive days.
- 13.4.5 There is no reimbursement for sick leave upon separation of employment from the District except in career incentive programs that may be provided by each employee group.

13.5 SCHOOL BUSINESS

- 13.5.1 When an employee is representing the school or District for activities directly resulting from their position, school administration can authorize the absence to be paid as school business. Requests for such authorization must be made in advance of the absence.

13.6 HOLIDAYS (PAID CLASSIFIED, ADMINISTRATIVE AND PROFESSIONAL ON 260 DAY ASSIGNMENTS)

- 13.6.1 Eleven (11) paid holidays are granted to all eligible 260-day employees.
- 13.6.2 The dates shall be established each year in accordance with the school calendar. These paid holidays are established from August 1 through July 31 of each contract year.
- 13.6.3 All classified employees working less than a 260-day assignment receive Juneteenth, Thanksgiving and Christmas day as a paid holiday if the holiday falls within their eligible assignment.

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- 13.7 VACATION (CLASSIFIED, ADMINISTRATIVE AND PROFESSIONAL ON 260 DAY ASSIGNMENTS)
- 13.7.1 Paid vacation time is earned by all 260-day employees.
- 13.7.2 Scheduling vacations and approving vacation requests is the responsibility of each department supervisor. The desires of employees will be considered in scheduling vacations; however, vacations should be scheduled for times when they are least likely to interfere with the department's effective operations.
- 13.7.3 Paid vacation leave for classified employees is accrued in hours based on eligible assignments at the following rates:
- 13.7.3.1 One (1) through five (5) years of employment: leave time equivalent to approximately ten (10) working days per year.
- 13.7.3.2 Six (6) through ten (10) years of employment: leave time equivalent to approximately 15 working days per year.
- 13.7.3.3 Eleven (11) years of employment and over: leave time equivalent to approximately 20 working days per year.
- 13.7.3.4 Additionally, in years 21 through 25 and over, leave time equivalent to one additional day for each year of service to a maximum of 25 days is accrued.
- 13.7.4 Paid vacation leave for administrators and professionals s accrued in hours based on eligible assignments at the following rate:
- 13.7.4.1 One (1) year of employment and over: leave time equivalent to 20 working days per year.
- 13.7.4.2 Additionally, in years 21 through 25 and over, leave time equivalent to one additional day for each year of service to a maximum of 25 days is accrued.
- NOTE: Hours will be rounded for administrative purposes.*
- 13.7.5 Vacation time may be carried forward from one year to the next year. However, vacation projected maximums will be limited to two times an employee's annual accrual rate. Therefore, an employee can only carry over one times the employee's annual accrual rate. Any vacation time remaining above this limit on July 16th each year will be forfeited.
- 13.7.6 The payout upon termination of employment will be the actual current balance. Employees leaving the District will be counseled regarding the impact of their separation date on payment for accrued leave.
- 13.7.7 Vacation leave shall be earned beginning the first month of employment.

### 13.8 BEREAVEMENT LEAVE TIME

- 13.8.1 Up to five days of paid bereavement leave shall be granted for all eligible employees due to death of an employee's immediate family member per occurrence. For this purpose, “immediate family member” includes anyone who lives in the employee’s household plus persons not in the employee’s household including the employee’s child or custodial child; spouse, partner in a civil union, or domestic partner; sibling; parent; grandparent; or grandchild; including biological, step, in-law, and foster relatives. Bereavement leave shall not be cumulative.
- 13.8.2 Absence necessitated due to a death of someone in the employee's family other than a member of the immediate family as described above may be given the same consideration as a death in the immediate family upon approval from the employee's immediate supervisor. If the employee is not approved for Bereavement Leave Time, the employee may appeal to the Senior Director of Human Resources or designee. If the appeal is denied, the employee may use unused personal time, sick time, or vacation time (please refer to appropriate articles on leave time for specifics).
- 13.8.3 Employee absences that extend beyond five days due to a death in the family will be charged to the employee's sick leave up to an additional 10 days. For any absence that extends beyond 15 days, an employee must request and be approved for a leave of absence under District policy (Family Leave of Absence 13.11 or Medical Leave of Absence 13.13; or Extended Leave of Absence 13.15).

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### 13.9 JURY DUTY/WITNESS LEAVE TIME

- 13.9.1 An employee subpoenaed as a witness or called for jury duty shall be excused for the amount of time necessary to fulfill the witness or jury duty obligation, provided the employee is not a party of the litigation. Employees are reimbursed their regular rate of pay up to a maximum of fifteen days for serving as a witness or member of a jury. Employees may use other appropriate paid leave, if available, or unpaid leave for serving beyond the fifteen-day maximum jury duty payment.
- 13.9.2 The employee is not required to reimburse the District for compensation for testifying or jury duty and takes no reduction in salary.

### 13.10 FAMILY EXTENDED LEAVE OF ABSENCE (UNPAID)

- 13.10.1 An employee who has completed three continuous years of service from employment or re-employment in any position (excluding substitute or temporary positions) is eligible for a family leave of absence. Retired employees are not eligible for a Family Extended Leave of Absence except as required under the Family and Medical Leave Act (FMLA).
- 13.10.2 Family leave may be requested by an eligible employee for the purpose of:
- birth of their child or to care for their child following birth, (leave must commence within one (1) year of date of birth)
  - placement of a child with employee for adoption or foster care, (leave must commence within one (1) year of date of placement)
  - serious health condition of employee's immediate family member. For this purpose, "immediate family" is defined as the employee's child or custodial child; spouse, partner in a civil union, or domestic partner; sibling; parent or custodial elder; and grandchild.
- 13.10.3 A leave must be requested if an absence is expected to extend beyond 15 working days.
- 13.10.4 Employees may be eligible for benefits other than those stated in this Agreement as provided by the Family and Medical Leave Act of 1993.
- 13.10.5 Use of paid sick leave time may be available as described in Article 13.4, Sick Leave or Article 13.12, Leave Benefit to care for a terminally ill spouse, partner in a civil union, or domestic partner, or child including custodial children.
- 13.10.6 An employee requesting a family leave must submit a written request on an Application for Leave of Absence form. This request must be submitted to Benefits Services 30 days in advance or as soon as practicable. The request must include appropriate documentation as defined by Human Resources.

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- 13.10.7 Classified requests will be approved or denied by the Senior Director of Human Resources or designee.
- 13.10.8 The Senior Director of Human Resources will make recommendations to the Board of Education in regard to licensed, administrative and professional leave requests. Leaves for licensed, administrative and professional positions will require approval by the Board of Education.
- 13.10.9 Following approval of a family leave, a leave agreement between the employee and the District will be generated. An employee on family leave must notify Human Resources in writing as prescribed by the written leave agreement. Should an employee wish to extend a family leave, the employee must present this request in writing to the Senior Director of Human Resources or designee in accordance with the timeline established in the leave agreement. Leaves of absence beyond one year will be extended only under unique circumstances. Failure to request this extension or failure to respond as prescribed in the written leave agreement will automatically terminate the leave of absence at the end of the original leave period. A request for an extension of leave must follow the same original approval process.
- 13.10.10 Any leave of absence or combination of leaves of absence may not extend beyond one complete school year, following a partial school year. A 260-day employee may not be on leave longer than 24 months.
- 13.10.11 When an employee on family leave returns to duty, they shall return to their prior assignment or a comparable position. Situations in which the employee is not returned to the same position which they left shall be covered by the same policies, procedures and statutes as apply to all other employee transfers.
- 13.10.12 While on family leave, the employee retains salary position, unused accrued leave time, and employment status earned prior to the leave of absence.

13.11 LEAVE BENEFIT TO CARE FOR A TERMINALLY ILL SPOUSE, DOMESTIC PARTNER, PARTNER IN A CIVIL UNION OR CHILD

- 13.11.1 The District will offer a paid leave benefit for employees who have a need to care for a terminally ill spouse, domestic partner, partner in a civil union or child including custodial children. Employees are eligible for the benefit on the first of the month following their hire date in an eligible position(s) and who have 15 or more scheduled hours per week in that position(s). Retired employees are not eligible for a leave benefit to care for a terminally ill spouse, domestic partner, partner in a civil union or child except as required under the Family and Medical Leave Act (FMLA).

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- 13.11.2 Benefit – The leave benefit will pay 70% of earnings up to \$1,000 per week.
- 13.11.3 Approved Days – Leave shall be granted for any absence that meets the following criteria:
- Spouse, partner, or child as defined in 13.12.1 must be diagnosed by a physician (as defined by the Poudre School District Health Plan Document & Plan Summary) as terminally ill with a life expectancy of twelve months or less.
  - The absence is over 15 working days. Days do not need to be consecutive but must be for the purpose of caring for the terminally ill spouse, partner, or child, as defined in 13.12.1. Partial days of absence must meet the equivalent of 15 full workdays before the employee is eligible for the leave benefit.
- 13.11.4 Non-Approved Days – Leave shall not be granted for following:
- Waiting Period: The first 15 working days of absence due to the need to care for a terminally ill spouse, partner or child as defined in 13.12.1 (may be partial days equal to 15 full workdays). The employee must use projected leave time or be docked if leave time is not available.
  - Non-contracted days (extended contract days, extra duty assignments and bus driver additional time are covered). The leave benefit shall cover normally assigned working hours only. Overtime and additional time shall not be covered.
  - Days beyond the school year in which the request for leave benefit is received.
  - Non-working days
- 13.11.5 Limitations
- 13.11.5.1 Approved time will be given only after the employee has used all of their projected available sick leave and personal time.
- 13.11.5.2 The Maximum Benefit Period is the greater of:
- 90 working days
  - The exhaustion of projected sick and personal time
- 13.11.5.3 If you are able to return to work during the Maximum Benefit Period then become eligible for this leave benefit again for the same terminally ill spouse, partner or child as defined in 13.12.1, you will be eligible for the leave benefit without having to meet the 15-day Waiting Period.

13.12 MEDICAL LEAVE OF ABSENCE (UNPAID)

- 13.12.1 Medical leave may be requested due to an employee’s serious health condition only, and must be requested if an illness or medical disability extends beyond 15 working days. Retired employees are not eligible for a medical leave of absence except as required under the Family and Medical Leave Act (FMLA).
- 13.12.2 Employees may be eligible for benefits other than those stated in this agreement as provided by the Family and Medical Leave Act of 1993.
- 13.12.3 Use of paid sick leave time may be available as described in Article 13.4, Sick Leave Time. Benefits may also be available under the Short-Term Disability Income Benefit Plan and/or the Group Long-Term Disability Policy.
- 13.12.4 An employee requesting a medical leave must submit a written request on an Application for Leave of Absence form. This request must be submitted to Benefits Services 30 days in advance or as soon as practicable. The request must include appropriate medical documentation as defined by Human Resources.
- 13.12.5 Classified requests will be approved or denied by the Senior Director of Human Resources or designee.
- 13.12.6 The Senior Director of Human Resources will make recommendations to the Board of Education in regard to licensed teacher, administrator and professional leave requests. Leaves for licensed teacher, administrator and professional positions will require approval by the Board of Education.
- 13.12.7 Following approval of a medical leave, a leave agreement between the employee and the District will be generated. An employee on medical leave must notify Human Resources in writing as prescribed by the written leave agreement. Should an employee wish to extend a medical leave, the employee must present this request in writing to the Senior Director of Human Resources or designee in accordance with the timeline established in the leave agreement. Leaves of absence beyond one year will be extended only under unique circumstances. Failure to request this extension or failure to respond as prescribed in the written leave agreement will automatically terminate the leave of absence at the end of the original leave period. A request for an extension of leave must follow the same original approval process.
- 13.12.8 Any leave of absence or combination of leaves of absence may not extend beyond one complete school year, following a partial school year. A 260-day employee may not be on leave longer than 24 months.

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- 13.12.9 When an employee on medical leave returns to duty, they shall return to their prior assignment or a comparable position. Situations in which the employee is not returned to the same position which they left shall be covered by the same policies, procedures and statutes as apply to all other employee transfers.
- 13.12.10 While on medical leave, the employee retains salary position, unused accrued leave time, and employment status earned prior to the leave of absence.
- 13.12.11 An employee on medical leave of absence may be required to provide a doctor's release to resume work on a full or part-time basis. The District may require the employee to be examined and released for work by a physician designated by the District at the District's expense.

13.13 MILITARY OR OTHER GOVERNMENT ASSIGNMENT LEAVE

- 13.13.1 Any employee in the District who is inducted into the Armed Forces or other government agency will be granted a leave of absence without pay. However, the first fifteen working days of the leave will be paid by the District. Subject to the conditions stated hereafter, the employee will be guaranteed a position at the salary they were receiving when they entered the service, plus any salary increments, retirement benefits, or sick leave allowances to which the employee would have been entitled had they not entered the service. The employee will retain the status of probation or non-probationary achieved prior to entry into the service.
- 13.13.2 Upon completion of the employee's military or other government service, the employee must file a letter of intent to return with Human Resources within the time periods prescribed by law, but in no event later than six months after the conclusion of such service. Failure to file a letter of intent to return within the required time shall terminate the period of approved military or other government assignment leave and shall be deemed a waiver of the employee's reemployment rights.
- 13.13.3 Military leave granted under the terms of this section will not constitute interruption of service for purposes of other provisions stated elsewhere in board policy.

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- 13.13.4 Colorado Revised Statute 28-3-601 Public Employees—Annual Military Leave
- 13.13.4.1 Subject to the conditions prescribed in sections 28-3-601 to 28-3-607, any officer or employee of the state or of any political subdivision, municipal corporation, or other public agency of the state who is a member of the National Guard or any other component of the military forces of the state organized or constituted under state or federal law or who is a member of the reserve forces of the United States, organized or constituted under federal law is entitled to leave of absence from his public office or employment without loss of pay, seniority, status, efficiency rating, vacation, sick leave, or other benefits for all the time when he is engaged with such organization or component in training or active service ordered or authorized by proper authority pursuant to law, whether for state or federal purposes, but not exceeding fifteen days in any calendar year. Such leave shall be allowed if the required military service is satisfactorily performed, which shall be presumed unless the contrary is established.
- 13.13.4.2 Such leave shall not be allowed unless the officer or employee returns to his public position immediately on being relieved from such military service and not later than the expiration of the time limited in subsection (1) of this section for such leave, or is prevented from so returning by physical or mental disability or other cause not due to his own fault, or is required by proper authority to continue in such military service beyond the time limited in section (1) of this section for such leave.
- 13.13.4.3 The District will comply with the Uniformed Services Employment and Reemployment Rights Act (USERRA) and CRS 28-3-601 Public Employees-Annual Military Leave as amended. If there are any discrepancies between this policy and USERRA or state law, the District will comply with USERRA or state law as applicable.
- 13.13.5 Refer to the Administrative Regulations for details of the procedure for use of military or government leave.
- 13.13.6 The Board of Education in its discretion may grant other military or government leaves of absences without pay as may be determined by the Board.

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## 13.14 EXTENDED LEAVES (UNPAID)

- 13.14.1 An employee who has completed four consecutive years of service from employment or re-employment in any position (excluding substitute or temporary positions) or since the last extended leave may apply for an extended leave without pay to serve as an exchange or international teacher; to return to school as a student; or for restoration of the health of the employee. Poudre School District exchange teachers will be paid by and receive retirement and insurance benefits from this district. Incoming exchange teachers working in this district will receive pay, retirement, and insurance benefits from their home districts. A teacher remains a continuing employee of the district which authorizes the exchange and is treated as if performing services within that same home district. Retired employees are not eligible for extended leaves. Extended leaves for the purpose of obtaining alternative gainful employment will not be approved. Extended leave requests that do not fall within any of the above situations must be approved by the Senior Director of Human Resources or designee prior to submitting an application request. The extended leave must be requested for an absence extending beyond 15 working days.
- 13.14.2 Accrued leave time may not be used during an extended leave of absence except that 260-day employees must use all accrued vacation time at the beginning of their leave of absence, which will run concurrently with the extended leave of absence.
- 13.14.3 An employee requesting an extended leave must submit a request using the online system 30 days in advance or by the deadlines indicated by Human Resources for the following school year. Upon receipt, Human Resources will contact the immediate supervisor who will indicate support or nonsupport of the leave request.
- 13.14.4 Classified requests will be approved or denied by Senior Director of Human Resources or designee.
- 13.14.5 The Senior Director of Human Resources or designee will make recommendations to the Superintendent in regard to licensed teacher, administrator or professional leave requests. Leaves for licensed teacher, administrator or professional positions will require approval by the Board of Education.
- 13.14.6 Following approval of an extended leave, a leave agreement between the employee and the District will be generated. An employee on an extended leave must notify Human Resources in writing as to their intent to return or resign from the District by the date prescribed in the written leave agreement.
- 13.14.7 Any extended leave of absence must not extend beyond one complete school year, following a partial school year, and 260-day employees may not be on an extended leave longer than 12 months. An extension of a one-year extended leave may be granted for a District approved partnership only.
- 13.14.8 An extended leave may not be granted, when combined with other leaves of absence, if the leave would exceed one complete school year following a partial school year. A 260-day employee may not combine an extended leave with other leaves of absence to extend beyond 24 months. An extended leave cannot be combined with a sabbatical or student teacher leave of absence.
- 13.14.9 When an employee on an extended leave returns to duty, they shall return to their prior assignment or a comparable position. When an employee completes their extended leave, they shall return to their prior assignment or a comparable position, unless staffing

fluctuations or reductions apply per Articles 14, 15, and 17.

- 13.14.10 While on an extended leave, the employee retains salary position, unused accrued leave time, and employment status earned prior to the extended leave.

### 13.15 SABBATICAL LEAVE OF ABSENCE -LICENSED TEACHING STAFF- Indefinitely **Suspended**

The Board of Education intends that Sabbatical Leave be granted as a means by which teachers may improve their skills and abilities as professional educators and thus benefit the District. Retired employees are not eligible for a sabbatical leave of absence. Sabbatical Leaves are different from other leaves of absence in that they may be granted with pay and continued health and dental coverage paid by the District for the employee, and therefore are more selective, with more specific requirements. Availability and amount of compensation, which will be offered in the following fiscal year, may be determined during the negotiations process.

- 13.15.1 Sabbatical Leave may be granted for the following purposes:

- 13.15.1.1 A planned program of courses, taken at any accredited institution, which relates to the professional growth of the applicant and for which there is no equivalent program available locally during non-working hours.
- 13.15.1.2 A specific plan for independent study or research, supporting the professional growth of the applicant and/or needs of the District.

- 13.15.2 Sabbatical Leaves may be granted for one year, one semester or a nine- week period of time. The Sabbatical Leave Plan must be substantial enough to justify the length of the leave.

- 13.15.3 The Sabbatical Leave Committee shall be a sub-committee of the PEA Staff Development Committee, to include representation from elementary, middle and senior high, and the Chief Human Resources Officer, or designee. The Human Resource representative will serve as the coordinator and facilitator and will be a non-voting member. The District's Benefit Manager will also sit on the committee as a non-voting member. The President of the Poudre Education Association will serve as a resource and non-voting member of the committee. In addition, the Sabbatical Leave Committee may invite other District staff as resources in reviewing applications. These invitees will not have a vote. The Sabbatical Leave Committee will meet to review all applications for Sabbatical Leave and make appropriate recommendations to the Chief Human Resources Officer.

- 13.15.4 Taking into consideration the recommendations of the Sabbatical Leave Committee as well as other factors, the Superintendent shall make recommendations to the Board of Education. Final selection will be made by the Board of Education.

- 13.15.5 The total number of Licensed Sabbatical Leaves granted per contract year shall not exceed one percent of teacher FTE's. Refer to Personnel Procedures for calculation of number of leaves available.

- 13.15.6 Sabbatical Leave may be granted to an employee who has completed at least five full years of licensed service to the District since initial employment, or since the last

Sabbatical Leave.

- 13.15.7 Compensation during the Sabbatical Leave would be of the shared-cost type. Compensation represents a difference in cost between the current year base salary and benefits earned by the teacher requesting Sabbatical Leave for the next year and the average new teacher salary and benefits for the current year. Teachers granted shared-cost Sabbatical Leaves may be eligible to receive fully paid health and dental benefits based upon eligibility prior to taking the leave.
- 13.15.8 Requesting a second consecutive year of Sabbatical Leave is permissible and will be considered. Consideration of all second year requests will be done only after first year requests have been considered and approved. Approval of a second year is not automatic, but based on merits of each request for extension and the needs of the site. The approval of any second year Sabbatical Leave is not a precedent for future requests.
- 13.15.9 The Sabbatical Leave salary for teachers less than 100% contract shall be prorated based on the part-time salary of the teacher.
- 13.15.10 Teachers on Sabbatical Leave may augment their Sabbatical Leave salary with aids, fellowships, scholarships, or other stipends.
- 13.15.11 The teacher shall not deviate from the approved program except with the written permission of the Superintendent.
- 13.15.12 An interruption of Sabbatical Leave because of serious accident or illness will not be considered a failure to fulfill the conditions upon which the Sabbatical Leave was granted, nor will such interruption affect the amount of compensation to be paid the teacher under the terms of the Leave Agreement, provided the Chief Human Resources Officer has been promptly notified of such accident or illness.
- 13.15.13 The teacher who is on Sabbatical Leave will have the same rights to a comparable position held before taking the Sabbatical Leave. Salary position, leave time unused prior to the Sabbatical Leave year and contract status earned prior to the leave of absence will be retained and the teacher will receive experience credit for the period of the leave of absence. The teacher will not earn leave time during the Sabbatical Leave period.
- 13.15.14 Applications for Sabbatical Leave shall be filed with the Chief Human Resources Officer not later than March 15 to become effective during the following school year. Applications for Sabbatical Leave beginning with the second semester of the school year will be reviewed for approval if received by September 15 provided the total one (1) percent allocation has not been fully used. These deadlines may be extended at the discretion of the Chief Human Resources Officer.
- If the Sabbatical Leave is for a planned program of courses, the application should be accompanied by specific program information from the college or university where the employee will be enrolled. Otherwise, the application should contain detailed plans giving all specifics that would aid in evaluating the application, full explanation of how independent study or research will improve the licensed employee and the District, and any other pertinent information.
- 13.15.15 The teacher will be required to provide a product to the District. The substance of the final product should be in line with the length of the requested Sabbatical Leave. The teacher

will be required to submit the product to the District's Benefits Manager within 120 days of completion of the Sabbatical Leave. If applicable, the product will be forwarded to the appropriate department or site within the District. Teachers in a planned course of study will need to submit official transcripts for the period of the leave as the final product.

- 13.15.16 The teacher may return to any paid position with the District equivalent to the same or more contract percentage of the assignment prior to the leave.
- 13.15.17 Prior to granting of such leave, a teacher shall enter into written agreement with the Board that upon termination of such leave, the teacher will return for a period equal to the length of the leave. Termination of this period may be rendered at an earlier date as mutually acceptable to the teacher and the Board, or for reasons of health, disability, or death. The teacher shall sign appropriate documents to ensure repayment to the District the full salary and benefits paid during the Sabbatical Leave in the event the teacher fails to complete the aforementioned return obligation following such leave or fails to complete the approved program.
- 13.15.18 A Sabbatical Leave cannot be combined with an extended leave of absence.  
Refer to the Administrative Regulations for details of the procedure for use of Sabbatical Leave

#### 13.16 CLASSIFIED STUDENT TEACHER LEAVE (UNPAID)

- 13.16.1 A classified employee who has completed 12 months of continuous service from employment or re-employment in any position (excluding substitute or temporary positions) may apply for a student teacher leave without pay or benefits to complete student teaching requirements to earn their teaching credential. Retired employees are not eligible for a classified student teacher leave. The student teacher leave must be requested for an absence extending beyond 15 working days.
- 13.16.2 Accrued leave time may not be used during a student teacher leave of absence except that 260-day employees must use all accrued vacation time at the beginning of their leave of absence, which will run concurrently with the student teacher leave of absence.
- 13.16.3 A classified employee requesting a student teacher leave must submit a written request on an Application for Leave of Absence form no later than March 15 to become effective during the following school year or at least 120 days before the commencement of the leave of absence. The application should be accompanied by specific program information from the college or university. The request should be submitted to the immediate supervisor. The supervisor shall indicate support or non-support, and the request will be forwarded to Human Resources.

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Adopted: 05/95      Revised: 05/96      Revised: 05/01      Revised: 07/03      Revised: 07/04  
Revised: 07/05      Indefinitely Suspended: 12/17

- 13.16.4 Requests will be approved or denied by the Senior Director of Human Resources or designee.
- 13.16.5 Following approval of a student teacher leave, a leave agreement between the employee and the District will be generated. An employee on a student teacher leave must notify Human Resources in writing as to their intent to return or resign from the District by the date prescribed in the written leave agreement.
- 13.16.6 Any student teacher leave of absence must not extend beyond one full semester. An extension of a one-semester student teacher leave may be granted based on the student teaching requirements of the college or university.
- 13.16.7 A student teacher leave cannot be combined with an extended leave of absence.
- 13.16.8 Employees subject to Article 15.1 who do not have six or more consecutive years of service in a position which is subject to building staffing, are not protected from job loss or a reduced job assignment due to fluctuations or reductions.
- 13.16.9 When an employee completes their student teacher leave, they shall return to their prior assignment or a comparable position, unless staffing fluctuations or reductions apply per Articles 14.1 and 15.1.
- 13.16.10 While on a student teacher leave, the employee retains salary position, unused accrued leave time, and employment status earned prior to the student teacher leave. The employee will not earn leave time (sick, personal time, and vacation) during the student teacher leave period.

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Adopted: 05/95	Revised: 05/96	Revised: 07/00	Revised: 05/01	Revised: 07/03
Revised: 07/04	Revised: 05/08	Revised: 03/17	Revised: 02/19	Revised: 04/22

## ARTICLE 14 – REDUCTION IN FORCE (RIF) PROCEDURES

### 14.1 REDUCTION IN FORCE—LICENSED

- 14.1.1 When cancellation of employment is necessary, the following criteria (in descending order) will be used to determine the order in which reductions in force will take place:
- 14.1.1.1 Number of years of effective service is the total number of years served in a licensed teacher position for the District in which the employee was deemed to be performing at a level greater than unsatisfactory (prior to the 2013-14 school year) and effective or highly effective (beginning with the 2013-14 school year) through the final evaluation process used to determine performance levels at the time of the evaluation. The process must involve evaluation of the teacher's effectiveness related to classroom instruction.
  - 14.1.1.2 The reduction in force will first cancel employment contracts of teachers who have had no years of effective service and then those with effective service, starting with those teachers with the fewest number of years of effective service and ending with those teachers with the greatest number of years of effective service.
  - 14.1.1.3 Further reductions in force shall proceed based upon seniority.
  - 14.1.1.4 Seniority lists shall be developed based upon the first date of work under contract as a teacher in the District.
  - 14.1.1.5 In the event of a tie based upon two people who began work on the same date, the administration shall proceed down the following list until the tie is broken:
    - (A) Total number of days of contracted employment minus days of unpaid leave of absence.
    - (B) Days of contracted employment plus days of previous employment in the District while not under contract in a licensed position.
    - (C) Days of contracted employment plus days of previous employment in the District while not under contract and not in a licensed position.
    - (D) Longevity in the program which is undergoing program change.
  - 14.1.1.6 The seniority list shall include each endorsement area for each person on the list.
  - 14.1.1.7 It is the responsibility of each teacher to notify Human Resources of all endorsement areas by providing complete and up-to-date copies of all licenses indicating endorsement areas.
  - 14.1.1.8 When a statement regarding reduction in force is made by the Board of

Education in accordance with this policy, seniority lists shall be generated in the areas and to the depth of seniority necessary, and those lists shall be made available upon request to the Poudre Education Association and to teachers of the District.

- 14.1.1.9 Any teacher who wishes to appeal placement on the seniority list may do so through appeal to the licensed RIF committee. If placement on the list results in cancellation of employment, the teacher being RIFed can appeal to the Board of Education as hereafter set out.
- 14.1.1.10 When a teacher in a program area in which a reduction in force is to occur is identified as the least senior teacher in that program area, that teacher shall be transferred into another position for which they are qualified, provided that there is a teacher with less seniority in that other endorsement area. That replaced teacher shall be identified for cancellation of employment except that they shall have the same rights as defined in this policy to be reassigned in another area of endorsement.
- 14.1.1.11 When RIF results in the involuntary placement of a non- probationary teacher, that teacher may apply for a voluntary transfer according to District transfer procedures.

- 14.1.2 The Superintendent shall make the final recommendation to the Board of Education to cancel the employment contract of any non- probationary teacher.
- 14.1.3 If the cancellation of employment is to be effective with the start of any given school year, any teacher whose employment will be canceled shall receive notice of that cancellation by June 1 prior to the start of that school year. If cancellation of employment is necessary during any school year, notice of the cancellation shall be received by any teacher so affected sixty (60) days prior to the effective date of that cancellation.
- 14.1.4 Human Resources shall provide a letter of reference for any RIFed teacher clearly stating that the teacher's employment contract was cancelled due to a RIF situation resulting from a fiscal exigency or program change, as applicable.
- 14.1.5 The District may experience a need for reduction in the number of licensed staff members by reason of fiscal exigency or program change. The provisions of this policy have been developed in order to guarantee equitable treatment for employees and the least possible negative impact upon the educational program.

14.1.6 Definitions:

- 14.1.6.1 **TEACHER** means any person who is regularly licensed by the teacher licensing authority for the State of Colorado, and who is employed to instruct, direct, or supervise the instructional program, except those persons holding letters of authorization and the chief administrative officer of this school district.
- 14.1.6.2 **QUALIFIED** means holding a current valid Colorado license for specific level(s) and specific endorsement area(s). Approval by the North Central Association shall not equate to being qualified for the purpose of this policy.
- 14.1.6.3 **CANCELLATION OF EMPLOYMENT** means the termination of employment of a teacher. Cancellation of employment may be caused by fiscal exigency or program change.
- 14.1.6.4 **FISCAL EXIGENCY** means a significant decline in the Board of Education's ability to fund the operations of the District, resulting from the decline in enrollment or other actions or events that cause an effective reduction in the District's current general fund budget.
- 14.1.6.5 **PROGRAM CHANGE** means any elimination, curtailment, or reorganization of curriculum, program, or school operation, or a reorganization or consolidation of two or more individual schools. A program change need not be caused by fiscal exigency.
- 14.1.6.6 **OVERAGE** means a staffing unit in excess of the designated building, program, or District staffing allocation.
- 14.1.6.7 **DAYS** means equivalent school workdays.
- 14.1.7 No non-probationary teacher shall be RIFed under this policy until the contracts for all probationary teachers qualified in the same area(s) have been non-renewed and until all less senior non- probationary teachers qualified in the same area(s) have been RIFed. A change in the District which causes licensed staff members to be moved from administrative positions to teaching positions could result in the cancellation of employment of teachers with less seniority who are qualified in the same area(s).

- 14.1.8 Prior to any decision regarding the cancellation of specific teacher contracts to implement a RIF, the Board of Education shall conduct one or more hearings as it deems necessary

and, based thereon, shall adopt a resolution containing its legislative determination regarding: (1) the existence of a fiscal exigency and/or the size, nature and rationale for program deletion or other change; (2) the nature, amount and timing of the budget reduction concerning teacher employment required by the fiscal exigency and/or the program deletion or change; and (3) any related information it deems necessary or advisable to appropriately address the fiscal emergency and/or program change through a teacher RIF. The Board's resolution shall be transmitted to the Superintendent, Poudre Education Association President, and each site or department the Board reasonably anticipates may be affected by the corresponding RIF.

14.1.8.1 Upon receipt of such resolution from the Board of Education, the Superintendent shall convene a joint Poudre Education Association and administrative Reduction in Force Committee. This committee shall consist of three administrators appointed by the Superintendent and three teachers appointed by the Poudre Education Association. The RIF committee shall study the situation at hand and recommend to the Superintendent the number and areas in which staffing units could be RIFed and the rationale behind this reduction, consistent with the Board resolution and with due consideration given to the teachers' effectiveness related to classroom instruction and to administrative determinations regarding the best interest of the District's students and the District's remaining programs.

14.1.8.2 The final decision regarding the staffing reduction needed shall be made by the Superintendent.

14.1.8.3 Any RIF shall occur to the exact number and percentage required.

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#### 14.1.9 Appeal Procedures

Review of individual cancellations of employment shall be conducted in the following manner:

14.1.9.1 Within ten (10) days after receiving a notice of cancellation of employment, a teacher may request a review of the action by the Board of Education. The Board of Education may delegate the responsibility for conducting a hearing to an impartial hearing officer selected by the Board. When appropriate, more than one case can be heard at the same time. Review shall be made solely to determine if the cancellation of employment was made in accordance with District policy.

14.1.9.2 The request for review must be in writing and addressed to the president of the Board of Education. It must specify the grounds on which it is

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Revised: 05/95

Revised: 08/06

Revised: 08/07

Revised: 04/15

contended that the decision was improper under this policy and must include a statement of facts that the employee believes supports the contention.

- 14.1.9.3 Submission of such a request constitutes a representation on the part of the teacher that they can support the contention by proof.
- 14.1.9.4 The Board shall consider the request and shall schedule a hearing to be held within ten (10) days after the request is received. The teacher shall be given at least five (5) days' notice of hearing.
- 14.1.9.5 The hearing shall be conducted informally and, upon agreement of both sides, in private. The teacher may be represented by counsel. The District shall have no obligation to pay for the service of counsel representing the teacher. A recorded transcription of the proceedings will be maintained. The Board or hearing officer may consider only such evidence as is presented at the hearing, and it need consider only the evidence that it considers fair and reliable. All witnesses will be placed under oath.
- 14.1.9.6 The hearing shall begin with the teacher's presentation of contentions, limited to those grounds specified in the request for a hearing and supported by such proof as is offered. When this presentation is concluded, the Board or hearing officer shall recess to consider whether the proof offered in support of the contention establishes the contention by a preponderance of the evidence. If it is determined that the contention has not been established, the Board or hearing officer shall so notify the parties and conclude the proceedings. If it is determined that rebuttal is desirable, the hearing shall present, in rebuttal of the teacher's contention or in general support of the decision to terminate, testimonial, and documentary proofs.
- 14.1.9.7 After the Superintendent or counsel completes the presentation, the Board shall consider the matter in executive session or the hearing officer may take the matter under advisement. A decision shall be made within fourteen (14) days following the completion of the hearing.
- 14.1.9.8 If the Board determines that the teacher's contention has not been established, it shall so notify the teacher and the Superintendent. Such a determination finally confirms the decision to cancel employment.
- 14.1.9.9 If the Board determines that the teacher's contention has been established, it shall so notify the teacher and the Superintendent by written notice that states what corrective action must be taken.
- 14.1.9.10 If the hearing was conducted by a hearing officer, the Board shall be bound by the findings of fact of the hearing officer; however, any conclusion

drawn from those findings and the hearing officer's recommendations shall not be binding on the Board. The hearing officer will make written findings and recommendations to the Board and the teacher. The Board will act on the hearing officer's findings and recommendations at its next regular meeting following receipt of the recommendations.

- 14.1.9.11 No reprisals of any kind shall be taken by the Board of Education or by any member of the administration against any person who requests a hearing under the provisions of this policy.

#### 14.1.10 Recall Eligibility

- 14.1.10.1 A RIFed teacher may remain eligible for recall for a total of three (3) years, including leave of absence for which they are eligible based on current Employee Agreement language.
- 14.1.10.2 Ninety (90) days prior to the end of the first and second year of recall eligibility, each individual shall be notified that in order to continue on recall status, notice of intention to return must be received by the Human Resources Office in writing within thirty (30) calendar days of notification.
- 14.1.10.3 Ninety (90) days prior to the end of the third year on recall status, each individual shall be notified that their name will be removed from the recall list.
- 14.1.10.4 It shall be the responsibility of the RIFed teacher to inform Human Resources in writing of any change of address.
- 14.1.10.5 If a teacher is recalled to return to a teaching position in the District during the third year, the teacher will retain non-probationary status earned prior to the leave but will be placed on the salary schedule in accordance with hiring procedures relative to new hires.

#### 14.1.11 Leave of Absence Status

- 14.1.11.1 Each RIFed teacher shall be eligible for a two-year unpaid leave of absence.
- 14.1.11.2 During the leave of absence, the teacher shall maintain all benefits accrued prior to the leave. The full cost of all health, dental, and life insurance premiums must be paid by the teacher.
- 14.1.11.3 If a teacher is returned to a teaching position in the District during the RIF leave of absence, non- probationary status, placement on the salary

schedule, sick leave, and all other benefits accrued prior to the leave shall be retained.

14.1.12 Recall Order

- 14.1.12.1 RIFed teachers shall be recalled in order of greatest seniority for the endorsement area in which the vacancy exists.
- 14.1.12.2 The job offer shall be sent by certified letter to the last address given the District by the teacher. A copy of the recall letter shall be sent to the Poudre Education Association Office.
- 14.1.12.3 The teacher recalled shall have thirty (30) calendar days from the date the letter was mailed to respond to the job offer.
- 14.1.12.4 If a job offer is made and accepted for a position which begins during the academic year, the teacher recalled will be required to report to duty within thirty (30) days.
- 14.1.12.5 If a job offer is made and accepted for a position which begins with a new school year, the teacher recalled will be required to report for duty at the same time as other returning teachers.
- 14.1.12.6 Failure to respond to the recall notification or to report to the accepted job offer shall be considered refusal of the job offer.
- 14.1.12.7 Any teacher on the recall list who has signed a contract to work for another school district and who receives a recall offer from the District may refuse to accept the recall offer until that date when contract obligations to the teacher's current employer have been met but not to exceed the end of the current school year. When such a teacher receives a recall offer, that teacher must respond in writing stating that they will accept employment with the District at the beginning of the next school year and must attach verification of contract status with the other school district. Failure to accept a job offered while a teacher is employed by another school district shall not be construed as refusal of a job offer.
- 14.1.12.8 Any teacher on the recall list who refuses a job offer shall have their name removed from the recall list at that time.

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- 14.1.12.9 A RIFed teacher accepting a recall offer involving a temporary position shall have the option to transfer into a permanent position should one become available. If there are two teachers so interested, this decision shall be based upon seniority criteria.

## 14.2 PRIVATIZATION OF SUPPORT SERVICES

The following agreement was reached in May 1993 negotiations regarding privatization of support services. The process contained herein will be followed when exploring whether or not to privatize services in the District. This process is designed to be in the best interest of both the employees and the District.

### 14.2.1 Privatization Belief Statements

- 14.2.1.1 The level of commitment of present classified employees to the students of the District will not and cannot be matched by employees of a private firm.
- 14.2.1.2 The decision to privatize support services should be data based and cost effective for the District.
- (A) If the decision to explore privatization is made, and service levels determined, a detailed analysis should be conducted by the affected areas to assist in preparing information for the bid process.
  - (B) The development and analysis of proposals should utilize the expertise of the managers and employees of the affected areas.
  - (C) Because of the time and resources required to implement a privatization study process, an area should be examined for possible privatization no more frequently than once every five years.
  - (D) Information should be gathered from other school districts where comparable privatization has previously occurred to see if positive results have been achieved.

### 14.2.2 Staff Retention Procedure for Privatized Service

All employees with less than three (3) years of service are laid off; employees with greater than three (3) years of service remain District employees managed by the contractor for five (5) years. All employees hired by the contractor become the contractor's employees paid on the contractor's salary and benefit schedules.

- 14.2.2.1 Contractor must interview all laid off employees who apply for open positions.
- 14.2.2.2 After five (5) years, contractor must hire all employees with greater than three (3) years of service with the District; employees become subject to contractor's salary and benefit schedules.
- 14.2.2.3 After one (1) year, contractor may lay off (based on seniority) due to service/staffing level changes.
- 14.2.2.4 Salaries (hourly rate) may not be reduced for five (5) years. Salaries can

increase subject to contractor and District agreement.

- 14.2.2.5 Contractor can terminate for documented non- performance after first six (6) months of service with contractor or immediately for violation of Board of Education policies or federal or state statutes.
- 14.2.2.6 Contractor is free to immediately utilize District personnel in the best suited position based on education, abilities, and talents for the District contract only.
- 14.2.2.7 Poudre School District health, dental, and life insurance benefits continue for the period the employee remains employed with the District.

## ARTICLE 15 – STAFFING

### 15.1 PROVISIONS FOR CLASSIFIED STAFFING FLUCTUATIONS

The District may experience staffing fluctuations in an individual building, department, or District-wide due to:

- Decreased enrollment
- Decrease in the number of students selecting a given program
- Elimination of or changes in instructional programs or non- instructional programs
- Budget considerations
- Opening, closure, or consolidation of schools

The procedures specified in this Article shall not apply to temporary classified employees and classified employees serving a performance trial period.

Human Resources and the building administrator, department manager or director will follow the process outlined below when staffing fluctuations require the elimination or reduction in hours of one or more classified positions.

### 15.2 SITE-BASED CLASSIFIED POSITIONS

Site-based positions are typically budgeted through the school site's Comp. Plan and report to school building administration. Positions that are hired at a site(s) that are impacted by a reduction in hours or positions will be resolved at a site-based level. These are classified positions such as instructional paraprofessionals, IS paraprofessionals, office managers, secretaries, health techs, registrars, media specialists, EC and ECIS paraprofessionals.

Example: Two schools or programs are being consolidated. There are two employees in Office Manager roles and one needs to be reduced. As site based positions, Article 15.2 will be applied to the two positions impacted by the consolidation.

### 15.3 CENTRALLY ASSIGNED CLASSIFIED POSITIONS

Centrally assigned positions are typically budgeted for through a central District budget. These positions may or may not report to a central office supervisor. These are positions that are hired centrally or through a department specific process. The Department's Director or supervisor deploys the position(s) to divisions/departments/programs/schools. If a reduction in hours or staffing reduction is needed, it will be resolved on a district-wide level by the department's supervisor and Human Resources. These are classified positions that are hired through departments including but not limited to: Custodial Services, Language, Culture & Equity Division, Student Services, Child Nutrition, Information Technology, Human Resources, Finance, Early Childhood positions (such as enrollment, health, records, mentors, family specialists and coaches), Transportation, Outdoor Services, Communications, Legal, Integrated Services, and placed throughout the PSD system.

Example: Two schools or programs are being consolidated. There are two employees in a McKinney-Vento Family Advocate position between those sites and one needs to be reduced. As a centrally assigned position, Article 15.3 will be applied to all employees in

the McKinney-Vento Family Advocate position. Staff will be redistributed accordingly throughout the PSD system.

### 15.3.1 REORGANIZATION PROCESS

A department reorganization is when the department's director or supervisor intentionally adjusts the structure or function of a department, which may or may not be a response to budgetary issues.

#### I. Pre-Implementation Engagement and Discussion

When central department reorganizations need to occur, the director/supervisor of the affected department will be notified of the need for changes first and will be responsible for designing a reorganization plan in partnership with Human Resources and district leadership. The department staff engagement process must include the following components:

- **Understanding and Rationale:** Clear communication with the affected department staff regarding the necessity for the change and how those changes could potentially impact the Department.
- **Mitigation Strategy:** Collaborative development of strategies between HR, department director/supervisor and department staff to minimize the impact on current employees.
- **Engagement Process:** Staff will be actively engaged and provided opportunities to share their ideas, feedback, and concerns prior to the finalization of any plan. While

staff input is an important part of the process, final decisions will ultimately be made by the administration in alignment with the best interests and needs of the District.

## II. Notification and Job Postings

- **General Notification:** Central department staff impacted by the reorganization will receive information about the reorganization prior to information being shared more broadly within the district.
- **Job Postings:** Current employees must be notified of all impending changes (including but not limited to job title and/or description changes) at least **thirty (30) days** prior to any new job postings related to the reorganization.
- **Compensation Changes:** If the reorganization necessitates a reduction in an employee's compensation, the employee must be notified in writing **thirty (30) days** prior to any related job posting.

## III. Transition and Timing

- **Transition Plan:** A comprehensive transition plan outlining the stages and support mechanisms of the reorganization must be developed by Human Resources and the Department Director/Supervisor
  - The plan shall include, at a minimum, the following components:
    - Clearly defined timelines.
    - Assessment of personnel allocation.
    - Support staff throughout the transition by providing access to Employee Assistance Services (EAS) as part of the transition support plan.
  - **Assignment Obligations:** If a newly created position is substantially aligned (50% or more of job duties are identical) with the current job description of a position that is being eliminated, the employee may remain in their position for the remainder of their current scheduled work calendar or ninety (90) days from the date the position change was announced, whichever occurs first. If the position is eliminated entirely, the employee will be provided with at least 30 days' notice, in accordance with Article 15.4.5. Grant-funded positions may be subject to shorter notice period depending on when funding is no longer available.

### 15.4 REDUCTION PROCESS FOR CLASSIFIED EMPLOYEES

Identify the specific position by job title that is to be reduced and the number of positions or hours or days within that job title that will be reduced.

15.4.1 Site-based staffing fluctuations will be resolved within the building(s) where the staffing fluctuation originates.

15.4.2 Staffing fluctuations for positions that are centrally assigned will be resolved within the department/division where the staffing fluctuation occurs.

15.4.3 Utilize the following criteria to consider which employees are affected by the

reduction in the following order:

- 15.4.3.1 Attempt to make the necessary reduction by first using natural attrition processes such as resignations, retirements, and leaves of absence.
- 15.4.3.2 Documented performance issues: After considering employee qualifications, if more than one employee is affected by the staffing fluctuation, then consider whether the employee has had any documented performance issues:
  - Documented concerns in a performance review(s).
  - Documented performance improvement plan(s) (PIP).
  - Documented disciplinary write-ups.
  - Other documented performance deficiencies.If no employee in the impacted position has any documented performance issues, go to 15.4.3.3.
- 15.4.3.3 After 15.4.3.2, classified employees who are in their performance trial period will be eliminated or reduced.
- 15.4.3.4 Employee qualifications: Employee qualifications for the specific position, including but not limited to the employee's background (education, relevant experience, certifications, and training for the job), as determined by the employee's application, personnel file, and professional development record.

Example: One employee with 6 years of experience and an associate's degree, and one with 9 years of experience, are in the same role for two schools being consolidated. The employee with 6 years of experience knows and is certified as an RBT. This skill is required for many job duties the employee who is retained will perform. Therefore, the administrator selects the employee with 6 years of experience to be retained in the position. If both the 6-year employee and the 9-year employee have essentially the same skills, qualifications, education, etc., then go to 15.4.3.

- 15.4.3.5 Seniority: Seniority is based on the length of service the employee has served in the position/job title identified for reduction. Those with the most seniority, as defined above, would be given first consideration for the remaining position(s). Human Resources will provide a seniority ranking list for each position impacted by the staffing reduction to the school or department. ACE may review a copy of a specific seniority ranking list by making a request to the Senior Director of Human Resources.

15.4.4 Human Resources will review and consult with building administrators, department managers, and directors when staffing changes result in reductions that could impact an employee's benefit eligibility or termination of employment.

15.4.5 Notification timelines: Employees who are affected by a reduction, including elimination of a position, or reduction in hours per day, or days per year, during the development of annual comp plans will be notified no later than the first workday of May for school classified employees, so long as the final compensation plan for the school has been officially approved. Centrally assigned employees affected by a reduction will receive a minimum of a 30-day notice. Staff reductions that occur for classified positions at any other time of the year will receive a minimum of a 30-day notice.

15.4.6 Notification document to employee: If a staffing reduction results in loss of employment, a staffing reduction notice shall be issued to such employee clearly stating that the employee was released because of a staffing reduction..

15.4.7 Employees who held positions affected by the reduction resulting in job loss and who apply for other openings at the District shall be given priority consideration for re-employment to open jobs in the same job title they previously held for a period of three months.

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Revised: 04/16      New Language Adopted 04/18  
Revised 04/21

## 15.5 PROVISIONS FOR LICENSED STAFFING FLUCTUATIONS

The District may experience staffing fluctuations in an individual building or District-wide because of:

- Decreased enrollment
- Decrease in the numbers of students selecting a given program
- Elimination of or changes in instructional programs
- Budget considerations
- Openings of new schools

Human Resources will follow the procedures listed below to guarantee the most equitable resolution for the employees involved and the least impact on the educational program when it becomes necessary to alleviate staffing overages. An overage is a continuing contract licensed staff member whose assignment no longer exists at the current location and for whom a placement must be made.

Seniority is the primary criterion used to resolve staffing overages.

If staffing fluctuations require reductions in force (RIF) to alleviate the staffing overages, the RIF shall be conducted in accordance with Article 14 of this Agreement.

The District retains the right to transfer any individual to a position for which that individual is qualified in accordance with the requirement of Colorado School Law and District policy.

The first priority shall be to resolve the staffing overage within the building or program where the problem originates. In order to accomplish this, building administrators are encouraged to work with the appropriate Assistant Superintendent and Human Resources staff to use the following approaches to alleviate overages. Continuing contract as well as probationary staff members may be included.

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Adopted: 11/92      Revised: 05/08      Revised: 04/15      Revised: 04/16  
New language adopted: 04/18      Revised: 04/21

Adopted: 11/92      Revised: 05/95      Revised: 05/96      Revised: 07/04      Revised: 04/15

15.5.1 Share the information with the staff so all can be aware of the problem and can assist in generating solutions.

Rearrange existing staffing by moving staff into other areas of qualifications.

15.5.2 Encourage people who are going to resign to do so as early as possible.

15.5.3 Seek volunteers to request leaves of absence. A liberal approach may be taken in approving leave requests, as well as in extending unpaid leaves already in progress.

15.5.4 Seek voluntary retirements.

15.5.5 Encourage voluntary transfer requests.

15.5.6 Seek voluntary reductions in contract if the reduction does not harm the program as determined by the supervisor.

15.5.7 Seek one-year placements for people outside the building or program—replacing people on leave of absence elsewhere in the district guaranteeing that the person could return to the original placement if a position opens within one year of the reassignment, including changing levels.

- If options within the building cannot alleviate the staffing overage and a required placement is necessary, the following approaches will be followed.

15.5.8 Normally, the least senior staff member qualified in the area of overage will be identified as the staff member to be transferred.

15.5.9 The transferred staff member will be placed in an existing vacancy in the District. The decision regarding placement will be made by Human Resources staff working with the appropriate Assistant Superintendent in consultation with PEA and building principals.

15.5.10 The individual forced to transfer will be placed prior to any District-wide advertising and hiring in that person's area(s) of licensure and highly qualified status as defined by - Colorado State Statute.

The following factors will be used in calculating experience to determine seniority:

- Paid leave of absence time is included as experience (including sick leave during medical, or extended leaves of absence).
- Military leave of absence time is included as experience.
- The following criteria (in descending order) will be used to determine seniority of staff for requirement placements situations:
  1. Critical program needs
  2. Date employee started work under contract in the District.
  3. Amount of previous employment under contract in the District.
  4. Amount of previous employment in a licensed position, but not under contract (e.g., substitute) in the District.
  5. Amount of total work experience in the District.
  6. Longevity in that building or assignment.
  7. Amount of contract experience other than in the District, including experience which interrupted service as teacher.
- If it is not possible to alleviate the overage by transfer into an existing vacancy, and it becomes necessary to non-renew probationary employees on P-1 through P-3 contract, probationary teachers who receive their SPED or Early Childhood teaching license through PSD's Become a Teacher Program or were hired through PSD's J-1 Teacher Exchange program will be treated as though they are P-3 contracts regardless of their probationary years of teaching service.
- If it is not possible to alleviate the overage by transfer into an existing vacancy, it will become necessary to non-renew probationary first-year (P-1) contracts District-wide in the affected level or assignment in order to provide a placement for the required transfer.
- If the non-renewal procedure at the P-1 level does not alleviate the staffing overage, it will become necessary to non-renew probationary second year (P-2) contracts in the same manner as described for P-1 contracts.
- If the non-renewal procedure at the P-2 level does not alleviate the staffing overage, it will become necessary to non-renew probationary third year (P-3) contracts in the same manner as described for P-1 contracts.
- A teacher placed in a required placement assignment may pursue a voluntary transfer later in the hiring season according to standard voluntary transfer procedures.
- If additional transfers are needed: Unique program needs may result in the review of additional criteria to determine transfer of staff. These situations will be treated as

exceptions to the rule and must be coordinated with Human Resources under the following steps:

- The building administrator will recommend the program-need consideration to the appropriate Assistant Superintendent and the Senior Director of Human Resources. The building administrator should consider the following in a program- need recommendation:
- Is there a person within the building who could step into this position and is willing, qualified (preparation/expertise), and committed to the defined program need?
- Can another school within the District benefit from this person's talent?
- If the person selected to remain in the assignment leaves the school or District prior to the actual transfer, could the position be filled with existing staff?
- The teachers directly affected by the decision regarding the program need will interview with the Senior Director of Human Resources to review options and preferences.
- If the staffing issue is still unresolved, a written petition will be submitted by the building administrator, as well as the teachers directly affected by the decision, to the Senior Director of Human Resources. In the petition, the building administrator presents rationale for the program-need decision which should also address the criteria and considerations listed above in (1); the teachers directly affected by the decision will present evidence of preparation, expertise, and commitment to the defined area of need.
- A committee of PEA representation, building administrators, the appropriate Assistant Superintendent, and the Senior Director of Human Resources will review the overage and make a recommendation to the Superintendent as to which teacher should transfer. The building administrators potentially affected by the decision will not be on the committee.
- If a person is transferred as an overage and the person who remained on staff leaves the assignment, the transferred teacher may automatically return to the assignment, if they choose, if the action occurs before the first day of classes in the subsequent school year.

## 15.6 STAFFING NEW SCHOOLS

- Each new school opening will present a unique set of circumstances. Therefore, flexibility in the staffing process must exist. General requirements throughout the staffing process for a new school are:
- Human Resources will oversee the staffing process and timeline for each new school.
- Existing District program needs have first priority with regard to staff selection and transfers. Areas with overages will take precedent over opening positions to other applicants resulting in some required placements. Staff renewal is also a priority when possible.
- Numbers of staff transferring to the new school will be limited to protect programs and stability at existing schools. District representatives will seek feedback from PEA, ACE and PASE when reviewing each new school situation prior to making a recommendation to the Superintendent as to the number of transfers that should take place.
- In-District continuing staff have first opportunity to express interest in a new school before positions are advertised to external candidates.
- Involuntary transfers will be made as a last resort.
- Qualifications, training, ability, certification, and teacher preference will be factors considered in selecting staff for new schools.

## 15.7 INTERNAL TEACHER EXCHANGES

- An opportunity exists for licensed staff to experience renewal and professional growth by exchanging assignments with other in- District personnel. Endorsement and highly qualified status must be considered for all assignments. In-District licensed exchanges are limited to continuing contract staff only. Salary and benefits are determined by the assignment; continuing contract status and accrued leave days are also retained throughout the exchange.
- Exchange assignments are suggested to be one year in length, but may occur for any time period which is logical for the assignment involved; i.e., hexter, quarter, or semester. At the conclusion of the exchange, all staff involved return to their previous

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Adopted: 11/92

Revised: 07/03

Revised: 08/07

Revised: 04/15

Revised: 03/07

sites unless a permanent transfer is agreed to by all parties involved with the exchange.

- Licensed staff interested in an exchange should discuss renewal experience desired with the principals as well as with Human Resources. Upon mutual agreement of the principals and staff involved, an Employee Report (ER) Form for each teacher will be submitted by the receiving principal indicating Teacher Exchange—One Year Only.

#### 15.8 ASSIGNMENT AND VOLUNTARY TRANSFER (LICENSED)

- The assignment of licensed staff members to positions in the various schools and departments of the District shall be recommended by the Superintendent and approved by the Board of Education. Advice from the principal(s) involved will be a critical factor in the recommendation by the Superintendent.
- Ability to perform duties, experience, qualifications, and special programs of schools will be the salient factors in filling vacancies and staffing new schools. All these being equal, currently employed teachers will be given every possible consideration.
- All available positions will be posted on the district's website
- Positions will be filled as soon as possible following the close of the posting period.
- The assignment of a licensed staff member to a specific school or department will not imply permanent assignment to that school or program. Non-probationary status is acquired in the District, as a whole, not in a particular school or department.

#### 15.9 INVOLUNTARY TRANSFER (LICENSED TEACHER)

- Involuntary transfers of licensed teachers shall be made in accordance with the provisions of C.R.S. §22-63-206, as amended from time to time.

##### 15.9.1 TRANSFER/COMPENSATION

A teacher may be transferred upon the recommendation of the Superintendent of a school district from one school, position, or grade level to another within the school district, if such transfer does not result in the assignment of the teacher to a position of employment for which the teacher is not qualified by

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Adopted 11/92      Revised: 08/07      Revised: 04/15      Revised: 04/16

virtue of academic preparation and license and if, during the current school year, the amount of salary of such teacher is not reduced except as otherwise provided in subsections (2) and (3) of this section. There shall be no discrimination shown toward any teacher in the assignment or transfer of that teacher to a school, position, or grade because of sex, sexual orientation, race, creed, color, or membership or non- membership in any group or organization.

15.9.2

Notwithstanding the provisions of subsection (1) of this section, a teacher who has been occupying an administrative position may be assigned to another position for which the teacher is qualified if a vacancy exists in such position, and, if so assigned, with a salary corresponding to the position. If the school district has adopted a general salary schedule or a combination salary schedule and policy, the board may consider the years of service accumulated while the teacher was occupying the administrative position when the board determines where to place the teacher on the schedule for the assigned position.

15.9.3

Notwithstanding the provisions of subsection (1) of this section, the salary of a teacher who has received additional compensation for the performance of additional duties may be reduced if said teacher has been relieved of such additional duties.

15.9.4

A teacher may enter into an agreement for a leave of absence with a board of education that shall not affect the teacher's employment status, position on the salary schedule if the school district has adopted a general salary schedule or combination salary schedule and policy, or insurance and retirement benefits.

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Adopted: 11/09      Revised: 08/07      Revised: 04/15

## ARTICLE 16 – TRAVEL

### 16.1 BUILDING OBLIGATIONS—TRAVELING TEACHERS

- 16.1.1 Duties--such as attendance at staff meetings, activity sponsorship, and playground and bus duties--shall be assigned to traveling teachers on an equitable basis, taking into account the inherent inconvenience and extra work involved in teaching in two buildings, as well as the percent of time assigned to each of the two buildings.
- 16.1.2 A system should be developed in each building to communicate to the teacher who travels important announcements such as changes in daily schedules.
- 16.1.3 Building administrators supervising licensed educators who serve multiple sites and the affected educators must work together to ensure duty-free lunch time, planning time, and adequate traveling time. Conflicts should be brought to the attention of the principals by the traveling teacher and addressed with the building principals involved. Concerns not resolved at the building level can be brought to Human Resources.

### 16.2 ITINERANT TEACHERS

- 16.2.1 It is the responsibility of the teacher to assume the cost of travel to the first assignment in the morning and home from the last assignment in the afternoon.
- 16.2.2 No extra duties shall be assigned on a regularly scheduled basis.
- 16.2.3 Itinerant teachers shall submit a monthly mileage claim form for the actual miles driven while performing District business. Reimbursement for travel expense shall be paid at the prevailing District mileage rate for the itinerant teacher.
- 16.2.4 For those employees who sustain special travel expense in performance of approved District business, reimbursement shall be made upon application by the employee with the appropriate level.

### 16.3 SPECIALS TEACHERS TRAVELING TO MOUNTAIN SCHOOLS

- 16.3.1 Mileage reimbursement shall be made by submitting monthly mileage claim forms for payment at the District prevailing mileage rate.

16.4 STAFF WHO TRAVEL TO MOUNTAIN SCHOOLS AND HOMEBOUND INSTRUCTORS

- 16.4.1 It is the responsibility of all staff to assume the cost of reasonable travel to and from work.
- 16.4.2 However, the District recognizes there are additional costs to the employee for travel to a mountain school assignment. Therefore, mileage reimbursement will be made to staff at Red Feather, Livermore, and Stove Prairie. Mileage reimbursement shall be made for actual miles traveled beginning at the individual residence and ending at the mountain school but shall not exceed the number of miles from the JSSC to the mountain school. Reimbursement shall be calculated based on the District dollar allowance per mile for mountain schools.
- 16.4.3 This mileage rate will also apply to Homebound Instructors.
- 16.4.4 Additional mileage claims may be submitted for extra trips required by meetings, special programs, etc., as those occur.

16.5 ELEMENTARY TRAVELING SPECIALS TEACHERS

- 16.5.1 Sufficient time for traveling between buildings shall be allowed in addition to instructional preparation and lunch time.

16.6 ELEMENTARY SPECIALS TEACHERS

- 16.6.1 Traveling Teachers and Meetings  
Their main school shall be their contact place for meetings. By request, some meetings will be necessary at their second school. Building administrators are expected to work out conflicts so that duplication of meetings will not happen and teachers will not have to put in double time.
- 16.6.2 Assigned Extra Duties  
Percent of contract should equal percent of duties. Also, a full-time traveling teacher should only have to do extra duties that equal what a full-time teacher in one building would do.
- 16.6.3 Class Size  
Class size for specials teachers should be equitable with the class sizes of other specials classes. It is recognized that site needs can allow for temporary regrouping of classes.

16.6.4 Extra Compensation

Some buildings have cut the contract of their specials teachers. In some instances, these teachers are still being expected to perform the same number of music programs, do before/after school art shows, track meets, book fairs, choirs, etc. Where this is happening those staff members (limited to specials less than 100% and specials traveling between buildings) should be compensated from the elementary extra duty funds allocated to each site. This compensation should be standardized across the District (Committee will determine standardization).

16.6.5 Travel Time and Money

Traveling specials teachers should be guaranteed that their negotiated duty-free lunch and planning time not be used for travel. In addition, they should be getting mileage paid by the District.

16.7 PREPARATION TIME/TRAVELING TEACHER

16.7.1 An uninterrupted period of not less than forty (40) minutes shall be scheduled for daily instructional preparation by traveling teachers during regular school hours. This applies to both elementary and secondary teachers who travel.

Note: It would be advantageous if this planning time could occur prior to starting the teaching assignment in the second building. Principals should take this into account when planning schedules.

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Adopted: 11/92      Revised: 05/96      Revised: 05/97      Revised: 07/03

## ARTICLE 17 – ADMINISTRATOR & PROFESSIONAL EMPLOYMENT RIGHTS

### 17.1 GENERAL PROVISIONS

17.1.1 The purpose of this Article 17 is to address the employment rights of District administrators and professionals and to set forth the process for dealing with District administrators and professionals in connection with their job assignment, transfer, reassignment, reclassification, reduction in force, and discipline up to and including termination of employment.

#### 17.1.2 Definitions:

17.1.2.1 **TRANSFER** is defined as the District-initiated moving of an administrator or professional from one location to another without a change in pay or job duties and responsibilities. A transfer may be voluntary or involuntary on the part of the administrator or professional.

17.1.2.2 **REASSIGNMENT** is defined as the District-initiated moving of an administrator or professional to a different job having different duties and/or responsibilities, with or without a change in pay. A reassignment may be voluntary or involuntary on the part of the administrator or professional.

17.1.2.3 **RECLASSIFICATION** is defined as the District's changing of the duties and/or responsibilities of an administrator's or professional's job, with or without a change in pay.

17.1.2.4 **REDUCTION IN FORCE** is defined as the District's elimination of one or more administrator or professional job positions.

17.1.2.5 **TERMINATION OF EMPLOYMENT** is defined as the District-initiated ending of an administrator's or professional's employment by the District.

17.1.3 An administrator's or professional's employment status with respect to their current administrative or professional assignment shall be at-will, which means that the administrator or professional serves at the discretion of the Superintendent and that their administrative or professional assignment may be terminated without cause.

17.1.4 In cases where discipline is warranted due to an administrator's or professional's conduct, the administrator's or professional's supervisor shall use progressive discipline, training and/or other tools to address the problem if the supervisor deems appropriate under the circumstances, subject to approval by the Superintendent. Nothing in this Section 17.1.4 shall be construed to create a property right in favor of an administrator or professional, or to create any limitation or precondition on the District's ability to transfer, reassign or terminate the employment of an administrator or professional.

17.2 PROCEDURAL SAFEGUARDS REGARDING ADMINISTRATOR OR PROFESSIONAL TRANSFERS, REASSIGNMENTS, RECLASSIFICATIONS OR REDUCTIONS IN FORCE

17.2.1 TRANSFER OR REASSIGNMENT

17.2.1.1 Administrators and professionals shall be provided reasonable notice prior to their transfer or reassignment, including the reasons therefor.

17.2.1.2 Administrators and professionals shall be provided an opportunity for a conference with the supervisor recommending their transfer or reassignment prior to it taking effect.

17.2.1.3 Administrators and professionals shall be provided an opportunity to meet with the Superintendent to discuss the decision to transfer or reassign them.

17.2.2 JOB RECLASSIFICATION

17.2.2.1 Administrators and professionals shall be provided reasonable notice prior to the reclassification of their jobs, including the reasons for the reclassification.

17.2.2.2 If the reclassification involves a reduction in pay, the reduction shall not take effect until the subsequent contract year of any administrator or professional to whom it applies.

17.2.2.3 Administrators and professionals shall be provided an opportunity to meet with the Superintendent to discuss the decision to reclassify their jobs.

17.2.3 REDUCTION IN FORCE

17.2.3.1 Administrators and professionals shall be provided reasonable notice prior to a reduction in force resulting in the elimination of their jobs.

- 17.2.3.2 Administrators and professionals shall be provided an opportunity to meet with the Superintendent to discuss the reduction-in-force decision.

### 17.3 SCHOOL CLOSURE/CONSOLIDATION

- 17.3.1 Administrators and professionals shall be provided reasonable notice before a change in their employment status due to school closure or consolidation.

#### **DEFINITIONS**

**School Closure** – A school’s students are assigned to an existing active school or schools. Employees from the closing school who wish to continue employment with the District, may apply to available positions within the District.

**School Consolidation** – Two or more schools are to become a new school. One or more of the consolidating schools’ building(s) may be used for the new school, or another building altogether.

**Other Applicable Laws** -- Some circumstances where the administrative professional positions may not be an exact match may require the District to post the positions to comply with Equal Pay for Equal Work Act (EPEWA) and other applicable laws.

- 17.3.2 Administrators and professional shall be provided at least two weeks notice before a change in their employment status due to school closure or consolidation.

- 17.3.3 When an administrator or professional job is eliminated through school **closure**, the employees of the closing school who wish to continue employment with the District may apply to other available positions for which they are qualified in the District. The District will post position(s) with matching job titles and duties that are available throughout the District as *internal only*. Employees at the school receiving the students will retain their positions as budgeted through the school’s staffing plan.

When an administrator or professional job is eliminated through **consolidation**, the District will post the administration positions for the new or unified school as *internal only*. Administrators and professionals from the consolidated schools will be encouraged to apply for the positions at the new or united school.

The Superintendent may at their discretion assign an administrator or professional to an available administrative or professional position for which the administrator or professional employee is qualified, as an interim for period of no more than nine (9) months, or as otherwise permitted by applicable state and federal law. If the Superintendent determines that there are no appropriate positions for an interim opportunity and the employee has not secured other employment within

the District, the administrator's or professionals' employment may be terminated.

- 17.3.4 Administrators and professionals shall be provided an opportunity for a conference with the supervisor recommending their interim transfer or reassignment before it takes effect.

#### 17.4 PROCEDURAL SAFEGUARDS REGARDING ADMINISTRATOR AND PROFESSIONAL TERMINATION OF EMPLOYMENT

- 17.4.1 The Superintendent is authorized to terminate the employment of District administrators and professionals, unless otherwise provided by law. District supervisors may recommend to the Superintendent that the employment of administrators and professionals they supervise be terminated, in which case action on such recommendations shall be taken by the Superintendent if the Superintendent agrees with the recommendation.
- 17.4.2 Administrators and professionals may be immediately placed on administrative leave with full regular compensation and benefits prior to action being taken on the termination of their employment that is contemplated by the Superintendent and/or recommended by a supervisor. At the time an administrator or professional is placed on leave, they shall be advised of the reason(s) therefor.
- 17.4.3 Prior to taking action on the contemplated or recommended termination of an administrator's or professional's employment, the Superintendent shall provide written notice via hand-delivery, e-mail or certified mail advising the administrator or professional of: (a) the reasons termination of employment is contemplated or recommended; and (b) their right to a conference as provided under Section 17.3.4.

#### 17.5 CONFERENCE PROCEDURES

- 17.5.1 Prior to termination of the administrator's or professional's employment, the employee may request a conference with the Superintendent. Such request shall be made in writing to the Superintendent within ten (10) working days after the date the notice of contemplated or requested termination of employment was hand-delivered or mailed. If no conference is timely requested, action on the contemplated or requested termination of employment may be taken by the Superintendent.
- 17.5.2 To the extent practicable, a conference shall be held within ten (10) working days after the administrator's or professional's written request therefor is received.
- 17.5.3 The administrator or professional shall have the right to be accompanied

and assisted by a representative of their choice at the conference. If the administrator or professional chooses to be represented by an attorney at the conference, 72 hours' advance notice shall be given to the Superintendent.

- 17.5.4 The Superintendent may attend the conference in person with a witness or representative also present or may be represented at the conference by a designee authorized by the Superintendent with a witness or representative also present. In either case, within ten (10) working days after the conference the administrator or professional shall be advised in writing of the Superintendent's decision regarding the contemplated or requested termination of the administrator's or professional's employment.

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Adopted: 11/92    Revised: 05/97    Revised: 07/00    Revised: /07    Revised: 04/16  
Revised: 04/17

## APPENDICES

### Guidelines for Time Allocations for Licensed Elementary Staff Poudre School District

Full-time teachers are expected to arrive 1/2 hour before and stay 1/2 hour after school (unless otherwise determined at the site). Duty-free lunch is based on full-time contract. The following information is based on one, full (5 day) week of work.

The chart below is used as a point of calculation for clarifying time commitments for part time elementary employees. See Article 11-Teaching Conditions for additional information.

% of Contract	Instruction time and other time on the job (including before and after school time, duties, meetings, etc.)	Planning Time	Duty Free Lunch	Total
1	33 hours 45 minutes	3 hours 45 minutes	2 hours 30 minutes	40 hours
0.9	30 hours 23 minutes	3 hours 22 minutes	2 hours 15 minutes	36 hours
0.8	27 hours	3 hours	2 hours	32 hours
0.7	23 hours 38 minutes	2 hours 37 minutes	1 hour 45 minutes	28 hours
0.6	20 hours 15 minutes	2 hours 15 minutes	1 hour 30 minutes	24 hours
0.5	20 hours	NA	NA	20 hours
0.4	16 hours	NA	NA	16 hours
0.3	12 hours	NA	NA	12 hours
0.2	8 hours	NA	NA	8 hours
0.1	4 hours	NA	NA	4 hours

12.2.1 ELEMENTARY EXTRA DUTY SCHEDULE\* 2026-2027

TIER 1 0.3%	TIER 2 0.6%	TIER 3 0.9%	TIER 4 1.2%
Site-Based Budget (10)	Track & Field (1)	Odyssey of the Mind Coordinator	Music Programs Coordinator
Talent Show	Science/Math Olympiad (2)	Student Leadership	Assessment Coordinator
Scheduling (2)	Lego Robotics (2)	ECO Week Overnight	Tutoring
Eco-Week Planning (4)	Academic Enrichment Clubs (5)	School Accountability	MTSS (Problem-Solving Team) Member
Crisis Response Team Lead (1)	Music Enrichment Club (1)	School-wide Culture Team (PBIS, Wellness, etc.)	Building Leadership Team
Spelling / Geography Bee (1)	Tech Team Comm (6)	School culture Team	Misc. Yearlong Student Enrichment Clubs
Staff Activities Members (2)	Kindergarten Reg (4)	Webmaster/Social Media	Student Enrichment Clubs
Staff Wellness Committee Lead (1)	Staff Activities Lead (1)	Misc Enrichment Clubs	Misc Coordinator (IB, IS, MTSS etc.)
Science Fair/STEM (2)	Student Wellness Clubs (6)	Misc Leadership	READ Act Lead
Club Tier 1 (quarter long) (2)	Newsletter (1)		
Art Show (1)	Yearbook (1)		
Field Day (1)	PTO Member (2)		
Book Fair (1)			
Extra Duty Coordinator (1)			

NOTE: The amounts include both employer PERA and employer Medicare.

**Elementary Extra Duty:**

- The preparation of the Extra Duty plan shall be a **collaborative** effort between the **Principal, PEA representative, and the Office Manager.**
  - The Elementary Extra Duty Schedule must be approved by a PEA designee, usually the AR representative. If no AR representative is available at a school, the elementary extra-duty schedule must be approved by the PEA President or Vice President.

- This group will reference the following documents housed and distributed by HR:
  - PSD Elementary Licensed & Classified Extra Duty Guidelines
  - Elementary Extra Duty Schedule
  - Elementary Extra Duty Pay Requests
- Annual review of Guidelines will be conducted by IR.
- Staff members can receive more than one of the posted stipends.
- Activities must be above and beyond the staff member's job responsibilities.
  - Time eligible for stipends includes teacher/student contact time + planning time + meeting time etc that takes place outside of contract hours.
  - Individuals that give up their plan-time (or contractually protected time) during the day, or their lunch time to plan/conduct these activities **may still count this time.**
- Stipends may be divided to pay more than one staff member for the activity.
- Schools may not exceed the posted stipends.
- If a school does not have the activity listed in the schedule, they may trade out the posted activity for an already existing activity not listed.

**Classified Employee Extra Duty Stipend:**

Classified employees are eligible to receive extra duty stipends pending an HR approval process to ensure that the stipend work is separate from their primary assignment. Classified employees will work with their principal and office manager to submit necessary documentation.

General Time Recommendation for Eligibility				
	<b><u>Tier 1 / SBB</u></b>	<b><u>Tier 2</u></b>	<b><u>Tier 3</u></b>	<b><u>Tier 4</u></b>
% Base salary	.3%	.6%	.9%	1.2%
Contact/ Plan Time	~ 8 Hours	~ 16 Hours	~ 24 Hours	~ 32 Hours
<b><u>Stipend Examples:</u></b> Examples are provided based on the <b><u>current schedule</u></b> and where different activities are currently placed in the tier system. Activities should roughly follow the time recommendations above. <b><u>Meetings assume 1 hr per meeting.</u></b>				
	<b><u>Tier 1 / SBB</u></b>	<b><u>Tier 2</u></b>	<b><u>Tier 3</u></b>	<b><u>Tier 4</u></b>
	~ 8 Hours	~ 16 Hours	~ 24 Hours	~ 32 Hours
	<b>Examples:</b> 4x Meet/Year & Minimal Outside Work	<b>Examples:</b> < 1x Meet/Month W/ Substantial Outside Work  ~ 1x Meet/Month & Minimal Outside Work	<b>Examples:</b> > 1x Meeting/ Month W/ Substantial Outside Work  2 Meet/Month & NO Outside Work	<b>Examples:</b> 2x Meeting/ Month W/ Outside Work  4x Meet/Month & NO Outside Work
<b><u>Examples Include:</u></b> Tech Team, PTO, School-Wide Culture Team, School Accountability (SAC), Building Leadership Team (BLT), Site-Based Decision Team, MTSS Problem-Solving Team, Behavior Team, PBIS, IB Leadership, Curriculum Teams, Equity Team, SAC, SIT, Garden Committee, Social Committee, Safety Team, Building Leadership Team				
	<b><u>Tier 1 / SBB</u></b>	<b><u>Tier 2</u></b>	<b><u>Tier 3</u></b>	<b><u>Tier 4</u></b>
	<b>1x Event w/ Planning</b>	<b>Recurring Leadership</b>	<b>Overnight Trips</b>	<b>Coordinator Stipends</b>
	Spelling Bee Geo Bee Talent Show Science Fair Art Show Eco-Plan Staff Wellness Field Day Scheduling	Yearbook Newsletter Kinder Registration Track & Field	Eco Week Overnight (.5 for 1- night, 1.0 2- night)	Music Programs Coordinator Assessment Coordinator READ Act Lead Tutoring

**Clubs:**

Different clubs may have different intensity levels. Some clubs may need minimal planning time to run, while others need substantial planning time. It is up to the extra duty committee to determine if a club exceeds its tier in the extra-duty spreadsheet, and if additional compensation is available. The teacher may also plan their activity time around how much compensation they will receive. **Club meetings/week assume 1 hr per meeting**

Intensity 1: Minimal Planning

- Includes initial planning, but low planning maintenance while administering the club. (Assistants & Supports that don't plan, OR Lead w/ minimal planning)

Tier 1 / SBB	Tier 2	Tier 3	Tier 4
<b>Quarter Long</b> ~8 weeks (1x a week)	<b>Semester Long</b> ~16 weeks (1x a week)	<b>Three Quarters Long</b> ~27 Weeks (1x a week)	<b>Year Long</b> ~32 Weeks (1x a week)

Intensity 2: Substantial Planning

- Substantial lesson Planning, group creation, resource acquisition, rehearsing, etc. required for every club session & meeting. (Lead Organizer Putting in Substantial Planning).

Tier 1 / SBB	Tier 2	Tier 3	Tier 4
	Quarter Long (8 weeks) & Substantial Planning <u>OR</u> Meets 2x a week		Semester Long (16 weeks) & Substantial Planning <u>OR</u> Meets 2x a week

**Examples Include:** Choir, Modern Band, Art Club, World Language Club, Chess Club, Battle of the Books, Odyssey of the Mind, Lego Robotics, Math/Science Olympiad, School News, Running Club, Bike Club, Mighty Math Minds, Typing Club, Film Club, Dungeons & Dragons Club, Girls on the Run, Yoga, Jump Rope, Instrument Club, Musical Club, Student Council, Garden Club, Unified Sports, Kindness Club, Gaming Club

**SALARY SCHEDULES AS OF AUGUST 1, 2026**

## Career Incentive Plans

### POUDRE SCHOOL DISTRICT

#### CLASSIFIED CAREER INCENTIVE PLAN

##### **Article 12.16 - Employee Agreement**

It is the intent of Poudre School District to provide a career incentive benefit for eligible employees. This benefit will be maintained as part of the total benefits package for Poudre School District employees.

Career incentive plans are to be managed by each employee group. For budget calculation purposes, career incentive plans are considered as part of the base staffing cost of the district and increases or decreases in dollar amounts paid for such plans are included in the calculation of annualized percent change in compensation for the group.

The Association of Classified Employees (ACE) has developed the following Career Incentive Plan for eligible Classified Employees. Eligible employees will automatically participate in the plan.

##### **Classified Career Incentive Plan**

The plan is intended to be established and qualified under Section 457(b) of the Internal Revenue Code as a tax free deferred compensation retirement plan. This plan is adopted to provide benefits upon retirement or death and is separate from your Public Employees' Retirement Association (PERA) retirement.

**Eligibility:** Classified Employees are eligible if they:

- have completed six (6) consecutive years of District Service
- meet the required work hours defined in the table below
- are actively receiving a paycheck from the District

Standard Days in Assignment	Minimum Scheduled Hours Per Day
141	7.39
173	6.02
174	5.99
175	5.95
177	5.88
180	5.79
181	5.75

182	5.72
185	5.63
186	5.60
190	5.48
195	5.34
200	5.21
205	5.08
210	4.96
215	4.84
220	4.73
225	4.63
230	4.53
260	4.01

Classified Employees who are on an unpaid leave of absence are not eligible.

An academic year Classified Employee who is staffed out at the end of one year and rehired within 30 calendar days of their standard contract start date for the next year does not incur a break in service.

This benefit cannot be received during a transition year. Employees receiving PERA retirement benefits are not eligible for this benefit.

Eligibility will be established on a monthly basis and will begin the first of the month following the Classified Employee's completion of six (6) consecutive years of Service.

**Description of Benefit:** The Employer will contribute on behalf of each eligible Classified Employee an amount equal to a uniform percentage of each Classified Employee's Compensation for the Plan Year, as determined by the Employer. The Employer shall make payment of its contributions on a monthly basis. The Employer contributions will be treated as a deferral subject to the deferral limitations set by the Internal Revenue Service for 457(b) deferred compensation plans.

Once a Classified Employee becomes eligible for the Classified Career Incentive Plan, they will continue to receive the benefit in subsequent years subject to annual recalculation of the benefit under the guidelines set forth in this document and subject to the information outlined in the **Negotiated Agreement, Appropriation and Availability of Funds** section of this document.

**Notification Process**

Eligible Classified Employees will be notified in writing of the benefit payment the month prior to the effective date of eligibility.

**Definitions**

**Classified Employee** – an individual employed by the District whose pay is determined by the

Classified Hourly Salary Schedule (H) or the Classified Exempt Salary Schedule (Y), excluding temporary work, contract service and substitute employees.

**Compensation** - the total salary paid for all classified assignments determined by an employee's regularly scheduled hours. Compensation does not include extra duty or other additional salary like additional time or overtime.

**Employer** - Poudre School District

**Plan Year** – is defined as August 1 through July 31.

**Service** – the number of years of uninterrupted regular classified employment with Poudre School District. Time worked in temporary, contract service, and substitute positions are not considered in determining consecutive years of employment. An unpaid leave of absence will not count as service except as required by the Family and Medical Leave Act and the Uniformed Services Employment and Reemployment Rights Act, nor will it constitute an interruption of service.

**Negotiated Agreement, Appropriation and Availability of Funds**

The Classified Career Incentive Plan is based upon a negotiated agreement.

*It is subject to change by future negotiated agreement and annual review. It is further subject, at all times, to the budgeting, appropriation, and availability of funds.*

## **CAREER INCENTIVE LONGEVITY SALARY PLAN FOR ADMINISTRATORS & PROFESSIONALS**

The following Career Incentive Longevity Salary Plan for administrators and professionals has been developed by the Poudre Association of School Executives (PASE). This benefit replaces the previous Administrative Career Incentive Plans effective prior to August, 2004.

### **Part I - Career Incentive Longevity Salary Plan for Administrators and Professionals**

**Effective Date:** August 2007

**Eligibility:** Current administrators and professionals including administrators and professionals on transitional retirement are eligible. A part-time administrator or professional will receive the Career Incentive Longevity Salary Payment based on the administrative or professional assignment percentage only.

**Description of Benefit:** The Career Incentive Longevity Salary Payment will be paid in equal monthly installments as part of the administrator's or professional's annual salary. An eligible administrator's or professional's annual Career Incentive Longevity Salary will be calculated as follows:

3 - 7.99 completed District Admin. or Professional Yrs/Svc = 4% of the administrator's or professional's base salary

8 + completed District Admin. or Professional Yrs/Svc = 5% of the administrator's or professional's base salary

The total dollar amount available to fund the Career Incentive Longevity Salary Plan and the percentage factor per year of administrative service or professional service will be negotiated annually.

Once an administrator or professional becomes eligible for Career Incentive Longevity Salary Payment, they will continue to receive the benefit in subsequent years subject to an annual recalculation of the benefit under the formula set forth above and subject to Part III.

District costs associated with the payment of Career Incentive Longevity Salary Payments, such as the employer's share of PERA and Medicare contributions will be deducted from the Career Incentive Longevity Salary Plan Fund available for distribution.

### **Part II - Definitions**

"Poudre School District Administrative or Professional Years of Service" is the total years worked for the School District as an administrator or professional whether full time or part time, except that breaks in service and unpaid leaves of absence are not included unless covered under FMLA. Years of service need not be consecutive.

### **Part III - Negotiated Agreement, Appropriation and Availability of Funds**

This Career Incentive Longevity Salary Payment is based upon a negotiated agreement. IT IS SUBJECT TO CHANGE BY FUTURE NEGOTIATED AGREEMENTS, CHANGE IN LAW AND ANNUAL REVIEW. IT IS FURTHER SUBJECT, AT ALL TIMES, TO THE BUDGETING, APPROPRIATION AND AVAILABILITY OF FUNDS.

#### **Part IV - Miscellaneous**

Administrators and professionals are encouraged to use this opportunity to reevaluate their retirement planning and consider the benefits of utilizing 403(b) plans, 401(k) plans, 457 plans or any other retirement planning vehicles which may be available to them.

#### **Part V - Administration of Plan**

Administrator and professional files will be audited to determine exact years of service considering breaks in service and unpaid leaves of absence unless covered under FMLA. After years of service, percentage per administrative or professional year of service, and individual Career Incentive Longevity Salary Plan amounts are determined, eligible employees will be notified annually of their Career Incentive Longevity Salary Payment. The Career Incentive Longevity Salary Payment will be prorated on the administrator's or professional's monthly pay from August through July.

## POUDRE SCHOOL DISTRICT

### LICENSED CAREER INCENTIVE PLAN

#### Article 12.16 – Employee Agreement

It is the intent of Poudre School District to provide a career incentive benefit for eligible employees. This benefit will be maintained as part of the total benefits package for Poudre School District employees.

Career incentive plans are to be managed by each employee group. For budget calculation purposes, career incentive plans are considered as part of the base staffing cost of the district, and increases or decreases in dollar amounts paid for such plans are included in the calculation of annualized percent change in compensation for the group.

#### Licensed Career Incentive Plan Structure (Effective August 1, 2024)

##### Eligibility:

All licensed employees are eligible to participate in the Licensed Career Incentive Plan based on completed years of licensed service within Poudre School District.

Licensed employees who have previously received benefits under the licenses/certified severance option or exit incentive (in effect prior to July 1, 1995) are not eligible for the Longevity Pay Plan benefit. Licensed employees who elected to remain in the “safe harbor” plan effective August 1, 2024, are not eligible for the new Longevity Pay Plan benefit.

##### Incentive Structure:

Eligible employees will receive an annual incentive based on their base salary as follows:

Completed Years of Licensed Service within PSD	Tiered Career Incentive as a Percent of Base Pay
9-13 years	1.2%
14-18 years	2.3%
19-23 years	3.4%
24 years or more	4.5%

Once a licensed employee becomes eligible for the Longevity Pay Plan, they will continue to receive the benefit in subsequent years subject to annual recalculation of the benefit under the guidelines set forth above and subject to the information outlined in the Negotiated Agreement, Appropriation and Availability of Funds section of this document.

Payments under the Longevity Pay Plan benefit ARE included as salary for PERA purposes.

### **Limitations:**

- Licensed employees will receive a prorated amount based upon their licensed contract percentage.
- Any employee who has a part-time licensed position and receives the career incentive benefit will receive the same percentage longevity pay as their licensed contract percentage.
- The payment will increase or decrease on a prorated basis if there is an increase or decrease in the licensed employee's contract percentage during the time they are receiving payments.
- The payment will be adjusted on a monthly basis if there is an increase or a decrease in the licensed employee's contract percentage during the time they are receiving payments.
- This benefit cannot be received during a transition year.
- The Longevity Pay Plan is based upon a negotiated agreement. It is subject to change by future negotiated agreement and annual review. It is further subject, at all times, to the budgeting, appropriation, and availability of funds.
- A licensed employee who is dismissed pursuant to the Teacher Employment Compensation and Dismissal Act of 1990, as now in effect or hereafter amended, shall not be entitled to receive payment under the Licensed Career Incentive Plan subsequent to the date the Board of Education dismisses the licensed employee or 120 days after the Superintendent recommends dismissal to the Board, whichever is earlier.

### **Definitions and Processes:**

**Longevity Pay Plan** - An application for the Longevity Pay Plan benefit is not necessary. Payment for this benefit will begin on the next monthly paycheck following eligibility.

**Salary** - the compensation paid for licensed assignment only and does not include extra duty, extended contract or other additional compensation.

**Years of Service as a Licensed Employee** - years of service under a teacher contract, and paid from the teacher salary schedule, as distinct from years of service as a classified or administrative employee.



**Poudre School District  
Administrator and Professional Salary Schedule  
2026-2027 School Year**

Grade	Position	Type	Job Code	Min	Max	Days
A	no positions			165,539	228,444	260
B	no positions			157,655	217,565	260
C	no positions			151,591	209,196	260
D	Executive Director Communications	A	10350	145,762	201,152	260
	Executive Director Finance	A	10302	145,762	201,152	260
E	Senior Director Human Resources	A	10316	140,151	193,408	260
	Senior Director Operations	A	10330	140,151	193,408	260
	Senior Director Talent Acquisition & Retention	A	10319	140,151	193,408	260
F	Director Integrated Services	A*	10222	134,757	185,966	260
	Director Professional Learning & Educator Effectiveness	A*	10421	134,757	185,966	260
	Principal High School	A*	10504	134,757	185,966	230
	Principal Middle/High School	A*	10512	134,757	185,966	230
G	no positions			129,574	178,811	260
H	Assistant Legal Counsel	A	34103	124,587	171,929	260
	Director Curriculum & Instruction	A*	10401	124,587	171,929	260
	Director IT Infrastructure	A	10326	124,587	171,929	260
	Director IT Software Development & Support	A	10321	124,587	171,929	260
	Director IT Technical Supp Svcs & User Security	A	10328	124,587	171,929	260
	Director Student Services	A*	10408	124,587	171,929	260
	Principal Alternative High School	A*	10505	120,794	166,695	223
	Principal Alternative & Secondary Summer School	A*	10505	120,794	166,695	223
	Principal K-12	A*	10510	120,794	166,695	223
	Principal Middle School	A*	10502	120,794	166,695	223
I	Director Budget	A	10312	119,795	165,317	260
	Director Early Childhood	A*	10407	119,795	165,317	260
	Principal Elementary	A*	10501	113,545	156,691	218
J	Director Athletics & Activities	A*	10320	115,185	158,955	260
	Director Child Nutrition	A	10303	115,185	158,955	260
	Director Custodial & Delivery Services	A	10339	115,185	158,955	260
	Director Human Resources-Employee Relations	A	10353	115,185	158,955	260
	Director Language, Culture & Equity	A*	10418	115,185	158,955	260
	Director Postsecondary & Workforce Readiness	A*	10416	115,185	158,955	260
	Director Student Safety & Emergency Management	A*	10341	115,185	158,955	260
	Director Transportation	A	10307	115,185	158,955	260
	Manager Applications Support & Data	P	38026	115,185	158,955	260
	Principal Assistant High School	A*	10604	106,672	147,205	213
	Principal Assistant Middle/High School	A*	10609	106,672	147,205	213
K	Architect IT Enterprise	P	38019	111,830	154,325	260
	Architect Software & Data Solutions	P	38030	111,830	154,325	260
	Coordinator Medicaid	P	37010	111,830	154,325	260
	Manager Employee Assistance Services	A	33401	111,830	154,325	260
	Manager Risk Management	P	34212	111,830	154,325	260
L	Principal Assistant K-12	A*	10606	100,547	138,753	213
	Principal Assistant Middle School	A*	10603	100,547	138,753	213
	Principal Assistant Poudre Community Academy	A*	10612	100,547	138,753	213
	Senior Planner	P	32503	108,572	149,828	260
M	Assistant Director Benefits	A	32910	105,406	145,461	260
	Assistant Director Budget	A	34223	105,406	145,461	260
	Assistant Director Curriculum & Instruction	A*	10414	105,406	145,461	260
	Assistant Director Early Childhood Learning	A*	10425	99,907	137,872	218
	Assistant Director Facilities	A	35746	105,406	145,461	260
	Assistant Director Finance	A	34224	105,406	145,461	260
	Assistant Director Human Resources	A	10314	105,406	145,461	260
	Assistant Director Integrated Services	A*	33595	105,406	145,461	260
	Assistant Director Integrated Services	A*	33605	105,406	145,461	260
	Assistant Director Integrated Svcs-Teaching/Learning	A*	33607	105,406	145,461	260
	Assistant Director Language, Culture & Equity	A*	33587	95,324	131,549	208
	Assistant Director Safety	A*	34241	105,406	145,461	260
	Assistant Director Security	A	34240	105,406	145,461	260
	Assistant Director Student Services	A*	33576	105,406	145,461	260



**Poudre School District  
Administrator and Professional Salary Schedule  
2026-2027 School Year**

Grade	Position	Type	Job Code	Min	Max	Days
M	Coordinator Mentoring & Educator Effectiveness	P*	34410	105,406	145,461	260
(cont)	Coordinator Transition	A*	35001	105,406	144,445	260
	Principal Assistant Elementary	A*	10607	95,324	131,549	208
	Site Director Career Tech Center	A*	10616	102,198	141,035	223
	Site Director Early Childhood	A*	10426	95,324	131,549	208
N	Analyst Business Systems	P	32416	102,338	141,226	260
	Coordinator Career & Technical Education	P	33604	96,998	133,858	218
	Coordinator Community & Business Development	P	33568	96,998	133,858	218
	Coordinator Project AWARE	P*	33571	96,998	133,858	218
	Executive Director PSD Foundation	P	35154	102,338	141,226	260
	Manager Grants Administration	P	34227	102,338	141,226	260
	Manager Transportation Operations	P	61322	102,338	141,226	260
O	Coordinator Compliance Prevention & Response	A	33583	99,355	137,109	260
	Coordinator Counselor	P*	33577	99,355	137,109	230
	Coordinator Mental Health & Prevention	A	33570	99,355	137,109	230
	Manager Planning & Construction	P	35751	99,355	137,109	260
P	Coordinator Family, School & Community Partnership	P	33582	87,229	120,376	208
	Coordinator Language, Culture & Equity	P	33574	96,455	133,108	260
	Manager Accounting	P	32015	96,455	133,108	260
	Manager Payroll	P	33543	96,455	133,108	260
	Manager Purchasing & Contract	P	34226	96,455	133,108	260
Q	Business Partner Human Resources	P	34420	93,646	129,231	260
	Coordinator Assessment & Analytics	P	32432	93,646	129,231	260
	Coordinator Postsecondary	P	33602	88,760	122,489	218
	Coordinator Elementary Literacy	P*	21220	88,760	122,489	218
	Coordinator Fine & Applied Arts	P	33611	88,760	122,489	218
	Coordinator Gifted & Talented	P*	21232	84,689	116,872	208
	Coordinator K-12 Disciplinary Literacy & Targeted Intv	P	33612	88,760	122,489	218
	Coordinator K-12 Wellness Curriculum	P	33613	88,760	122,489	218
	Coordinator Mathematics & Computer Science	P	33614	88,760	122,489	218
	Coordinator Professional Learning & Educator Effect	P	34707	88,760	122,489	218
	Coordinator Science & Instructional Technology	P	33615	88,760	122,489	218
	Coordinator Secondary Language Arts	P	33616	88,760	122,489	218
	Coordinator Social Studies & Financial Literacy	P	33617	88,760	122,489	218
	Coordinator Student Services	P*	33573	93,646	129,231	230
	Coordinator World Language & Dual Language	P	33618	88,760	122,489	218
	Counselor/Consultant EAS	P	33540	93,646	129,231	260
	Educational Audiologist	P*	23105	77,360	106,757	190
	Manager Records	P	32421	93,646	129,231	260
	Manager Vehicle Maintenance	P	62911	93,646	129,231	260
	Recruiter III Talent	P	34415	93,646	129,231	260
R	Coordinator Assessment & School Support	A	32430	90,918	125,467	260
	Coordinator Health Services	A*	33575	90,918	125,467	230
	Coordinator Media & Learning Digital Ecosystems	P*	21601	90,918	125,467	260
	Manager Technical Support Services	P	38272	90,918	125,467	260
	Manager Security Systems	P	34242	90,918	125,467	260
S	Coordinator Mental Health Intern and Fellowship	P*	33523	88,259	121,798	230
	Manager IT Deployment & Field Operations	P	38244	88,259	121,798	260
	Manager Outdoor Services	P	35726	88,259	121,798	260
	Manager Transportation Integrated Services (IS)	P	61317	88,259	121,798	260
	Manager Transportation Safety	P	62106	88,259	121,798	260
T	Coordinator Research & Evaluation	P	32433	82,577	115,607	260
	Supervisor Child Nutrition Services	P	35723	82,577	115,607	260
	Supervisor Transportation	P	61323	82,577	115,607	260
	Therapist School-Based	P	31300	68,215	95,501	190
U	Supervisor Custodial Area	P	61321	80,522	112,730	260
	Supervisor Outdoor Services	P	61304	80,522	112,730	260
	Recruiter II Talent	P	34414	80,522	112,730	260
V	Coordinator Athletics and Career Center	P	50920	71,032	99,444	208
	Coordinator Extended Learning Opportunity	P	33534	78,545	109,963	260



**Poudre School District**  
**Administrator and Professional Salary Schedule**  
**2026-2027 School Year**

<b>Grade</b>	<b>Position</b>	<b>Type</b>	<b>Job Code</b>	<b>Min</b>	<b>Max</b>	<b>Days</b>
W	Coordinator Early Childhood Enrollment	P	40528	74,898	104,857	260
	Coordinator EC Family & Community Engagement	P	40529	73,270	102,577	225
	Coordinator SWAP (School to Work Alliance Program)	P	35403	74,898	104,857	230
X	Coordinator Accessibility and ADA	P	34211	72,035	100,849	260
	Supervisor IT Support Services	P	34221	72,035	100,849	260
	Supervisor Operations Administrative	P	34231	72,035	100,849	260
Y	Recruiter I Talent	P	34413	69,384	95,750	260
	Supervisor Operations Support	P	34229	69,384	95,750	260



**Poudre School District  
Athletic Coaching Stipend Schedule (C)  
2026-2027 School Year**

Grade																						
Step	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
%	0.5%	1.0%	1.5%	2.0%	2.5%	3.0%	3.5%	4.0%	4.5%	5.0%	5.5%	6.0%	6.5%	7.0%	7.5%	8.0%	8.5%	9.0%	9.5%	10.0%	10.5%	11.0%
1	290	580	870	1,160	1,450	1,740	2,030	2,320	2,610	2,900	3,190	3,480	3,770	4,060	4,350	4,640	4,930	5,220	5,510	5,800	6,090	6,380
2	305	609	914	1,218	1,523	1,827	2,132	2,436	2,741	3,045	3,350	3,654	3,959	4,263	4,568	4,872	5,177	5,481	5,786	6,090	6,395	6,699
3	320	639	959	1,279	1,599	1,918	2,238	2,558	2,878	3,197	3,517	3,837	4,156	4,476	4,796	5,116	5,435	5,755	6,075	6,395	6,714	7,034
4	336	671	1,007	1,343	1,679	2,014	2,350	2,686	3,021	3,357	3,693	4,029	4,364	4,700	5,036	5,371	5,707	6,043	6,379	6,714	7,050	7,386
5	352	705	1,057	1,410	1,762	2,115	2,467	2,820	3,172	3,525	3,877	4,230	4,582	4,935	5,287	5,640	5,992	6,345	6,697	7,050	7,402	7,755
6	370	740	1,110	1,480	1,851	2,221	2,591	2,961	3,331	3,701	4,071	4,441	4,812	5,182	5,552	5,922	6,292	6,662	7,032	7,402	7,773	8,143
7	389	777	1,166	1,555	1,943	2,332	2,720	3,109	3,498	3,886	4,275	4,664	5,052	5,441	5,829	6,218	6,607	6,995	7,384	7,773	8,161	8,550

Base \$58,000

HIGH SCHOOL ATHLETICS			
Job Code	Position	External Grade	*Internal Grade
40CBG	Baseball Head	Q	T
40CBR	Baseball Assistant	L	N
40CKG	Basketball Head Boys	Q	T
40CKR	Basketball Assistant Boys	L	N
40CKJ	Basketball Head Girls	Q	T
40CKT	Basketball Assistant Girls	L	N
40D42	Cheer Head	M	P
40D43	Cheer Assistant	I	K
40CCA	Competitive Cheer Head ***	Q	T
40CCB	Competitive Cheer Assistant ***	M	O
40CXH	Cross Country Head	O	R
40CXS	Cross Country Assistant	J	L
40CDA	Dance Head	M	P
40CBA	Dance Assistant	I	K
40CDC	Competitive Dance Head ***	Q	T
40CDD	Competitive Dance Assistant ***	M	O
40CDL	Dive Head Boys	O	R
40CDM	Dive Assistant Boys	J	L
40CDP	Dive Head Girls	O	R
40CDQ	Dive Assistant Girls	J	L
40CHB	Field Hockey Head	O	R
40CHL	Field Hockey Assistant	J	L
40CFG	Football Head	S	V
40CFR	Football Assistant	M	O
40CFH	Football Flag Head Girls	M	P
40CFS	Football Flag Assistant Girls	I	K
40CJG	Golf Head Boys	K	N
40CJN	Golf Assistant Boys	H	J
40CJJ	Golf Head Girls	K	N
40CJQ	Golf Assistant Girls	H	J
40CGJ	Gymnastics Head	O	R
40CGT	Gymnastics Assistant	J	L
40CIH	Ice Hockey Head	Q	T
40CIA	Ice Hockey Assistant	L	N
40CLH	Lacrosse Head Boys	O	R
40CLS	Lacrosse Assistant Boys	J	L

Job Code	Position	External Grade	*Internal Grade
40CLG	Lacrosse Head Girls	O	R
40CLJ	Lacrosse Assistant Girls	J	L
40CNS	Nordic Ski Head	L	O
40CNQ	Nordic Ski Assistant	G	I
40CCG	Soccer Head Boys	O	R
40CCR	Soccer Assistant Boys	J	L
40CCJ	Soccer Head Girls	O	R
40CCT	Soccer Assistant Girls	J	L
40CSJ	Softball Head	M	P
40CST	Softball Assistant	I	K
40CRH	Strength **	H	H
40CDG	Swimming Head Boys	O	R
40CDR	Swimming Assistant Boys	J	L
40CDJ	Swimming Head Girls	O	R
40CDT	Swimming Assistant Girls	J	L
40CNG	Tennis Head Boys	K	N
40CNR	Tennis Assistant Boys	H	J
40CNJ	Tennis Head Girls	K	N
40CNT	Tennis Assistant Girls	H	J
40CTH	Track Head	S	V
40CTS	Track Assistant	M	O
40CUB	Unified Basketball Head	E	G
40CBB	Unified Basketball Assistant	D	F
40CUC	Unified Cheer Head	E	G
40CCC	Unified Cheer Assistant	D	F
40CUF	Unified Flag Football Head	E	G
40CFF	Unified Flag Football Assistant	D	F
40CUS	Unified Soccer Head	E	G
40CSS	Unified Soccer Assistant	D	F
40CVH	Volleyball Head Boys	Q	T
40CVA	Volleyball Assistant Boys	L	N
40CVJ	Volleyball Head Girls	Q	T
40CVT	Volleyball Assistant Girls	L	N
40CWG	Wrestling Head Boys	S	V
40CWR	Wrestling Assistant Boys	M	O
40CWH	Wrestling Head Girls	S	V
40CWA	Wrestling Assistant Girls	M	O

Grade																						
Step	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
%	0.5%	1.0%	1.5%	2.0%	2.5%	3.0%	3.5%	4.0%	4.5%	5.0%	5.5%	6.0%	6.5%	7.0%	7.5%	8.0%	8.5%	9.0%	9.5%	10.0%	10.5%	11.0%
1	290	580	870	1,160	1,450	1,740	2,030	2,320	2,610	2,900	3,190	3,480	3,770	4,060	4,350	4,640	4,930	5,220	5,510	5,800	6,090	6,380
2	305	609	914	1,218	1,523	1,827	2,132	2,436	2,741	3,045	3,350	3,654	3,959	4,263	4,568	4,872	5,177	5,481	5,786	6,090	6,395	6,699
3	320	639	959	1,279	1,599	1,918	2,238	2,558	2,878	3,197	3,517	3,837	4,156	4,476	4,796	5,116	5,435	5,755	6,075	6,395	6,714	7,034
4	336	671	1,007	1,343	1,679	2,014	2,350	2,686	3,021	3,357	3,693	4,029	4,364	4,700	5,036	5,371	5,707	6,043	6,379	6,714	7,050	7,386
5	352	705	1,057	1,410	1,762	2,115	2,467	2,820	3,172	3,525	3,877	4,230	4,582	4,935	5,287	5,640	5,992	6,345	6,697	7,050	7,402	7,755
6	370	740	1,110	1,480	1,851	2,221	2,591	2,961	3,331	3,701	4,071	4,441	4,812	5,182	5,552	5,922	6,292	6,662	7,032	7,402	7,773	8,143
7	389	777	1,166	1,555	1,943	2,332	2,720	3,109	3,498	3,886	4,275	4,664	5,052	5,441	5,829	6,218	6,607	6,995	7,384	7,773	8,161	8,550

Base \$58,000

**MIDDLE SCHOOL ATHLETICS**

Job Code	Position	External Grade	*Internal Grade
40AKD	Basketball Head Boys	H	J
40AKB	Basketball Assistant Boys	F	G
40AKF	Basketball Head Girls	H	J
40AKG	Basketball Assistant Girls	F	G
40ACH	Cross Country Head	G	I
40ACA	Cross Country Assistant	E	F
40AFD	Football Head	I	K
40AFN	Football Assistant	G	H
40B72	Golf Boys	G	I
40B82	Golf Girls	G	I
40ADC	Soccer Head Girls	H	J
40ADE	Soccer Assistant Girls	F	G
40ASF	Softball Head	G	I
40ASN	Softball Assistant	E	F

Job Code	Position	External Grade	*Internal Grade
40B74	Tennis Head Boys	G	I
40B75	Tennis Assistant Boys	E	F
40B84	Tennis Head Girls	G	I
40B85	Tennis Assistant Girls	E	F
40ATE	Track Head	H	J
40ATP	Track Assistant	F	G
40AUH	Unified Basketball Head	D	E
40AUA	Unified Basketball Assistant	C	D
40AVD	Volleyball Head	H	J
40AVB	Volleyball Assistant	F	G
40AWD	Wrestling Head	I	K
40AWP	Wrestling Assistant	G	H

**NOTES FOR "C" SCHEDULE**

**\* Athletic Coaches who also work in PSD as an internal employee (see definition below) will receive an increase from the base lane of the position:**

High School CHSAA Head Coaches will receive an additional 1.5% increase (three lanes).  
 High School Assistant Coaches will receive an additional 1% increase (two lanes).  
 High School Unified Coaches (Head & Asst) will receive an additional 1% increase (two lanes).  
 Middle School Head Coaches will receive an additional 1% increase (two lanes).  
 Middle School Assistant Coaches will receive an additional .5% increase (one lane).  
 Middle School Unified Coaches (Head & Asst) will receive an addtl .5% increase (one lane).

**\* NOTE: PSD INTERNAL EMPLOYEE DEFINITION**

PSD defines an internal employee as an employee with a scheduled contract percentage or hourly assignment for the current school year. Internal eligibility will be determined when the assignment is set-up at the start of the season. Internal assignments do not include substitute, seasonal, and varied hour assignments. Coaches who have retired from PSD will receive Internal eligibility which must be confirmed by the school's Athletic Director.

**\*\* High School Strength Coaches:**

Each comprehensive high school will be allocated four (4) strength coach stipends, one (1) per season: Spring, Summer, Fall, Winter. All strength stipends will be paid at Grade H (4%), step 1. There will be no vertical steps for experience and no percentage increase for PSD employees.

**\*\*\* High School Competitive Cheer/Dance Coaches:**

If supporting sidelines AND compete in a minimum of 5 competitions (which MUST include League and State), head coaches will be placed in Grade Q (8.5%) and assistant coaches in Grade M (6.5%). May also receive the additional increase if work in PSD (as an internal employee).



**Poudre School District  
Extra Duty Stipend Schedule (E)  
2026-2027 School Year**

Grade									
Step	A	B	C	D	E	F	G	H	I
%	0.50%	1.0%	1.5%	2.0%	2.5%	3.0%	3.5%	4.0%	4.5%
1	290	580	870	1,160	1,450	1,740	2,030	2,320	2,610

Base Salary \$58,000

**Secondary Extra Duty Stipends**

Job Code	Position	# of Stipends per Position	Grade
77755	Chemical Safety Coordinator (HS)	1 per school	D
77750	Chemical Safety Coordinator (MS)	1 per school	C
21103	Counselor Responsibility Stipend (HS)	1 per Counselor	E
21102	Counselor Responsibility Stipend (MS)	1 per Counselor	E
77790	Department Lead 0.1 - 1.0 FTE	1 per dept based on total FTE of dept	C
77791	Department Lead 1.1 - 4.0 FTE	1 per dept based on total FTE of dept	E
77792	Department Lead 4.1 - 10.0 FTE	1 per dept based on total FTE of dept	G
77793	Department Lead 10.1+ FTE	1 per dept based on total FTE of dept	I
77794	Department Lead IS School-Based	2 per HS, 1 per MS based on total FTE of dept	G
77766	Gradebook Liaison (MS)	2 per MS	B
77783	IS Special Service Professional Department Lead (district)	1 per IS SSP Professional Department Lead	I
77785	MTSS Coordinator	1 per level (K-5,6-8,9-12), if stipend not part of job description	C
77798	Team Lead 0 - 6.0 FTE (MS)	4 per MS based on total FTE of team	E
77799	Team Lead 6+ FTE (MS)	4 per MS based on total FTE of team	G

**Elementary Extra Duty Stipends\***

Job Code	Position	# of Stipends per Position	Grade
21101	Counselor Responsibility Stipend	1 per Counselor	E
77784	Early Childhood Health Services Department Lead	1 district wide	G
77710	Head Teacher Mountain Schools	1 per Mountain School	D
77785	MTSS Coordinator	1 per school if stipend not part of job description	C

\* Additional Elementary Extra Duty - refer to page 4 - 12.2.1 Elementary Extra Duty Schedule



**Poudre School District  
Activities/Performing Arts Stipend Schedule (G)  
2026-2027 School Year**

Grade														
Step	A	B	C	D	E	F	G	H	I	J	K	L	M	N
%	0.5%	1.0%	1.5%	2.0%	2.5%	3.0%	3.5%	4.0%	4.5%	5.0%	5.5%	6.0%	6.5%	7.0%
1	290	580	870	1,160	1,450	1,740	2,030	2,320	2,610	2,900	3,190	3,480	3,770	4,060
2	305	609	914	1,218	1,523	1,827	2,132	2,436	2,741	3,045	3,350	3,654	3,959	4,263
3	320	639	959	1,279	1,599	1,918	2,238	2,558	2,878	3,197	3,517	3,837	4,156	4,476
4	336	671	1,007	1,343	1,679	2,014	2,350	2,686	3,021	3,357	3,693	4,029	4,364	4,700
5	352	705	1,057	1,410	1,762	2,115	2,467	2,820	3,172	3,525	3,877	4,230	4,582	4,935
6	370	740	1,110	1,480	1,851	2,221	2,591	2,961	3,331	3,701	4,071	4,441	4,812	5,182
7	389	777	1,166	1,555	1,943	2,332	2,720	3,109	3,498	3,886	4,275	4,664	5,052	5,441

Base Salary \$58,000

**High School Activities/Performing Arts**

Job Code	Position	Grade
77752	Band Pep Director	H
77761	Band Competitive Marching Director	K
77762	Band Competitive Marching Assistant	H
40D02	DECA Head	I
40D10	DECA Assistant	G
40D85	Esports Head	E
40D89	Esports Assistant	D
40D03	FBLA Head	I
40D11	FBLA Assistant	G
40D07	FCCLA Head	I
40D15	FCCLA Assistant	G
40D12	FFA Head	I
40D13	FFA Assistant	G
40D30	FIRST Robotics Head	K
40D31	FIRST Robotics Assistant	H
40D40	GSA Head	D
40D20	HOSA Head	I
40D22	HOSA Assistant	G
40784	International Thespian Society Head	I
40D84	Key Club Head	E
40D56	Knowledge Bowl Head	E
40D60	Leadership Head	K
40D45	Literary Magazine Head	E
40D95	Mock Trial Head	E
40D76	Model UN Head	E
77711	Music Teacher Instrumental Annual Performance	F
77712	Music Teacher Vocal Annual Performance	F
40785	Musical Director	G
40787	Musical Pit Director	G
40788	Musical Technical Director	G
40794	Musical Vocal Director	G
40D79	National Art Honor Society Head	D
40D70	National English Honor Society Head	D
40D46	National Honor Society Head	D
40D71	National Math Honor Society Head	D
40D73	National Science Honor Society Head	D
40D74	National Social Studies Honor Society Head	D
40D75	National Technology Honor Society Head	D
40D72	National Music (Tri-M) Society Head	D
40D06	Newspaper Head	H
40786	Play Director	G
40789	Play Technical Director	G
40D25	SC <sup>2</sup> Head	I
40D26	SC <sup>2</sup> Assistant	G
40D54	Science Bowl Head	E
40D49	Science Olympiad Head	I
40D39	Science Olympiad Assistant	G
40D21	Skills USA Head	I
40D23	Skills USA Assistant	G
40D35	Speech and Debate Head	K
40D36	Speech and Debate Assistant	H
40D27	TSA Head	I
40D28	TSA Assistant	G
40D52	Yearbook Head	H

(1 per instr music teacher) \*  
(1 per vocal music teacher) \*

\* Middle/High Teachers (Band/Choir/Orchestra)  
Award two stipends if middle and high performances are separate AND teacher teaches both levels.  
Award one stipend if middle and high performances are combined AND/OR only teach one level.



**Poudre School District  
Activities/Performing Arts Stipend Schedule (G)  
2026-2027 School Year**

Grade														
Step	A	B	C	D	E	F	G	H	I	J	K	L	M	N
%	0.5%	1.0%	1.5%	2.0%	2.5%	3.0%	3.5%	4.0%	4.5%	5.0%	5.5%	6.0%	6.5%	7.0%
1	290	580	870	1,160	1,450	1,740	2,030	2,320	2,610	2,900	3,190	3,480	3,770	4,060
2	305	609	914	1,218	1,523	1,827	2,132	2,436	2,741	3,045	3,350	3,654	3,959	4,263
3	320	639	959	1,279	1,599	1,918	2,238	2,558	2,878	3,197	3,517	3,837	4,156	4,476
4	336	671	1,007	1,343	1,679	2,014	2,350	2,686	3,021	3,357	3,693	4,029	4,364	4,700
5	352	705	1,057	1,410	1,762	2,115	2,467	2,820	3,172	3,525	3,877	4,230	4,582	4,935
6	370	740	1,110	1,480	1,851	2,221	2,591	2,961	3,331	3,701	4,071	4,441	4,812	5,182
7	389	777	1,166	1,555	1,943	2,332	2,720	3,109	3,498	3,886	4,275	4,664	5,052	5,441

Base Salary \$58,000

**Middle School Activities/Performing Arts**

Job Code	Position	Grade
40B71	Drama Club Head	D
40B10	Esports Head	E
40B11	Esports Assistant	D
40B13	FCCLA Head	I
40B14	FCCLA Assistant	G
40B91	FIRST Robotics Head	I
40B93	FIRST Robotics Assistant	G
40B02	GSA Head	D
40B16	Math Counts Head	E
77713	Music Teacher Instrumental	F
77714	Music Teacher Vocal	F
40775	Musical Director	D
40B54	National Junior Honor Society Head	D
40B70	Science Bowl Head	E
40B73	Science Olympiad Head	I
40B77	Science Olympiad Assistant	G
40B65	Speech and Debate Head	I
40B66	Speech and Debate Assistant	G
40B69	Student Leadership/WEB Head	E
40B18	TSA Head	I
40B20	TSA Assistant	G
40B76	Yearbook Head	D

(1 per instr music teacher)  
(1 per vocal music teacher)

Schedule G stipends are paid for work taking place outside of contract time. If the club/activity meets during ELO, stipend is not paid unless justified and approved by the building principal, ensuring time/work is during off-contract hours.

**Elementary School Activities/Performing Arts**

Elementary Activity/Performing Arts - refer to page 4 - 12.2.1 Elementary Extra Duty Schedule

**District Activities/Performing Arts**

District Stipends are submitted by Director Athletics & Activities or appropriate district Curriculum Facilitator.  
District Stipends WILL NOT be approved if submitted by individual school sites.

Job Code	Position	Grade
77719	Elementary Honor Choir Director	D
77717	Elementary Honor Choir Assistant	C
77735	Elementary Track Meet Coordinator	B
77716	Honor Band Director	D
77715	Honor Band Assistant	C
77720	Honor Choir Director	D
77718	Honor Choir Assistant	C
77722	Honor Orchestra Director	D
77721	Honor Orchestra Assistant	C
77723	Modern Band Festival Director	D
77733	Modern Band Festival Assistant	C



**Poudre School District  
Activities/Performing Arts Stipend Schedule (G)  
2026-2027 School Year**

Grade														
Step	A	B	C	D	E	F	G	H	I	J	K	L	M	N
%	0.5%	1.0%	1.5%	2.0%	2.5%	3.0%	3.5%	4.0%	4.5%	5.0%	5.5%	6.0%	6.5%	7.0%
1	290	580	870	1,160	1,450	1,740	2,030	2,320	2,610	2,900	3,190	3,480	3,770	4,060
2	305	609	914	1,218	1,523	1,827	2,132	2,436	2,741	3,045	3,350	3,654	3,959	4,263
3	320	639	959	1,279	1,599	1,918	2,238	2,558	2,878	3,197	3,517	3,837	4,156	4,476
4	336	671	1,007	1,343	1,679	2,014	2,350	2,686	3,021	3,357	3,693	4,029	4,364	4,700
5	352	705	1,057	1,410	1,762	2,115	2,467	2,820	3,172	3,525	3,877	4,230	4,582	4,935
6	370	740	1,110	1,480	1,851	2,221	2,591	2,961	3,331	3,701	4,071	4,441	4,812	5,182
7	389	777	1,166	1,555	1,943	2,332	2,720	3,109	3,498	3,886	4,275	4,664	5,052	5,441

Base Salary \$58,000

*Additional stipends and incentives must be confirmed with building Activity Director*

ACTIVITY	COMMENTS	ADD'TL QUOTAS
HS Competitive Marching Band	Compete in minimum of one showcase, plus CBA regional competition.	Assistant (50,100,150,200...)
HS DECA		Assistant (25,75,125,175...)
HS Esports	Stipend paid per season. Maximum of two seasons per school year.	Assistant (10,50,100,150...)
HS FBLA		Assistant (25,75,125,175...)
HS FCCLA		Assistant (25,75,125,175...)
HS FFA		Assistant (25,75,125,175...)
HS FIRST Robotics		Assistant (10,50,100,150...)
HS HOSA		Assistant (25,75,125,175...)
HS Leadership	One stipend per school plus enrollment quotas (max 5 per school).	400, 800, 1200, 1600
HS Pep Band	Requires 16 total events during the fall & winter seasons. One stipend. Two co-directors max.	Additional Head (25)
HS SC <sup>2</sup>		Assistant (25,75,125,175...)
HS Science Olympiad		Assistant (10,50,100,150...)
HS Skills USA		Assistant (25,75,125,175...)
HS Speech & Debate		Assistant (10,50,100,150...)
HS TSA		Assistant (25,75,125,175...)
MS Esports	Stipend paid per season. Maximum of two seasons per school year.	Assistant (10,50,100,150...)
MS FCCLA		Assistant (25,75,125,175...)
MS FIRST Robotics		Assistant (10,50,100,150...)
MS Honor Band Director & Assistant	1 each district wide	N/A
MS Honor Choir Director & Assistant	1 each district wide	N/A
MS Honor Orchestra Director & Assistant	1 each district wide	N/A
MS Leadership/WEB	One stipend per school plus enrollment quotas (max 3 per school).	300, 600
MS Modern Band Festival Director & Asst	1 each district wide	N/A
MS Science Olympiad		Assistant (10,50,100,150...)
MS Speech & Debate		Assistant (10,50,100,150...)
MS TSA		Assistant (25,75,125,175...)

*Additional stipends and incentives must be confirmed with building Activity Director*

INCENTIVES		(will be paid after competition - either Dec/Jan or June/July)
HS Competitive Marching Band	0.5% for competing at State (October)	
HS DECA	0.5% for competing at State (Feb); additional 0.5% for competing at Nationals (April/May)	
HS Esports	0.5% for competing at State (Dec/May)	
HS Event Host	0.5% for hosting a specific event listed below:**	
	** Regional CTSO Adviser - approved by building AD with confirmation from district CTE Coordinator	
	** Regional Science Olympiad Host - approved by building AD with confirmation from district Science Curriculum Coordinator	
	** District Festival Host - approved by building AD with confirmation from district Music Curriculum Facilitator	
	** CHSAA, CBA, ASTA Festival Host - approved by building AD with confirmation from district Music Curriculum Facilitator	
HS FBLA	0.5% for competing at State (Feb); additional 1.0% for competing at Nationals (July)	
HS FCCLA	0.5% for competing at State (April); additional 1.0% for competing at Nationals (July)	
HS FFA	0.5% for competing at State (June); additional 0.5% for competing at Nationals (October)	
HS FIRST Robotics	0.5% for competing at Worlds (April)	
HS HOSA	0.5% for competing at State (Feb); additional 1.0% for competing at Nationals (June)	
HS International Thespian Soc	0.5% for competing at State (Dec); additional 1.0% for competing at Internationals (June)	
HS Music Teacher Instrumental ***	1.5% for performing in external Honor or All-State; additional 1.5% for adjudicated Festival; additional 0.5% for selected group at CMEA or equivalent conference (approved by building AD with confirmation from district Music Curriculum Facilitator)-CMEA eligibility limited to once every three yrs	
HS Music Teacher Vocal ***	1.5% for performing in external Honor or All-State; additional 1.5% for adjudicated Festival; additional 0.5% for selected group at CMEA or equivalent conference (approved by building AD with confirmation from district Music Curriculum Facilitator)-CMEA eligibility limited to once every three yrs	
	***All incentives for Music Teacher Instrumental and Music Teacher Vocal occur throughout the year. Each incentive is payable once, but work may vary by date.	
HS Pep Band	1.0% for summer band camp; must be 5 day minimum and completed in summer prior to 1st staff contract day	
HS Science Bowl	0.5% for competing at Nationals (April)	
HS Science Olympiad	0.5% for competing at State (March); additional 0.5% for competing at Nationals; additional 0.5% if Nationals begins after last contract day (May/June)	
HS Skills USA	0.5% for competing at State (April); additional 1.0% for competing at Nationals (June)	
HS Speech & Debate	0.5% for competing at State (March); additional 1.0% for competing at Nationals (June)	
HS TSA	0.5% for competing at State (Feb); additional 1.0% for competing at Nationals (July)	



**Poudre School District  
Activities/Performing Arts Stipend Schedule (G)  
2026-2027 School Year**

Grade														
Step	A	B	C	D	E	F	G	H	I	J	K	L	M	N
%	0.5%	1.0%	1.5%	2.0%	2.5%	3.0%	3.5%	4.0%	4.5%	5.0%	5.5%	6.0%	6.5%	7.0%
1	290	580	870	1,160	1,450	1,740	2,030	2,320	2,610	2,900	3,190	3,480	3,770	4,060
2	305	609	914	1,218	1,523	1,827	2,132	2,436	2,741	3,045	3,350	3,654	3,959	4,263
3	320	639	959	1,279	1,599	1,918	2,238	2,558	2,878	3,197	3,517	3,837	4,156	4,476
4	336	671	1,007	1,343	1,679	2,014	2,350	2,686	3,021	3,357	3,693	4,029	4,364	4,700
5	352	705	1,057	1,410	1,762	2,115	2,467	2,820	3,172	3,525	3,877	4,230	4,582	4,935
6	370	740	1,110	1,480	1,851	2,221	2,591	2,961	3,331	3,701	4,071	4,441	4,812	5,182
7	389	777	1,166	1,555	1,943	2,332	2,720	3,109	3,498	3,886	4,275	4,664	5,052	5,441

**Base Salary \$58,000**

<b>INCENTIVES (cont'd)</b>		<b>(will be paid after competition - either Dec/Jan or June/July)</b>
MS Drama Club	0.5% for play or musical; maximum one (date varies)	
MS FCCLA	0.5% for competing at State (April); additional 1.0% for competing at Nationals (July)	
MS FIRST Robotics	0.5% for competing at Worlds (April)	
MS Event Host	0.5% for hosting a specific event listed below:**	
	** District Festival Host - approved by building AD with confirmation from district Music Curriculum Facilitator	
	** CHSAA, CBA, ASTA Festival Host - approved by building AD with confirmation from district Music Curriculum Facilitator	
MS Music Teacher Instrumental **	1.0% for performing in PSD and/or external Honor or All-State; addtl 1.0% for Festival; 0.5% for selected group at CMEA or equivalent conference-max one teacher for each conference (approved by building AD with confirmation from district Music Curriculum Facilitator)-CMEA eligibility limited to once every three years	
MS Music Teacher Vocal ***	1.0% for performing in PSD and/or external Honor or All-State; addtl 1.0% for Festival; 0.5% for selected group at CMEA or equivalent conference-max one teacher for each conference (approved by building AD with confirmation from district Music Curriculum Facilitator)-CMEA eligibility limited to once every three years	
	***All incentives for Music Teacher Instrumental and Music Teacher Vocal occur throughout the year. Each incentive is payable once, but work may vary by date.	
MS Science Bowl	0.5% for competing at Nationals (April)	
MS Science Olympiad	0.5% for competing at State (March); additional 0.5% for competing at Nationals; additional 0.5% if Nationals begins after last contract day	
MS Speech & Debate	0.5% for competing at State (March); additional 1.0% for competing at Nationals (June)	
MS TSA	0.5% for competing at State (Feb); additional 1.0% for competing at Nationals (July)	



**Poudre School District**  
**Classified Hourly Salary Schedule (H)**  
**2026-2027 School Year**

Job Code	Job Description	Grade	Min	Max
<b>CHILD NUTRITION SERVICES</b>				
60725	CHILD NUTRITION TEAM MEMBER	CN10H	17.91	25.07
60735	CHILD NUTRITION TEAM RELIEF	CN15H	20.86	29.20
61620	CHILD NUTRITION WAREHOUSE WORKER/DRIVER I	CN20H	22.04	30.86
60710	CHILD NUTRITION ASSISTANT MANAGER	CN25H	22.82	31.96
61621	CHILD NUTRITION WAREHOUSE WORKER/DRIVER II	CN30H	23.11	32.35
62311	CHILD NUTRITION APPLIANCE MASTER	CN40H	23.64	33.09
50125	CHILD NUTRITION SUPPLY COORDINATOR	CN45H	24.43	34.20
60740	CHILD NUTRITION MANAGER ELEMENTARY	CN47H	24.69	34.57
60737	CHILD NUTRITION MANAGER SPECIAL PROGRAMS	CN47H	24.69	34.57
61602	CHILD NUTRITION WAREHOUSE SUPERVISOR	CN48H	25.09	35.13
60750	CHILD NUTRITION MANAGER SECONDARY/SPLIT CAMPUS	CN49H	25.67	35.94
38230	CHILD NUTRITION TECHNICIAN	CN50H	26.10	36.55
60780	CHILD NUTRITION TEAM TRAINER & SUPPORT	CN55H	26.76	37.45
33101	NUTRITION COORDINATOR	CN60H	27.81	38.93
<b>CUSTODIAL</b>				
60800	CUSTODIAN	CS05H	17.91	25.07
60811	CUSTODIAN NIGHT ELEMENTARY/SMALL SCHOOL	CS10H	21.93	30.70
60831	CUSTODIAN HEAD ELEMENTARY/SMALL SCHOOL	CS20H	23.08	32.32
60832	CUSTODIAN HEAD RELIEF	CS20H	23.08	32.32
60821	CUSTODIAN NIGHT LEAD MIDDLE SCHOOL	CS20H	23.08	32.32
60834	CUSTODIAN NIGHT LEAD HIGH SCHOOL	CS25H	24.27	33.97
60840	CUSTODIAN HEAD MIDDLE SCHOOL	CS27H	24.82	34.74
60855	CUSTODIAL EQUIPMENT TECH/FLOORING PROJECT COORD	CS40H	25.33	35.45
60851	CUSTODIAN HEAD HIGH SCHOOL	CS42H	25.61	35.84
60865	CUSTODIAL NIGHT TRAINER/SUPERVISOR	CS50H	29.09	40.73
<b>FINANCE</b>				
50103	BOOKKEEPER INTEGRATED SERVICES	FN10H	22.24	31.14
50104	FINANCE SPECIALIST	FN15H	24.54	34.35
50106	PAYROLL SPECIALIST	FN20H	31.00	43.40
<b>INFORMATION TECHNOLOGY</b>				
38242	IT SUPPORT CENTER SPECIALIST	IT15H	20.37	28.53
38219	APPLICATIONS SUPPORT ANALYST I	IT45H	28.53	39.95
38246	IT FIELD SUPPORT SPECIALIST	IT45H	28.53	39.95
38227	TECHNICAL SUPPORT SPECIALIST I	IT45H	28.53	39.95
38232	APPLICATIONS SUPPORT ANALYST II	IT55H	33.27	46.58
38229	TECHNICAL SUPPORT SPECIALIST II	IT55H	33.27	46.58
<b>INSTRUCTIONAL SUPPORT</b>				
41403	CROSSING GUARD	PT05H	16.69	23.36
41701	PARAPROFESSIONAL NON INSTRUCTIONAL	PT05H	16.69	23.36
41503	PARAPROFESSIONAL EARLY CHILDHOOD	PT07H	18.35	25.69
41509	PARAPROFESSIONAL INSTRUCTIONAL K-12	PT07H	18.35	25.69
41901	PARAPROFESSIONAL TITLE I	PT07H	18.35	25.69
41540	PARAPROFESSIONAL MUSIC	PT10H	19.19	26.86
41407	STUDENT MONITOR	PT10H	19.19	26.86
41606	PARAPROFESSIONAL INTEGRATED SERVICES I	PT12H	19.65	27.51
41640	PARAPROFESSIONAL INTEGRATED SERVICES I - SBB	PT12H	19.65	27.51
41402	CAMPUS MONITOR	PT15H	20.02	28.02
41570	PARAPROFESSIONAL 504	PT15H	20.02	28.02
<b>INSTRUCTIONAL SUPPORT (continued)</b>				
41413	PARAPROFESSIONAL BEHAVIOR SUPPORT	PT15H	20.02	28.02



**Poudre School District**  
**Classified Hourly Salary Schedule (H)**  
**2026-2027 School Year**

<b>Job Code</b>	<b>Job Description</b>	<b>Grade</b>	<b>Min</b>	<b>Max</b>
41603	PARAPROFESSIONAL EARLY CHILDHOOD INTEGRATED SERVICES	PT15H	20.02	28.03
41630	PARAPROFESSIONAL INTEGRATED SERVICES MEDICAL	PT15H	20.02	28.03
41608	PARAPROFESSIONAL VOCATIONAL	PT15H	20.02	28.02
41800	TUTOR	PT15H	20.02	28.02
41625	PARAPROFESSIONAL INTEGRATED SERVICES II	PT17H	20.42	28.59
41645	PARAPROFESSIONAL INTEGRATED SERVICES II - SBB	PT17H	20.42	28.59
41607	PARAPROFESSIONAL INTEG SVCS II TRANSITION PATHWAYS (18-21)	PT17H	20.42	28.59
41425	BEHAVIOR INTERVENTION TECHNICIAN STUDENT SERVICES	PT20H	21.41	29.98
40201	CAREER CENTER COORDINATOR	PT20H	21.41	29.98
40705	COORDINATOR ENRICHMENT	PT20H	21.41	29.98
41812	IN-BUILDING FLOATING SUPPORT SBB	PT20H	21.41	29.98
41690	IN-BUILDING FLOATING SUPPORT INTEGRATED SERVICES	PT20H	21.41	29.98
41670	INTEGRATED SERVICES CENTER-BASED FLOATING SUPPORT	PT20H	21.41	29.98
41513	PARAPROFESSIONAL ENGLISH LANGUAGE DEVELOPMENT (ELD)	PT20H	21.41	29.98
41580	PARAPROFESSIONAL NEWCOMER MENTAL HEALTH	PT20H	21.41	29.98
41635	REGISTERED BEHAVIORAL TECHNICIAN	PT20H	21.41	29.98
41420	STUDENT SAFETY SPECIALIST	PT20H	21.41	29.98
42401	AUDIOLOGY ASSISTANT	PT25H	24.28	34.00
40901	LICENSED PRACTICAL NURSE-MEDICALLY COMPLEX	PT25H	24.28	33.99
41660	VISION AND ACCESSIBILITY ASSISTANT	PT25H	24.28	34.00
42001	BRAILLIST	PT26H	24.52	34.33
41655	PARAPROFESSIONAL TRAINER & SUPPORT COACH	PT27H	25.74	36.04
42100	CERTIFIED OCCUPATIONAL THERAPY ASSISTANT	PT30H	28.83	40.35
24101	SPEECH LANGUAGE PATHOLOGY ASSISTANT	PT30H	28.83	40.35
41001	SIGN LANGUAGE INTERPRETER TUTOR	PT35H	29.84	41.76
<b>MAINTENANCE</b>				
63001	UTILITY DRIVER	MT18H	22.30	31.21
62404	PAINTING TECHNICIAN I	MT20H	23.75	33.25
62605	PLUMBER APPRENTICE	MT20H	23.75	33.25
62205	LOCKSMITH TECHNICIAN	MT20H	23.75	33.25
61205	UTILITY LOCATOR & FACILITIES SUPPORT	MT20H	23.75	33.25
61625	WAREHOUSE & DELIVERY SERVICES LEAD WORKER	MT22H	24.58	34.41
62001	HVAC TECHNICIAN	MT25H	25.15	35.21
62402	PAINTING TECHNICIAN II	MT25H	25.15	35.21
62607	PLUMBER TECHNICIAN	MT25H	25.15	35.21
33305	ENERGY & SUSTAINABILITY TECHNICIAN	MT25H	25.15	35.21
60302	CARPENTER JOURNEYMAN	MT30H	26.53	37.14
62200	LOCKSMITH JOURNEYMAN	MT30H	26.53	37.14
60301	CARPENTER MASTER	MT35H	30.87	43.22
61201	DISTRICT THEATER TECHNICIAN	MT35H	30.87	43.22
61102	ELECTRICIAN JOURNEYMAN	MT35H	30.87	43.22
62003	HVAC TECHNICIAN JOURNEYMAN	MT35H	30.87	43.22
62203	LOCKSMITH MASTER	MT35H	30.87	43.22
36401	CAD/GIS SPECIALIST	MT37H	31.98	44.77
62602	PLUMBER JOURNEYMAN	MT37H	31.98	44.77
62007	CONTROLS SPECIALIST	MT40H	34.55	48.37
61101	ELECTRICIAN MASTER	MT40H	34.55	48.37
62004	HVAC TECHNICIAN MASTER	MT40H	34.55	48.37
62603	PLUMBER MASTER	MT40H	34.55	48.37
<b>MAINTENANCE (continued)</b>				
62005	CONTROLS DEPARTMENT HEAD	MT45H	36.41	50.98



**Poudre School District**  
**Classified Hourly Salary Schedule (H)**  
**2026-2027 School Year**

<b>Job Code</b>	<b>Job Description</b>	<b>Grade</b>	<b>Min</b>	<b>Max</b>
61103	ELECTRICIAN DEPARTMENT HEAD	MT45H	36.41	50.98
62002	HVAC DEPARTMENT HEAD	MT45H	36.41	50.98
62601	PLUMBER DEPARTMENT HEAD	MT45H	36.41	50.98
60315	STRUCTURAL DEPARTMENT HEAD	MT45H	36.41	50.98
<b>OUTDOOR SERVICES</b>				
61913	OUTDOOR SERVICES TECHNICIAN	OS15H	23.35	32.69
61910	OUTDOOR SERVICES MECHANIC	OS20H	24.08	33.71
61306	OUTDOOR SERVICES LEAD TECHNICIAN	OS25H	27.77	38.87
61303	OUTDOOR SERVICES LEAD MECHANIC	OS26H	28.34	39.67
61325	IRRIGATION & LANDSCAPE SPECIALIST	OS27H	28.76	40.27
<b>PROGRAM SPECIALIST</b>				
40601	MENTAL HEALTH SPECIALIST INTERN	PS10H	17.50	17.50
40504	EARLY CHILDHOOD FAMILY MENTOR	PS15H	22.38	31.34
40710	EXTENDED LEARNING OPPORTUNITY AREA SPECIALIST	PS15H	22.38	31.34
40203	COLLEGE & CAREER SPECIALIST	PS17H	22.82	31.97
40202	CONCURRENT ENROLLMENT SPECIALIST	PS17H	22.82	31.97
40541	EARLY CHILDHOOD ENROLLMENT NAVIGATOR	PS22H	24.10	33.75
40536	GRADUATION ADVOCATE	PS22H	24.10	33.75
40526	EARLY CHILDHOOD FAMILY SPECIALIST	PS25H	24.36	34.10
40520	LCE FAMILY LIAISON	PS25H	24.36	34.10
40535	LCE MCKINNEY-VENTO FAMILY ADVOCATE	PS25H	24.36	34.10
42303	SWAP SPECIALIST	PS25H	24.36	34.10
33516	PROGRAM SPECIALIST SART	PS26H	24.73	34.62
40550	LCE DIGITAL EQUITY LIAISON	PS27H	24.85	34.78
40523	EARLY CHILDHOOD FAMILY MENTOR COACH	PS30H	25.74	36.04
40548	LCE FAMILY, SCHOOL, COMMUNITY PARTNERSHIP ADVOCATE	PS30H	25.74	36.04
40537	LCE MCKINNEY-VENTO DISTRICT FAMILY ADVOCATE	PS30H	25.74	36.04
42305	SWAP ENHANCED SERVICES PROVIDER	PS30H	25.74	36.04
40516	EARLY CHILDHOOD PARENT EDUCATION SPECIALIST	PS33H	26.17	36.63
40534	LCE MCKINNEY-VENTO DISTRICT FAMILY ADVOCATE LEAD	PS34H	28.06	39.28
50641	LCE LOGISTICS & DATA SPECIALIST	PS35H	28.51	39.92
50640	LANGUAGE, CULTURE, EQUITY SPECIALIST	PS40H	29.80	41.72
<b>SCHOOL CLERICAL</b>				
506H8	SCHOOL OFFICE ASSISTANT	SC13H	20.04	28.07
40900	HEALTH TECHNICIAN	SC14H	20.36	28.51
506H7	SCHOOL SECRETARY	SC15H	21.28	29.79
506L7	ATHLETICS SECRETARY-HIGH SCHOOL	SC25H	22.37	31.32
506L8	ATHLETICS SECRETARY-MIDDLE SCHOOL	SC25H	22.37	31.31
51601	REGISTRAR	SC25H	22.37	31.32
50123	SCHOOL BOOKKEEPER	SC25H	22.37	31.32
40910	HEALTH TECHNICIAN SUPPORT COACH	SC27H	23.59	33.03
50910	SCHOOL OFFICE MANAGER	SC30H	26.77	37.48
<b>SCHOOL MEDIA &amp; INSTRUCTIONAL TECHNOLOGY</b>				
41114	COMPUTER LAB TECHNICIAN	SM15H	18.35	25.69
41139	MEDIA TECH ASSISTANT I	SM15H	18.35	25.69
41142	MEDIA TECH ASSISTANT II	SM20H	20.37	28.53
41149	TECHNOLOGY SITE ASSISTANT	SM27H	24.93	34.91
41169	MEDIA TECH CENTER SITE MANAGER	SM29H	28.05	39.28
38205	TECHNOLOGY SYSTEMS SITE MANAGER I	SM30H	31.86	44.60
38206	TECHNOLOGY SYSTEMS SITE MANAGER II	SM50H	35.42	49.59
<b>SECURITY</b>				
63601	CAMPUS SECURITY OFFICER	SY20H	24.35	34.10



**Poudre School District**  
**Classified Hourly Salary Schedule (H)**  
**2026-2027 School Year**

<b>Job Code</b>	<b>Job Description</b>	<b>Grade</b>	<b>Min</b>	<b>Max</b>
62308	ELECTRONICS SPECIALIST I	SY27H	24.72	34.61
63602	CAMPUS SECURITY OFFICER LEAD	SY28H	28.02	39.23
62309	ELECTRONICS SPECIALIST II	SY30H	30.46	45.41
<b>SUPPORT SERVICES ADMINISTRATIVE</b>				
506Q9	ADMINISTRATIVE OFFICE ASSISTANT	SS25H	18.69	26.18
506D2	DEPARTMENT SECRETARY	SS35H	20.86	29.20
50603	DEPARTMENT TECHNICIAN I	SS35H	20.86	29.20
506B6	INSTRUCTIONAL MATERIALS RESOURCE TECHNICIAN	SS36H	21.00	29.40
51509	RECORDS COMPLIANCE SPECIALIST	SS39H	22.72	31.80
506R5	OPERATIONS SUPPORT SPECIALIST	SS40H	23.75	33.25
50601	OFFICE MANAGER SUPPORT SERVICES	SS43H	25.28	35.41
506B7	TEXTBOOK PROGRAM MANAGER	SS44H	25.41	35.58
50605	DEPARTMENT TECHNICIAN II	SS45H	26.10	36.55
35801	DISTRICT TRANSLATOR	SS45H	26.10	36.55
35802	LCE IEP INTERPRETER/TRANSLATOR	SS45H	26.10	36.55
506R4	OPERATIONS SUPPORT SPECIALIST LEAD	SS45H	26.10	36.55
50690	MEDICAID PROGRAM ASSISTANT	SS45H	26.10	36.55
50611	PROFESSIONAL LEARNING SYSTEMS SPECIALIST	SS45H	26.10	36.55
50685	ATHLETIC MARKETING SPECIALIST	SS55H	27.81	38.93
33902	RISK MANAGEMENT INSURANCE & COI ADMINISTRATOR	SS57H	27.87	39.02
506Q2	ADMINISTRATIVE ASSISTANT	SS60H	28.51	39.92
50686	DISTRICT ATHLETICS/ACTIVITIES COORDINATOR	SS64H	28.99	40.58
50210	HUMAN RESOURCES SPECIALIST	SS65H	29.19	40.88
506D3	ADMINISTRATIVE ASSISTANT-LEGAL COUNSEL & BOE SECRETARY	SS66H	29.29	41.01
50610	EMPLOYEE ASSISTANCE SERVICES (EAS) SPECIALIST	SS67H	29.84	41.77
506G6	ADMINISTRATIVE ASSISTANT-ASST SUPERINTENDENTS OFFICE	SS68H	30.55	42.77
32906	BENEFITS COORDINATOR	SS68H	30.55	42.77
32907	WELLNESS SPECIALIST	SS68H	30.55	42.77
38214	DISTRICT MEDIA SERVICES MANAGER	SS69H	31.60	44.23
34105	PARALEGAL	SS70H	34.68	48.55
<b>TRANSPORTATION</b>				
41405	PARAPROFESSIONAL BUS ATTENDANT I	TP12H	17.91	25.07
41414	PARAPROFESSIONAL BUS ATTENDANT II	TP15H	20.02	28.02
63002	NON CDL OPERATOR	TP15H	20.02	28.02
60200	BUS OPERATOR	TP20H	23.58	33.01
60205	BUS OPERATOR LEAD	TP45H	25.35	35.49
60202	BUS OPERATOR TRAINER	TP45H	25.35	35.49
50401	DISPATCHER	TP45H	25.35	35.49
50616	PARTS COORDINATOR	TP45H	25.35	35.49
50402	ROUTE PLANNER	TP46H	26.34	36.89
50404	ROUTE PLANNER LEAD	TP47H	27.33	38.25
62901	VEHICLE TECHNICIAN I	TP47H	27.33	38.25
50405	ACTIVITIES SCHEDULER	TP48H	27.60	38.63
62902	VEHICLE TECHNICIAN II	TP50H	29.43	41.20
62903	VEHICLE TECHNICIAN III	TP55H	30.69	42.97
62904	VEHICLE MAINTENANCE SHOP FOREMAN	TP60H	32.00	44.80



POUDRE SCHOOL DISTRICT

## Poudre School District Integrated Services Stipend for Licensed Staff 2026-2027 School Year

*Amounts are based on the standard licensed calendar of 188 days and a 100% assignment (1.0 FTE). Assignments less than 188 days per year or less than 100% will be prorated.*

STEP 25-26 School Year	LANE/Pay Grade							
	Bachelors	Bachelors +18	Bachelors +36	Masters	Masters +18	Masters +36	Masters + 54 / EDS	PhD
1	1,542.55	1,582.18	1,621.84	1,661.49	1,726.60	1,771.65	1,817.93	1,882.37
2	1,584.89	1,628.62	1,669.49	1,710.56	1,777.31	1,823.38	1,870.93	1,937.95
3	1,609.31	1,656.38	1,697.71	1,739.44	1,806.54	1,852.79	1,900.64	1,969.07
4	1,632.98	1,683.38	1,725.16	1,767.50	1,834.95	1,881.33	1,929.47	1,999.20
5	1,656.86	1,710.59	1,752.79	1,795.77	1,863.54	1,910.03	1,958.56	2,029.65
6	1,680.96	1,738.01	1,780.66	1,824.26	1,892.39	1,939.07	1,987.87	2,060.32
7	1,705.24	1,765.64	1,808.72	1,852.98	1,921.52	1,968.32	2,017.47	2,091.25
8	1,738.22	1,802.18	1,846.04	1,891.14	1,950.82	1,997.82	2,047.29	2,122.45
9	1,772.02	1,839.63	1,884.20	1,930.24	1,990.13	2,027.55	2,077.34	2,153.91
10	1,830.00	1,895.77	1,941.62	1,989.12	2,030.37	2,067.74	2,107.71	2,185.64
11	1,830.19	1,954.26	2,001.38	2,050.43	2,091.62	2,110.69	2,148.94	2,217.69
12	1,830.19	2,021.09	2,068.67	2,119.41	2,155.45	2,173.54	2,194.23	2,261.17
13	1,830.19	2,090.55	2,139.68	2,191.01	2,227.39	2,245.16	2,265.05	2,305.72
14	1,830.19	2,092.55	2,213.27	2,266.41	2,302.13	2,319.55	2,339.26	2,374.41
15	1,830.19	2,092.55	2,237.98	2,344.55	2,380.85	2,397.93	2,417.47	2,445.98
16	1,830.19	2,092.55	2,262.00	2,370.37	2,462.53	2,479.28	2,498.64	2,526.94
17	1,830.19	2,092.55	2,261.57	2,394.47	2,488.78	2,555.05	2,574.20	2,611.41
18	1,830.19	2,092.55	2,261.57	2,418.70	2,513.19	2,581.25	2,652.63	2,699.79
19	1,830.19	2,092.55	2,261.57	2,442.95	2,537.69	2,605.90	2,679.34	2,791.86
20	1,830.19	2,092.55	2,261.57	2,443.46	2,562.31	2,630.64	2,704.34	2,820.29
21	1,830.19	2,092.55	2,261.57	2,443.46	2,587.02	2,655.45	2,729.44	2,846.73
22	1,830.19	2,092.55	2,261.57	2,443.46	2,611.84	2,680.40	2,754.68	2,873.24
23	1,830.19	2,092.55	2,261.57	2,443.46	2,612.39	2,705.43	2,780.00	2,899.84
24	1,830.19	2,092.55	2,261.57	2,443.46	2,612.39	2,730.59	2,805.45	2,926.54
25	1,830.19	2,092.55	2,261.57	2,443.46	2,612.39	2,755.80	2,831.01	2,953.38
26	1,830.19	2,092.55	2,261.57	2,443.46	2,612.39	2,756.36	2,856.62	2,980.35
27	1,830.19	2,092.55	2,261.57	2,443.46	2,612.39	2,756.36	2,882.37	3,007.37
28	1,830.19	2,092.55	2,261.57	2,443.46	2,612.39	2,756.36	2,908.22	3,034.55



**Poudre School District  
Special Pay Schedule (S)  
2026-2027 School Year**

Positions on the Special Salary Schedule (S) are varied hour assignments and therefore do not count towards benefit eligibility.

<b>LICENSED (educator license required)</b>				
<b>Grade</b>	<b>Job Code</b>	<b>Position</b>	<b>Pay Rate</b>	
T1/01	20113	Licensed Hourly	\$35.00/hour	
T1/01	20212	Homebound Instructor	\$35.00/hour	
T9/01	20170	High Dosage Tutor (licensed instructor)	\$30.00/hour	
			<b>Full Day (8 hours)</b>	<b>Half Day (4 hours or less)</b>
T4/01	20400	Substitute Teacher	\$145 - \$165/day	\$72.50 - \$82.50/day
		Substitute SSP (Special Service Provider)	\$200.00/day	\$100.00/day
		Substitute Teacher PERA Retiree	\$165.00/day	\$82.50/day
		Substitute Teacher Long Term (15 days or more)	\$185.00/day	\$92.50/day
		Substitute SSP Long Term (15 days or more)	\$250.00/day	\$125.00/day
		Licensed In-House Substitute	\$35.00/hour	
			Mountain School	Maximum Mileage
		<u>NOTE:</u> Substitutes that work in the Mountain Schools (Stove Prairie, Livermore and Red Feather) will be compensated for mileage. Maximum roundtrip mileage allowance applies.	Stove Prairie	35.2 miles
			Livermore	37.8 miles
			Red Feather	86.8 miles

<b>ADMINISTRATOR SUBSTITUTE (principal/administrator license required)</b>				
<b>Grade</b>	<b>Job Code</b>	<b>Position</b>	<b>Pay Rate</b>	
A1/01	99996	Substitute Administrator	\$50.00/hour	
		Substitute Administrator PERA Retiree	\$60.00/hour	
		Substitute Administrator Long Term (15 days or more)	\$65.00/hour	
		Substitute Administrator PERA Retiree Long Term (15 days or more)	\$75.00/hour	

<b>CLASSIFIED SUBSTITUTE</b>				
<b>Grade</b>	<b>Job Code</b>	<b>Position</b>	<b>Pay Rate</b>	
N/A	60700	Substitute Child Nutrition Team Member I	\$15.50/hour	
N/A	60702	Substitute Child Nutrition Team Member II	\$17.91/hour	
N/A	51401	Substitute School Office Assistant	\$20.04/hour	
N/A	51401	Substitute Health Technician	\$20.36/hour	
N/A	51401	Substitute Para Non Instructional, Crossing Guard	\$16.69/hour	
N/A	51401	Substitute Para Instructional & Media Tech Assistant I	\$18.35/hour	
N/A	51401	Substitute Para I Integrated Services	\$19.65/hour	
N/A	51401	Substitute Paras 504, Voc, ECIS	\$20.02/hour	
N/A	51401	Substitute Para II Integrated Services	\$20.42/hour	

<b>AFTER HOURS</b>				
<b>Grade</b>	<b>Job Code</b>	<b>Position</b>	<b>Minimum</b>	<b>Maximum</b>
AH05	41508	Paraprofessional Instructional After Hours Program	\$18.35	\$25.69
AH15	41802	Tutor After Hours Program	\$20.02	\$28.02
AH15	40702	Odyssey of the Mind Coordinator	\$20.02	\$28.02
AH15	40701	Site Facilitator	\$20.02	\$28.02
AH30	40714	Support Instructor - After 3 Program	\$22.00	\$22.00
AH31	40713	Lead Instructor I - After 3 Program	\$30.00	\$30.00
AH32	40712	Lead Instructor II - After 3 Program	\$35.00	\$35.00
AH32	40711	Site Manager - After 3 Program	\$35.00	\$35.00



**Poudre School District  
Special Pay Schedule (S)  
2026-2027 School Year**

OTHER/MISCELLANEOUS				
Grade	Job Code	Position	Pay Rate	
M3/01	41705	Grader	\$15.50/hour	
M4/01	40301	Childcare Provider	\$15.50/hour	
M5/01	41704	Non-Licensed Proctor	\$18.35/hour	
M6/01	60203	Bus Operator Trainee	\$23.58/hour	
M7/01	38231	Video Assistant Hourly	\$22.66/hour	
M8/01	63210	Athletics Stadium/Event Manager	\$25.75/hour	
M8/01	63234	Athletic Events Concession Manager	\$25.75/hour	
M8/01	77760	Music Coach	\$25.75/hour	
M9/01	77768	Theater Technician	\$31.93/hour	
M13	35805	Hourly Interpretation/Translation	\$26.10/hour	\$36.55/hour
M10	99992	Temporary Administrative Assignment	\$40.00/hour	\$60.00/hour
M11	99994	Temporary Classified Assignment	\$15.00/hour	\$35.00/hour
M15	41650	Temporary Integrated Services Para II	\$20.42/hour	\$28.59/hour
M16	99970	JROTC MIP Adjustment (annual)	\$1.00	\$10,000.00

2027 SUMMER SCHOOL RATES				
Grade	Job Code	Position	Pay Rate	
<b>Licensed (educator license required)</b>				
T1/01	20105	Teacher Summer School	\$35.00/hour	
T1/01	20119	Teacher Elementary Camp Sol	\$35.00/hour	
T1/01	20205	Teacher Summer School Integrated Services (ESY) (external hire)	\$35.00/hour	
T1/01	21803	Intervention Specialist Summer School (ESY)	\$35.00/hour	
T1/01	23401	Occupational Therapist Summer School	\$35.00/hour	
T1/01	23501	Physical Therapist Summer School	\$35.00/hour	
T1/01	23801	Speech Language Therapist Summer School	\$35.00/hour	
T1/01	23602	Psychologist Summer School	\$35.00/hour	
T1/01	23702	Social Worker Summer School	\$35.00/hour	
T1/01	22402	Board Certified Behavior Analyst Summer School	\$35.00/hour	
T3/01	23301	Nurse Summer School	\$45.00/hour	
T7/01	20118	Teacher Genius Week Summer School	\$1,000/session	
T6/01	20116	Teacher STEM Summer School	\$1,500/session	(full-day session)
T5/01	20106	Teacher Summer School Secondary	\$2,400/session	(max of 2 sessions per year)
T5/01	21113	Counselor Summer School	\$2,400/session	
T8/01	20112	Teacher Summer Musical	\$4,000/summer	
<b>Classified</b>			<b>Minimum</b>	<b>Maximum</b>
SU05	41504	Instructional Paraprofessional Summer School	\$18.35	\$25.69
SU06	41410	Paraprofessional Bus Attendant I Summer School	\$17.91	\$25.07
SU09	41411	Paraprofessional Bus Attendant II Summer School	\$20.02	\$28.02
SU07	41610	Special Education Paraprofessional I Summer School	\$19.65	\$27.51
SU09	41617	Special Education Paraprofessional II Summer School	\$20.42	\$28.59
SU09	50406	Dispatch Assistant Summer	\$20.02	\$28.02
SU10/01	41801	Tutor Camp Sol	\$22.00	n/a
SU11/01	50671	Site Facilitator Camp Sol	\$26.00	n/a
SU13	60210	Bus Operator Summer School	\$23.58	\$33.01
<b>Administrative</b>				
SU35	90028	Camp Sol Coordinator/Summer School Coordinator	\$45.00/hour	
SU45	90033	Extended School Year Coordinator	\$3,500/session	
SU45	90040	Secondary Summer School Coordinator	\$3,500/session	
SU45	90039	STEM Coordinator	\$3,500/session	
SU45	21105	Summer School Music Coordinator	\$3,500/session	
<b>Miscellaneous</b>				
SU40	90011	Summer Musical Production Assistant	\$2,000/summer	
SU40	90012	Summer Musical Technical Assistant	\$2,000/summer	
SU40	90013	Summer Musical Coordinator	\$2,000/summer	



**Poudre School District  
Special Pay Schedule (S)  
2026-2027 School Year**

<b>SEASONAL WORKERS</b>				
<b>Grade</b>	<b>Job Code</b>	<b>Position</b>	<b>Pay Rate</b>	
S1/01	63226	Seasonal Worker (open)	\$15.50/hour	First Summer
S1/01	63221	Seasonal Custodial Worker	\$16.00/hour	Returning Rate
S1/01	63224	Seasonal Maintenance Worker I		
S1/01	63223	Seasonal Outdoor Services Worker I (3 month)		
S1/01	51406	Seasonal Media Worker (Textbooks)		
S11/01	63230	Seasonal Information Technology Worker II	\$22.00/hour	
			<b>Minimum</b>	<b>Maximum</b>
S6/MN	63228	Seasonal Child Nutrition Worker	\$15.50	\$25.07
S9/MN	61914	Seasonal Outdoor Services Worker II (6 month)	\$17.50	\$23.40
S9/MN	63227	Seasonal Maintenance Worker II	\$17.50	\$23.40
S9/MN	61703	Seasonal Transportation Worker/Mechanic Helper	\$17.50	\$23.40
S10/MN	63229	Seasonal Child Nutrition Kitchen Manager	\$24.69	\$34.57

<b>STUDENT WORKERS</b>				
<b>Grade</b>	<b>Job Code</b>	<b>Position</b>	<b>Minimum</b>	<b>Maximum</b>
P4/MN	43415	Student Worker <small>(pay will be set at minimum of Student Worker's position)</small>	\$15.16/hour	\$30.00/hour
P1/01	60705	Student Worker - Child Nutrition	\$15.16/hour	
P1/01	60805	Student Worker - Custodial	\$15.16/hour	
P1/01	43425	Student Worker - Early Childhood	\$15.16/hour	
P1/01	43420	Student Worker - Summer	\$15.16/hour	
P2/01	62302	Student Worker - Theater Technician	\$15.50/hour	
P3/01	62301	Student Apprentice - Maintenance Technician	\$15.50 hour	
P3/01	38249	Student Apprentice - Information Technology	\$15.50/hour	
P3/01	61705	Student Apprentice - Automotive Technician	\$15.50/hour	
P3/01	63201	Apprentice (to complete apprenticeship program after graduation)	\$15.50/hour	

<b>STIPENDS</b>				
<b>Grade</b>	<b>Job Code</b>	<b>Position</b>	<b>Minimum</b>	<b>Maximum</b>
<b>Summer Athletic Coaches</b>				
SC1/MN	77795	Summer Coach Head <small>Stipend is calculated based on daily rate of \$39.00/day*</small>	\$312	\$1,248
SC2/MN	77796	Summer Coach Assistant <small>Stipend is calculated based on daily rate of \$28.50/day* *refer to Summer Coach Guidelines</small>	\$228	\$912
<b>Licensed (educator license required)</b>				
L1/01	77763	Early Childhood Lead Teacher Stipend (per semester)	\$750	\$750
L2/01	77786	Technology Learning Lead Stipend	\$700	\$700
L4/01	21104	District Guidance Coordinator Stipend	\$1,000	\$1,000
L4/01	21121	Mental Health Specialist Team Lead Stipend	\$1,000	\$1,000
L4/01	77739	Secondary Lead Dean Stipend	\$1,000	\$1,000
L5/01	88814	Licensed Career Incentive/Longevity Plan	\$1,500	\$3,000
L8/01	88821	Designated Licensed Employee Bilingual Stipend	\$2,400	\$2,400
L3/01	77788	High Dosage Tutoring Site Facilitator	\$3,500	\$3,500
L6/01	77737	Secondary School Dean Stipend	\$5,000	\$5,000
<b>Administrative</b>				
A2/01	77740	Administrative Doctorate Stipend (PASE)	\$600	\$600
A3/01	88811	Administrative Career Incentive/Longevity Plan (PASE)	\$1,000	\$8,000
<b>Miscellaneous</b>				
M50/01	88805	Athletic Game Worker (payroll use only)	\$0	\$0
M50/01	88808	Leave of Absence Unpaid (payroll use only)	\$0	\$0
M80/01	88820	Bilingual Stipend	\$1,200	\$1,200
M60/01	77706	On Call 24/7 Pay Stipend	\$2,500	\$2,500
M70/01	77777	In District Mileage Allowance	\$1,000	\$8,000



**Poudre School District  
Special Pay Schedule (S)  
2026-2027 School Year**

**CLASSIFIED RECOGNITION PAY**

Recognition payments for non-exempt classified employees are in addition to regular compensation requirements as defined under the Fair Labor Standards Act. Employees may not receive more than one recognition per category per year. All classified employees who have performed the tasks associated with a particular category shall receive the amount indicated. These amounts are not discretionary; if individuals are performing these tasks, the amount must be paid.

<b>Category</b>	<b>Amount</b>
Special Program Support (Summer School, STEM, etc.)	\$200
Graduation Weekend Work/Support	\$300
Office Manager Mentor	\$500
Student Apprentice Support	\$500 per quarter
Classified Professional Growth Allowance*	\$400

\*CPG paperwork must be submitted and approved by ACE Office to be paid

**ONE-TIME PAY RATES**

**Hourly One-Time Pay Rates**

	<b>Pay Rate</b>
Curriculum Development Writing Team	\$35.00/hour
Staff Development Class Attendance Licensed (not taken for credit)	\$35.00/hour
Staff Development Instructor Licensed & Classified*	\$50.00/hour
*if two teachers team-teach	\$40.00/hour
*if training is provided during regular working hours	\$25.00/hour

\*non-exempt classified employees will receive one and one half times regular hourly rate of pay or \$40, which ever is greater

\*must be an approved Professional Development course

**Per Student One-Time Pay Rates**

IB Extended Essay & IB Personal Projects	\$100/student
IB Community Activity Service Supervision	\$50/student

**Semester One-Time Pay Rates**

GT Site Coordinator (Elementary)	\$250/semester
GT Site Coordinator (Secondary)	\$400/semester
McKinney-Vento Site Contact Stipend	\$150, \$275 or \$400/semester
(for staff designated by LCE as site contacts for McKinney-Vento - stipend not available to positions whose job descriptions include McKinney-Vento support)	
MHSP (Mental Health Svc Provider) Language Support Stipend	\$250/semester
CTE Lead Teacher/Counselor	\$700/semester
Calendar Committee Facilitation	\$1,000/semester
PASE President	\$10,701/semester
PASE Chair	\$2,378/semester
PASE President Elect	\$2,378/semester
PASE Representative	\$1,421/semester

**Annual One-Time Pay Rates**

Administrative Mentor	\$1,000/year
BCA & STEM Academy Summer Internship	\$1,500/year
Educator Externship Stipend	\$1,000/year
Employee Wellness Team Leader Tier 1	\$150.00/year
Employee Wellness Team Leader Tier 2	\$225.00/year
Employee Wellness Team Leader Tier 3	\$325.00/year
Graduation Video Support	\$1,420/year
Graduation Video Support Lead	\$1,560/year
Licensed Guide	\$500/year
Licensed Mentor	\$1,000/year
National Board Certification Renewal	\$500/renewal
National Board of Professional Teaching Standards Certification	\$1,500/year
READ Lead Teacher	\$300/year

**Extended Pay for High School Coaches (for playoff/state competition)\***

Head Coach	\$150/week
Assistant Coach	\$100/week

\*refer to guidelines

**Game Worker Pay Rates:** Refer to S Schedule Addendum - *Athletic Game-Tournament Worker Pay Rates*



POUDRE SCHOOL DISTRICT

**Poudre School District  
Licensed/ Teacher Salary Schedule (T)  
2026-2027 School Year**

*	Years Exp	Step	LANE/Pay Grade							
			Bachelors	Bachelors +18	Bachelors +36	Masters	Masters +18	Masters +36	Masters + 54 / EDS	PhD
	0	1	58,000	59,490	60,981	62,472	64,920	66,614	68,354	70,777
	1	2	59,592	61,236	62,773	64,317	66,827	68,559	70,347	72,867
	2	3	60,510	62,280	63,834	65,403	67,926	69,665	71,464	74,037
	3	4	61,400	63,295	64,866	66,458	68,994	70,738	72,548	75,170
	4	5	62,298	64,318	65,905	67,521	70,069	71,817	73,642	76,315
	5	6	63,204	65,349	66,953	68,592	71,154	72,909	74,744	77,468
	6	7	64,117	66,388	68,008	69,672	72,249	74,009	75,857	78,631
	7	8	65,357	67,762	69,411	71,107	73,351	75,118	76,978	79,804
	8	9	66,628	69,170	70,846	72,577	74,829	76,236	78,108	80,987
	9	10	68,753	71,281	73,005	74,791	76,342	77,747	79,250	82,180
	10	11	68,815	73,480	75,252	77,096	78,645	79,362	80,800	83,385
	11	12	68,815	75,993	77,782	79,690	81,045	81,725	82,503	85,020
	12	13	68,815	78,605	80,452	82,382	83,750	84,418	85,166	86,695
**	13	14	68,815	78,680	83,219	85,217	86,560	87,215	87,956	89,278
	14	15	68,815	78,680	84,148	88,155	89,520	90,162	90,897	91,969
	15	16	68,815	78,680	85,017	89,126	92,591	93,221	93,949	95,013
	16	17	68,815	78,680	85,035	90,032	93,578	96,070	96,790	98,189
	17	18	68,815	78,680	85,035	90,943	94,496	97,055	99,739	101,512
***	18	19	68,815	78,680	85,035	91,855	95,417	97,982	100,743	104,974
	20		68,815	78,680	85,035	91,874	96,343	98,912	101,683	106,043
	21		68,815	78,680	85,035	91,874	97,272	99,845	102,627	107,037
	22		68,815	78,680	85,035	91,874	98,205	100,783	103,576	108,034
	23		68,815	78,680	85,035	91,874	98,226	101,724	104,528	109,034
	24		68,815	78,680	85,035	91,874	98,226	102,670	105,485	110,038
	25		68,815	78,680	85,035	91,874	98,226	103,618	106,446	111,047
	26		68,815	78,680	85,035	91,874	98,226	103,639	107,409	112,061
	27		68,815	78,680	85,035	91,874	98,226	103,639	108,377	113,077
	28		68,815	78,680	85,035	91,874	98,226	103,639	109,349	114,099

- Amounts are based on the standard licensed calendar of 188 days; assignments less than 188 days per year will be prorated.
- Steps do not equal years of experience (\*) due to salary freezes, schedule compressions, etc. Effective July 1, 2024, Licensed staff new to PSD will be placed according to the chart above, upon receipt of verification of accepted experience.
- Educators new to PSD placed at the lane for highest completed degree (additional credits awarded per Employee Agreement) and awarded up to 13 years of verified experience credit (step 14\*\*). High-need areas will be awarded up to 18 years (step 19\*\*\*). High-need areas include:
  - o All Special Education/Integrated Services positions (teachers, coaches, PTs, OTs, SLPs, Psychologists) and Nurses
  - o Bilingual licensed employees when required by position and World Language teachers
  - o Secondary Math teachers with 7-12 math endorsement and Technology/Industrial Arts teachers
- Educators rehired to PSD after a break in service will be considered as new hires when determining salary placement. Retired PSD educators placed at the step awarded for high needs areas unless SVEI was received in 2010 or 2011, subject to the current education lane requirements on the current salary schedule.

**Poudre School District Licensed Position Listing 2026-2027 School Year**

<b>School/Site Job Codes</b>	
<b>Job Code</b>	<b>Position Description</b>
21505	ACE COORDINATOR
33528	CAREER ADVOCATE
21100	COUNSELOR
21150	COUNSELOR BULLY PREVENTION PROGRAM
21125	CTE SPECIALIST
21300	DEAN SECONDARY SCHOOL
21815	EDUCATIONAL TECHNOLOGY COORDINATOR
20120	GIFTED & TALENTED SITE COORDINATOR
21805	INSTRUCTIONAL COACH
21011	INSTRUCTOR JROTC
21010	INSTRUCTOR SENIOR ARMY JROTC
20109	INTERVENTIONIST
20602	INTERVENTIONIST TITLE I
20161	INTERVENTIONIST TITLE I SBB
21600	MEDIA SPECIALIST
21812	MTSS COORDINATOR
23300	NURSE
23302	NURSE - MEDICALLY COMPLEX
23400	OCCUPATIONAL THERAPIST
23500	PHYSICAL THERAPIST
21259	PROGRAM COORDINATOR IB
23600	PSYCHOLOGIST
22002	SOCIAL EMOTIONAL LEARNING COACH
23700	SOCIAL WORKER
23800	SPEECH LANGUAGE SPECIALIST
20206	TEACHER DEAF AND HARD OF HEARING
20103	TEACHER EARLY CHILDHOOD
20203	TEACHER EARLY CHILDHOOD INTEGR SVCS
20101	TEACHER ELEMENTARY
20201	TEACHER ELEMENTARY INTEGRATED SVCS
20108	TEACHER ELD
20608	TEACHER ELD TITLE I
21802	TEACHER ON SPECIAL ASSIGNMENT
20104	TEACHER PSD OPTIONS PROGRAM
20102	TEACHER SECONDARY
22510	TEACHER SECONDARY CAREER TECH CENTER
20202	TEACHER SECONDARY INTEGRATED SVCS
20600	TEACHER TITLE I
20160	TEACHER TITLE I SBB
20207	TEACHER VISUALLY IMPAIRED
20125	WORK-BASED LEARNING COORDINATOR

<b>District Job Codes</b>	
<b>Job Code</b>	<b>Position Description</b>
22004	BEHAVIOR INTERVENTION COACH
22001	BEHAVIORAL SPECIALIST
23705	BEHAVIORAL THREAT ASSMNT & RESP PLAN COACH
22401	BOARD CERTIFIED BEHAVIOR ANALYST
33000	CHILD FIND COORDINATOR
21120	COUNSELOR LEAD
22515	CTE SPECIALIST CAREER TECH CENTER
21531	EARLY CHILDHOOD DISABILITIES SPECIALIST
21808	EARLY CHILDHOOD ELD INSTRUC COACH
21122	EARLY CHILDHOOD MENTAL HEALTH SPECIALIST
21819	EDUCATOR EFFECTIVENESS COACH CONSULT TOSA
21813	ELD CONSULTANT TOSA
21811	ELD INSTRUCTIONAL COACH
38240	ENRICH SUPPORT TOSA
21508	ENRICH IEP SUPPORT TOSA
21245	FUTURE READY COORDINATOR TOSA
21223	GIFTED & TALENTED IDENTIFICATION SPECIALIST
21501	INSTRUCTIONAL PROGRAM CONSULTANT MCAT
38245	INSTRUCTIONAL SYSTEMS SUPPORT COORD
21511	INTEGRATED SERVICES COACH
22101	INTEGRATED SERVICES COACH AUTISM
21512	INTEGRATED SERVICES COACH ILS
33608	INTEGRATED SERVICES PARENT FAMILY COMUN SPEC
21602	MEDIA FACILITATOR
21117	MENTAL HEALTH SVC PROVIDER CSU GRANT FELLOW
21106	MENTAL HEALTH SPECIALIST
21114	MENTAL HEALTH SPECIALIST MULTILINGUAL LEARNERS
21119	MENTAL HEALTH TEAM LEAD TOSA
22003	MTSS SOCIAL EMOTIONAL BEHAVIOR (SEB) COACH
24201	ORIENTATION & MOBILITY SPECIALIST
21801	PEA PRESIDENT
33564	PROFESSIONAL PRACTICE EXPERT - SSP LEAD
23710	SOCIAL WORKER LEAD
37101	SWAAC COORDINATOR
20220	TRANSITION PATHWAY SPECIALIST TOSA
33539	504 COMPLIANCE SPECIALIST TOSA
<b>Job Code</b>	<b>Intern Position</b>
23601	PSYCHOLOGIST INTERN

<b>Extended Contract (.5%/day)</b>			
99901	EXTENDED CONTRACT 1 DAY	99916	EXTENDED CONTRACT 16 DAYS
99902	EXTENDED CONTRACT 2 DAYS	99917	EXTENDED CONTRACT 17 DAYS
9990A	EXTENDED CONTRACT 2.5 DAYS	99918	EXTENDED CONTRACT 18 DAYS
99903	EXTENDED CONTRACT 3 DAYS	99919	EXTENDED CONTRACT 19 DAYS
99904	EXTENDED CONTRACT 4 DAYS	99920	EXTENDED CONTRACT 20 DAYS
99905	EXTENDED CONTRACT 5 DAYS	99922	EXTENDED CONTRACT 22 DAYS
99906	EXTENDED CONTRACT 6 DAYS	99925	EXTENDED CONTRACT 25 DAYS
99907	EXTENDED CONTRACT 7 DAYS	99926	EXTENDED CONTRACT 26 DAYS
99908	EXTENDED CONTRACT 8 DAYS	99927	EXTENDED CONTRACT 27 DAYS
99909	EXTENDED CONTRACT 9 DAYS	99928	EXTENDED CONTRACT 28 DAYS
99910	EXTENDED CONTRACT 10 DAYS	99930	EXTENDED CONTRACT 30 DAYS
9990D	EXTENDED CONTRACT 10.5 DAYS	99931	EXTENDED CONTRACT 31 DAYS
99911	EXTENDED CONTRACT 11 DAYS	99935	EXTENDED CONTRACT 35 DAYS
9990C	EXTENDED CONTRACT 11.5 DAYS	99937	EXTENDED CONTRACT 37 DAYS
99912	EXTENDED CONTRACT 12 DAYS	99938	EXTENDED CONTRACT 38 DAYS
9990B	EXTENDED CONTRACT 12.5 DAYS	99939	EXTENDED CONTRACT 39 DAYS
99913	EXTENDED CONTRACT 13 DAYS	99940	EXTENDED CONTRACT 40 DAYS
99914	EXTENDED CONTRACT 14 DAYS	99945	EXTENDED CONTRACT 45 DAYS
99915	EXTENDED CONTRACT 15 DAYS	99947	EXTENDED CONTRACT 47 DAYS

<b>Travel Time</b>	
99990	TEACHER TRAVELING TIME

<b>Stipend</b>	
99989	INTEGRATED SERVICES STIPEND (LICENSED) (paid on the I Schedule)



**Poudre School District**  
**Classified Exempt Salary Schedule (Y)**  
**2026-2027 School Year**

*All pay grades are based on 8 hours/day, 260 days/year.*

Job Code	Job Description	Grade	Min	Max
<b>FINANCE</b>				
32002	ACCOUNTANT	FN75Y	69,977	97,967
51007	SOURCING ANALYST	FN75Y	69,977	97,967
32010	SENIOR ACCOUNTANT	FN82Y	78,057	109,279
51009	SENIOR SOURCING & CONTRACTING ANALYST	FN82Y	78,057	109,279
38016	FINANCE PLATFORM ADMINISTRATOR	FN90Y	83,357	116,697
<b>INFORMATION TECHNOLOGY</b>				
38011	IT DATA ANALYST I	IT83Y	70,427	98,596
38015	IT DATA ANALYST II	IT85Y	75,882	106,234
38271	TECHNICAL SUPPORT SERVICES LEAD	IT88Y	81,919	114,685
38248	LEARNING SYSTEMS INTEGRATION SPECIALIST	IT90Y	83,357	116,697
38001	NETWORK ENGINEER I	IT90Y	83,357	116,697
38007	SYSTEMS ADMINISTRATOR I	IT90Y	83,357	116,697
38002	DATABASE ADMINISTRATOR I	IT92Y	88,784	124,295
38108	IT PROJECT COORDINATOR	IT92Y	88,784	124,295
38101	SOFTWARE ENGINEER I	IT93Y	89,876	125,823
38008	NETWORK ENGINEER II	IT96Y	96,286	134,797
38013	DATABASE ADMINISTRATOR II	IT97Y	99,287	138,999
38005	SYSTEMS ADMINISTRATOR II	IT98Y	103,151	144,410
38103	SOFTWARE ENGINEER II	IT99Y	110,232	154,322
<b>OPERATIONS</b>				
62915	SUPPORT FLEET MANAGER	OP40Y	76,930	107,699
33302	ENVIRONMENTAL SAFETY COORDINATOR	OP40Y	76,930	107,699
62104	OPERATIONS PROJECT COORDINATOR	OP45Y	80,383	112,535
62103	CONSTRUCTION PROJECT COORDINATOR	OP50Y	82,838	115,970
35710	CONSTRUCTION PROJECT MANAGER	OP70Y	103,603	145,042
<b>SUPPORT SERVICES</b>				
36602	BRANDING COORDINATOR & GRAPHIC DESIGNER	SS25Y	58,402	81,762
35312	DIGITAL CONTENT & SOCIAL MEDIA MANAGER	SS30Y	63,339	88,673
34505	PUBLIC RELATIONS & MEDIA COORDINATOR	SS30Y	63,339	88,673
33406	TALENT SPECIALIST	SS30Y	63,339	88,673
34416	ADA SPECIALIST	SS35Y	64,590	90,425
34407	HUMAN RESOURCES GENERALIST I	SS35Y	64,590	90,424
35313	INTERNAL COMMUNICATIONS SPECIALIST	SS35Y	64,590	90,424
40555	OUTREACH & ENROLLMENT SPECIALIST	SS35Y	64,590	90,424
50204	SUBSTITUTE COORDINATOR	SS35Y	64,590	90,425
34419	TALENT EVENTS & ONBOARDING COORDINATOR	SS35Y	64,590	90,425
34705	PROFESSIONAL DEVELOPMENT COORDINATOR	SS40Y	67,157	94,018
33903	RISK MGMT INFO SYSTEM ADMIN & WORKERS' COMP COORD	SS42Y	68,348	95,685
33708	GRANT SPECIALIST	SS50Y	69,792	97,708
33705	GRANT WRITER	SS50Y	69,792	97,708
34417	HUMAN RESOURCES GENERALIST II	SS50Y	69,792	97,708
32201	EXECUTIVE ASSISTANT TO THE SUPERINTENDENT	SS55Y	70,490	98,685
36901	MULTIMEDIA MANAGER	SS80Y	76,734	107,426
50906	ACE PRESIDENT *	SS85Y	83,045	116,262
35314	DIGITAL MARKETING MANAGER	SS90Y	87,485	122,479

\* Pay for the position of ACE PRESIDENT-50906 will be the employee's current salary or calculated at the listed paygrade, whichever is greater. Incumbents are eligible to receive annual increases as determined by the annual negotiation process.



## **Memorandum of Understanding for the 2026-2027 Employee Agreement**

The below details agreed upon language changes to the 2026-2027 Employee Agreement, compensation and benefits, and other agreements made between Poudre School District (PSD) and the following associations: Association of Classified Employees (ACE), Poudre Association of School Executives (PASE), and Poudre Education Association (PEA); collectively referred to as “The Associations,” during the 2026 negotiations completed on May 14, 2026.

As required by state law, the parties agree that all matters related to compensation and benefits contained in this MOU or elsewhere in the Employee Agreement, must be negotiated annually and are subject to annual budgeting and appropriation by the Board of Education.

The parties to this Memorandum of Understanding (MOU) understand and agree that some terms and conditions of this MOU and the exhibits and/or attachments to the MOU require continued performance, compliance, or effect beyond the termination date of the Agreement and shall survive beyond the termination date and shall be enforceable beyond the 2026-2027 school year.

### **Compensation**

For the 2026-2027 school year, \$5.4 million dollars will be added as ongoing cost for employee compensation across all employee groups. This dollar amount is based on \$4.9M in additional funding and reductions, and an additional approximately \$500,000 for inflation provided from the 2019 Mill Levy Override, which is applied to compensation for classified and licensed staff only.

### **Classified Compensation**

- Salary Schedule: Minimum base pay increase of 1.62% for all classified employees, applied as .81% movement through pay ranges and .81% increase to pay range minimums and maximums.
- ~\$450,000 allocated for market adjustments to bring 24 classified job codes that were below market up to 95% of the market average. Employees already at or above 95% of the market average will receive the standard base increase outlined above.
- Total approximate cost of \$1.32 million.

### **Licensed Compensation**

- Salary Schedule: Step movement for all employees on the T salary schedule, for an approximate cost of \$3.55 million.
  - See attached updated Licensed Pay Schedule.

### **Administration/Professional Compensation**

- Salary Schedule: Minimum base pay increase of 1.61% for an approximate cost of \$500,000 in on-going expenses.



### Benefits adjustments for 2026-2027 Plan Year:

Dental Plan	➤ No plan design or premium changes
PPO1, PPO2, and Consumer Driven Health Plans	➤ Premium increase – 5% to both employee and employer premiums
Life Insurance	➤ No changes
Pharmacy Plan	➤ No changes
Vision Plan	➤ No changes
Other	<ul style="list-style-type: none"> <li>➤ Medical flexible spending account annual limit will increase from \$3,300 to \$3,400 per IRS regulations.</li> <li>➤ Dependent care flexible spending account annual limit will increase from \$5,000 to \$7,500 per IRS regulations.</li> <li>➤ Medical flexible spending account carryover will increase from \$660 to \$680 per IRS regulations.</li> </ul>

### Language Changes:

- Replaced instances of “Futures Lab” with “Career Tech Center” throughout document.
- Removed Elementary Extra Duty Schedule from Article 12.2.1 and moved with additional information (listed below) to Appendix.
- Added vehicle maintenance staff to list of essential employees in Article 2.7.1
- Listed below are **additions** and ~~deleted~~ language:

### ARTICLE 1 – SHARED DECISION-MAKING

~~We recognize that there are a number of decision-making processes, any of which may be valid and effective in a given situation.~~

~~It is our belief that shared decision-making should be the predominant process in Poudre School District.~~

~~Shared Decision-Making is a process in which appropriate members of the school community collaborate in making decisions, each sharing the responsibility for the results.~~

~~Poudre School District encourages site decisions, and those decisions must:~~

- ~~• support the vision and goals of Poudre School District~~
- ~~• comply with Board of Education policies~~
- ~~• support the Poudre School District Ends~~



- ~~comply with negotiated agreements~~
- ~~comply with local, federal, and state laws~~

~~In addition, the site must not:~~

- ~~implement a decision which would result in the site going into debt~~
- ~~implement a decision that would negatively impact other sites~~

## **1.1 PURPOSE**

**We recognize that there are a number of decision-making processes, any of which may be valid and effective in a given situation. It is our belief that shared decision-making should be the predominant process in Poudre School District.**

**Shared Decision-Making is a process in which appropriate members of the school community collaborate in making decisions, each sharing the responsibility for the results. Shared Decision-Making will be achieved by implementing an intentional process for licensed, classified, and administrator/professional staff voices and interests to be considered and valued in decisions that will be made, shared, and communicated.**

**Poudre School District encourages site decisions, and those decisions must:**

- **support the vision and goals of Poudre School District**
- **comply with Board of Education policies**
- **support the Poudre School District Ends**
- **comply with negotiated agreements**
- **comply with site-based agreement**
- **comply with local, federal, and state laws**
- **not negatively impact Poudre School District**
- **not result in the site going into debt**

## **1.2 DEFINITIONS**

**In the shared decision-making process the following elements will be evident:**

**1.2.1 Direct Decisions: Made by the site leader, not requiring consultation or consensus.**

**1.2.2 Consultation Decisions: The site leader decides with input from staff members who are impacted by the decision. Reasoning for the final decision will be communicated.**

**1.2.3 Consensus Decisions: When all points of view have been solicited and heard and the will of the group is evident through a measurable level of support even to those most opposed. During consensus decisions, the site leader is an equal participant. Annually, all sites shall**



define their consensus model for all consensus decisions that impact staff. The model agreed to will be put in writing and shared with staff.

**1.2.3.1 Resolution Process:** If consensus cannot be reached, the group must follow a four-step process:

- 1. Identify points of agreement.**
- 2. Identify points of disagreement.**
- 3. Create one or more revised proposals.**
- 4. Re-engage in a consensus attempt.**

**1.2.4 Group/Individual Decisions:** A decision made by individual staff members, not requiring consultation or consensus.

### **1.3 PROCESS**

**1.3.1** Annually, sites will implement a review of their matrix and decision model no later than the end of September, and make modifications as needed.

**1.3.2** At the outset of the process, the site leader shall inform participants of the scope and sequence of the discussion and the manner in which the final decision will be made (consensus, consultation or directive).

**1.3.3** The parties recognize that training in the shared decision-making process will be necessary to successfully implement this process on a consistent basis throughout the District.

**1.3.3.1** Site leaders and leadership teams will determine the training needs and implementation timeline at each site using the consensus process listed in their shared decision making model.

**1.3.3.2** Site leaders and leadership teams can request joint training conducted by HR, PEA, or PASE Staff on shared decision-making procedures and distributed leadership for the entire team.

**1.3.3.3** All site leaders new to the District or in their first position as a site leader shall receive training on shared decision-making procedures and distributive leadership.

### **1.4 Matrix**

**1.Examples of each decision type could include but are not limited to:**



<b>Level A - Direct</b>	<b>Level B - Consultation</b>	<b>Level C - Consensus</b>	<b>Level D - Group/Individual</b>
<b>Emergency Incidents and Drills</b>	<b>Comp Plan</b>	<b>Day/Time of Staff Meetings</b>	<b>Direction of Plan Time</b>
<b>Weather Decisions</b>	<b>Teaching Assignments</b>	<b>Day/Time Conferences</b>	<b>Classroom Website/ Communications</b>
<b>Code of Conduct/Suspensions</b>	<b>Staff Meeting Agendas/Building PD</b>	<b>Staff Agreements/Norms</b>	<b>Day-to-Day Classroom Operations</b>
<b>Personnel (i.e., hiring, discipline, assignment placement)</b>	<b>School UIP</b>	<b>School Mission/Vision</b>	<b>Grade-Level/Department Budget Spending</b>
<b>Building Usage (i.e., classroom location, rental)</b>	<b>Grade Level/Content/Common Course Team Meeting Protocols and Outcomes</b>	<b>Duty Schedules</b>	
<b>School-Wide Communication</b>	<b>School Website</b>	<b>Assemblies</b>	
<b>State and Federal Policies</b>	<b>Building Allocations/Budgets</b>		

**1.4.2 Modifications on Level B, C, and D placement can be made at the site-level through the site’s agreed upon consensus model per Article 1.2.3**

**4.14 NEGOTIATION ITEMS REFERRED**

- ~~Workload~~
  - ~~11.1.2 language for IS staff~~
- ~~Benefits~~



- ~~○ Trauma recovery days – PEA~~
- Compensation
  - Review of budgeted versus actual expenditures for compensation - PEA
- Ongoing Working Groups
  - **Clarification, definitions, and language clarity for committees, subcommittees, and working groups – All groups**
  - Review of ~~Elementary~~ Extra Duty schedule adjustments – All groups
  - Professional Development Committee – PEA
  - Student behavior support – PASE, **ACE** and PEA

**11.5.5 Master Schedule Plans shall be submitted for approval to the appropriate Assistant Superintendent and Senior Director of Human Resources.**

12.1.1 Additional compensation shall be paid to licensed and classified staff who perform assignments not otherwise addressed by the Extra Duty Stipend Schedule. Examples of these assignments shall include ~~Eco-Week responsibilities~~, curriculum writing, in-house substituting, and in-service participation.

**12.2 ELEMENTARY AND SECONDARY TEACHER EXTRA DUTY PAY**

~~12.2.1 ELEMENTARY EXTRA DUTY SCHEDULE\* 2025-2026~~

**12.2.1 Elementary Extra Duty Stipend Information and Process will be found in PSD Elementary Licensed & Classified Extra Duty Guidelines.**

- **The preparation of the Extra Duty plan shall be a collaborative effort between the Principal, PEA representative, and the Office Manager.**

**12.2.2 Secondary Extra Duty Stipends are found in salary schedules C, E, and G in the Appendices**

12.15.2.2 Licensed and Scheduled Subs: In the event of school/worksite closure, whether for a full day or partial (late start or early release) day it will be treated as an excused absence for licensed employees and scheduled **long-term** subs, and hours related to the school closure shall be paid as regular worked hours.

**12.17.4 Substitutes for Early Childhood:**

**Early childhood classrooms are required to have substitute coverage to remain in adult/student ratio required by regulations for childcare licensing and funders requirements. Staff must remain in ratio, or the Early Childhood classroom will need to be canceled for the**



day. For sub positions that do not fill, the building should phone the Early Childhood department to deploy floating support sub resources from the department.

If that option is not available:

1. Use an emergency substitute (classified employee with a valid teacher or sub license).

If that option is not available, the Early Childhood department will authorize a sub centrally to keep the class in ratio.

- If the open sub position is a licensed position, a department staff member licensed staff member will be authorized to substitute for the classroom. The compensation for this position will be that of a licensed hourly up to and for two hours, and compensation of the half-day or full-day substitute rate for licensed employees.
- If the position is a classified position, a licensed or classified personnel may be required to fill in in order to keep the class in ratio and in session for the day. Compensation for the sub position will be that of the classified position.

14.1.1.1 Number of years of effective service is the total number of years served in a licensed teacher position for the District in which the employee was deemed to be performing at a level greater than unsatisfactory (prior to the 2013-14 school year) and effective or highly effective (beginning with the 2013-14 school year) through the final evaluation process used to determine performance levels at the time of the evaluation. The process must involve evaluation of the teacher's effectiveness related to classroom instruction, with at least 50% of that evaluation determined by the academic growth of the teacher's students.

### 15.3.1 REORGANIZATION PROCESS

A department reorganization is when the department's director or supervisor intentionally adjusts the structure or function of a department, which may or may not be a response to budgetary issues.

#### I. Pre-Implementation Engagement and Discussion

When central department reorganizations need to occur, the director/supervisor of the affected department will be notified of the need for changes first and will be responsible for designing a reorganization plan in partnership with Human Resources and district leadership. The department staff engagement process must include the following components:

- **Understanding and Rationale:** Clear communication with the affected department staff regarding the necessity for the change and how those changes could potentially impact the Department.



- **Mitigation Strategy:** Collaborative development of strategies between HR, department director/supervisor and department staff to minimize the impact on current employees.
- **Engagement Process:** Staff will be actively engaged and provided opportunities to share their ideas, feedback, and concerns prior to the finalization of any plan. While staff input is an important part of the process, final decisions will ultimately be made by the administration in alignment with the best interests and needs of the District.

## II. Notification and Job Postings

- **General Notification:** Central department staff impacted by the reorganization will receive information about the reorganization prior to information being shared more broadly within the district.
- **Job Postings:** Current employees must be notified of all impending changes (including but not limited to job title and/or description changes) at least thirty (30) days prior to any new job postings related to the reorganization.
- **Compensation Changes:** If the reorganization necessitates a reduction in an employee's compensation, the employee must be notified in writing thirty (30) days prior to any related job posting.

## III. Transition and Timing

- **Transition Plan:** A comprehensive transition plan outlining the stages and support mechanisms of the reorganization must be developed by Human Resources and the Department Director/Supervisor
- The plan shall include, at a minimum, the following components:
  - Clearly defined timelines.
  - Assessment of personnel allocation.
  - Support staff throughout the transition by providing access to Employee Assistance Services (EAS) as part of the transition support plan.
- **Assignment Obligations:** If a newly created position is substantially aligned (50% or more of job duties are identical) with the current job description of a position that is being eliminated, the employee may remain in their position for the remainder of their current scheduled work calendar or ninety (90) days from the date the position change was announced, whichever occurs first. If the position is eliminated entirely, the employee will be provided with at least 30 days' notice, in accordance with Article 15.4.5. Grant-funded positions may be subject to shorter notice period depending on when funding is no longer available.

## 15.4 REDUCTION PROCESS FOR CLASSIFIED EMPLOYEES



## ADDED TO APPENDIX:

### 12.2.1 ELEMENTARY EXTRA DUTY SCHEDULE\* 2026-2027

TIER 1 0.3%	TIER 2 0.6%	TIER 3 0.9%	TIER 4 1.2%
Site-Based Budget (10)	Track & Field (1)	Odyssey of the Mind Coordinator	Music Programs Coordinator
Talent Show	Science/Math Olympiad (2)	Student Leadership	Assessment Coordinator
Scheduling (2)	Lego Robotics (2)	ECO Week Overnight	Tutoring
Eco-Week Planning (4)	Academic Enrichment Clubs (5)	School Accountability	MTSS (Problem-Solving Team) Member
Crisis Response Team Lead (1)	Music Enrichment Club (1)	School-wide Culture Team (PBIS, Wellness, etc.)	Building Leadership Team
Spelling / Geography Bee (1)	Tech Team Comm (6)	School culture Team	Misc. Yearlong Student Enrichment Clubs
Staff Activities Members (2)	Kindergarten Reg (4)	Webmaster/Social Media	Student Enrichment Clubs
Staff Wellness Committee Lead (1)	Staff Activities Lead (1)	Misc Enrichment Clubs	Misc Coordinator (IB, IS, MTSS etc.)
Science Fair/STEM (2)	Student Wellness Clubs (6)	Misc Leadership	READ Act Lead
Club Tier 1 (quarter long) (2)	Newsletter (1)		
Art Show (1)	Yearbook (1)		
Field Day (1)	PTO Member (2)		
Book Fair (1)			
Extra Duty Coordinator (1)			

NOTE: The amounts include both employer PERA and employer Medicare.

### Elementary Extra Duty:

- The preparation of the Extra Duty plan shall be a **collaborative** effort between the **Principal, PEA representative, and the Office Manager.**



- The Elementary Extra Duty Schedule must be approved by a PEA designee, usually the AR representative. If no AR representative is available at a school, the elementary extra-duty schedule must be approved by the PEA President or Vice President.
- This group will reference the following documents housed and distributed by HR:
  - PSD Elementary Licensed & Classified Extra Duty Guidelines
  - Elementary Extra Duty Schedule
  - Elementary Extra Duty Pay Requests
- Annual review of Guidelines will be conducted by IR.
- Staff members can receive more than one of the posted stipends.
- Activities must be above and beyond the staff member’s job responsibilities.
  - Time eligible for stipends includes teacher/student contact time + planning time + meeting time etc that takes place outside of contract hours.
  - Individuals that give up their plan-time (or contractually protected time) during the day, or their lunch time to plan/conduct these activities **may still count this time.**
- Stipends may be divided to pay more than one staff member for the activity.
- Schools may not exceed the posted stipends.
- If a school does not have the activity listed in the schedule, they may trade out the posted activity for an already existing activity not listed.

**Classified Employee Extra Duty Stipend:**

Classified employees are eligible to receive extra duty stipends pending an HR approval process to ensure that the stipend work is separate from their primary assignment. Classified employees will work with their principal and office manager to submit necessary documentation.

General Time Recommendation for Eligibility				
	<b><u>Tier 1 / SBB</u></b>	<b><u>Tier 2</u></b>	<b><u>Tier 3</u></b>	<b><u>Tier 4</u></b>
% Base salary	.3%	.6%	.9%	1.2%
Contact/ Plan Time	~ 8 Hours	~ 16 Hours	~ 24 Hours	~ 32 Hours
<p><b><u>Stipend Examples:</u></b>            Examples are provided based on the <b><u>current schedule</u></b> and where different activities are currently placed in the tier system. Activities should roughly follow the time recommendations above. <b><u>Meetings assume 1 hr per meeting.</u></b></p>				



<u>Tier 1 / SBB</u>	<u>Tier 2</u>	<u>Tier 3</u>	<u>Tier 4</u>
~ 8 Hours	~ 16 Hours	~ 24 Hours	~ 32 Hours
<b>Examples:</b> 4x Meet/Year & Minimal Outside Work	<b>Examples:</b> < 1x Meet/Month W/ Substantial Outside Work  ~ 1x Meet/Month & Minimal Outside Work	<b>Examples:</b> > 1x Meeting/ Month W/ Substantial Outside Work  2 Meet/Month & NO Outside Work	<b>Examples:</b> 2x Meeting/ Month W/ Outside Work  4x Meet/Month & NO Outside Work
<b>Examples Include:</b> Tech Team, PTO, School-Wide Culture Team, School Accountability (SAC), Building Leadership Team (BLT), Site-Based Decision Team, MTSS Problem-Solving Team, Behavior Team, PBIS, IB Leadership, Curriculum Teams, Equity Team, SAC, SIT, Garden Committee, Social Committee, Safety Team, Building Leadership Team			
<u>Tier 1 / SBB</u>	<u>Tier 2</u>	<u>Tier 3</u>	<u>Tier 4</u>
<b>1x Event w/ Planning</b>	<b>Recurring Leadership</b>	<b>Overnight Trips</b>	<b>Coordinator Stipends</b>
Spelling Bee Geo Bee Talent Show Science Fair Art Show Eco-Plan Staff Wellness Field Day Scheduling	Yearbook Newsletter Kinder Registration Track & Field	Eco Week Overnight (.5 for 1-night, 1.0 2-night)	Music Programs Coordinator Assessment Coordinator READ Act Lead Tutoring
<b>Clubs:</b>			
Different clubs may have different intensity levels. Some clubs may need minimal planning time to run, while others need substantial planning time. It is up to the extra duty committee to determine if a club exceeds its tier in the extra-duty spreadsheet, and if additional compensation is available. The teacher may also plan their activity time around how much compensation they will receive. <b><u>Club meetings/week assume 1 hr per meeting</u></b>			
Intensity 1: Minimal Planning			
<ul style="list-style-type: none"> <li>Includes initial planning, but low planning maintenance while administering the club. (Assistants &amp; Supports that don't plan, OR Lead w/ minimal planning)</li> </ul>			



Tier 1 / SBB	Tier 2	Tier 3	Tier 4
<b>Quarter Long</b> ~8 weeks (1x a week)	<b>Semester Long</b> ~16 weeks (1x a week)	<b>Three Quarters Long</b> ~27 Weeks (1x a week)	<b>Year Long</b> ~32 Weeks (1x a week)
<p>Intensity 2: Substantial Planning</p> <ul style="list-style-type: none"> <li>Substantial lesson Planning, group creation, resource acquisition, rehearsing, etc. required for every club session &amp; meeting. (Lead Organizer Putting in Substantial Planning).</li> </ul>			
Tier 1 / SBB	Tier 2	Tier 3	Tier 4
	Quarter Long (8 weeks) & Substantial Planning <u>OR</u> Meets 2x a week		Semester Long (16 weeks) & Substantial Planning <u>OR</u> Meets 2x a week
<p><b><u>Examples Include:</u></b> Choir, Modern Band, Art Club, World Language Club, Chess Club, Battle of the Books, Odyssey of the Mind, Lego Robotics, Math/Science Olympiad, School News, Running Club, Bike Club, Mighty Math Minds, Typing Club, Film Club, Dungeons &amp; Dragons Club, Girls on the Run, Yoga, Jump Rope, Instrument Club, Musical Club, Student Council, Garden Club, Unified Sports, Kindness Club, Gaming Club</p>			



*Joni Baker*

Joni Baker, ACE President

May 22, 2026

Date

*Kristin W. Stolte*

[Kristin W. Stolte \(May 26, 2026 18:31:08 MDT\)](#)

Kristin Stolte, PASE President

May 26, 2026

Date

*Candice Mozer*

[Candice Mozer \(May 22, 2026 12:03:51 MDT\)](#)

Candice Mozer, PEA President

May 22, 2026

Date

*Lauren Hooten*

[Lauren Hooten \(May 22, 2026 13:24:19 MDT\)](#)

Lauren Hooten, Chief of Staff

May 22, 2026

Date

**Signature:** *Candice Mozer*

[Candice Mozer \(May 26, 2026 18:32:42 MDT\)](#)

**Email:** cmozer@psdschools.org

*Educate...*  
*Every Child, Every Day*

***Vision***

*Poudre School District exists to support and inspire every child to think, to learn, to care, and to graduate prepared to be successful in a changing world.*



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