

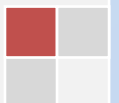
Human Resources: Staff Relations

Purpose: To provide effective supervision and support of employees & to assist in navigating the Collective Bargaining Agreements



A Leader's Resource Guide: Effective Supervision & Support for Employee Development

Ensure there is an effective teacher and administrator at every level of the organization focused on improving student outcomes.



LOS ANGELES UNIFIED SCHOOL DISTRICT

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Dear LAUSD Administrator:

The work in which we are engaged on a daily basis – leading and supervising staff to keep the LAUSD promise of *All Youth Achieving* - pays off in immeasurable ways for the students and families who have placed their trust in us.

In order to preserve the trust that the LAUSD community places in us, we must work with our staff members to ensure that all employees meet high expectations for job performance. These expectations are enumerated in the policies, regulations and laws that are enacted by the Federal Government, the State of California, the LAUSD Board of Education, and the Superintendent. In addition, the District and our labor partners have worked collaboratively to develop Collective Bargaining Agreements, which act as a set of guidelines through which policies, laws and expectations are implemented and ensure that the employees are provided with due process rights and opportunities to participate in the decisions that affect our working conditions.

This new resource guide, *A Leader's Resource Guide: Effective Supervision and Support for Employee Development*, has been created to assist you to provide effective supervision and support for employees on your team successfully. Inside, you will find information regarding communicating clear expectations, assisting staff in improving their performance and appropriately documenting concerns related to instruction, conduct or other work-related duties. There are specific sections regarding the Affirmative Decision process, investigating allegations of misconduct, addressing employee attendance and absenteeism, and responding to grievances. Also included, you will find the most frequently used provisions, articles and sections of the Collective Bargaining Agreements for your reference.

While the *Leaders Resource Guide* contains information and examples to be used in working with your employees, it is not intended to take the place of regular discussions and consultation with your Operations Coordinator, Instructional Director, Staff Relations Field Director and Senior Human Resources Representative. Our office can assist you in all areas relating to employee performance and accountability, and contractual issues to ensure that you are able to create an effective and engaged team in a work and school environment that is conducive for student learning. We look forward to supporting your work to provide the highest quality of instruction and support to the students, parents and community of the Los Angeles Unified School District.

Director, Staff Relations

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INTRODUCTION

The primary goal of the Los Angeles Unified School District is to improve student achievement. This requires the collective effort of all District employees. It is essential that each employee provide maximum effort achieving this goal and that each employee demonstrates the sense of urgency to accomplish this work and recognize their own accountability.

At the same time, the district recognizes that to be held accountable, employees must clearly understand expectations and be given a fair opportunity to succeed. This means consistent feedback, evaluation, guidance and when necessary, discipline applied progressively – keeping in mind due process, employee rights under a collective bargaining agreement and established disciplinary rules and procedures. This resource guide has been developed to assist administrators and supervisors in implementing the collective bargaining agreements and to ensure an effective employee at every level of our LAUSD organization.

This resource guide is intended to guide the evaluation of employee performance and is a ready reference to assist management personnel in providing effective supervision for employees. Additional assistance is available from Staff Relations Field Directors (Certificated) and Senior Human Resource Representatives (Classified).

Staff Relations Phone Number: (213) 241-6056

Website: <http://achieve.lausd.net/staffrelations>

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Staff Relations Resource Handbook

CERTIFICATED EVALUATION

CERTIFICATED EVALUATION FORMS AND DUE DATES

The purpose of the evaluation process is to provide assistance and guidance to certificated employees in their efforts to improve their performance and thereby directly and indirectly improve student achievement. Evaluation is a positive developmental process to assist employees and is not disciplinary in nature. The following chart should be helpful in carrying out the evaluation process:

<u>Employee</u>	<u>Evaluation Form</u>	<u>Due Date</u>
1. Principal, Assistant Principal <ul style="list-style-type: none"> • Probationary • Continuing 	98.39.1 98.39.1	May 10, every year May 10, every other year
2. Classroom Teacher <ul style="list-style-type: none"> • Permanent • Probationary • Interns • Temporary Contract 	TGDC TGDC TGDC TGDC	Every other year* @ Every year* @ Every year* @ Every year* @
3. Classroom Teacher <ul style="list-style-type: none"> • Provisional • Extended Status • Probationary, Conditional, or Temporary Contract assigned after March 1 	1022/TGDC 1022/TGDC 1022/TGDC	May be issued at any time or the end of each semester if Less Than Satisfactory
4. Classroom Teacher, Early Education Center <ul style="list-style-type: none"> • Probationary • Permanent 	TGDC TGDC	Every year * @ Every other year* @
5. Nurse, Counselor, PSA and School Psychologist <ul style="list-style-type: none"> • Probationary • Permanent 	98.39 98.39	Every year* @ Every other year* @

***Teachers who have received a BSE, Needs to Improve (NI), and/or had 13+ days absence must be evaluated. Best practice entails meeting these due dates well in advance of deadlines!**

At the discretion of the administrator or supervisor, employees may be evaluated more frequently than noted above; any employee who receives a “Needs to Improve” should be considered for re-evaluation the following year. Staff Relations should be consulted. @ Final document must be issued no less than 30 calendar days before the employee’s last regular scheduled workday.

* In the case of permanent employees who are deemed “highly qualified” under 20 U.S.C. Section 7801, and have been employed by the district for at least 10 years, the period between evaluations may, in the joint discretion of the evaluator and the employee, be extended beyond the two-year period so that the evaluation may be made once in a three, four, or five-year period, subject to limitations. It is highly recommended that the agreement between the evaluator and employee be in writing with the ending date of the extension specified. (See LAUSD-UTLA Agreement, Article X, Section 3.0)

CERTIFICATED EVALUATION

CERTIFICATED EVALUATION: “TGDC” And FORM 1022

The District has two evaluation processes and online systems: All teachers of K-12 students, including Early Education teachers, Special Education Resource teachers and Special Day Program teachers are evaluated using the Teacher Growth and Development Cycle (TGDC) located at the following site: <https://lausd.truenorthlogic.com>. Other certificated positions (Adult and Career Education teachers, academic coaches, coordinators, deans, and counselors) as well as school-based support services personnel (School Psychologists, PSA Counselors) are evaluated using the Certificated Personnel Evaluation System (CPES) at: www.stulls.lausd.net/stulls/index.jsp. See Bulletin 5335.3 Performance Evaluation for UTLA Bargaining Unit Personnel for more information regarding the evaluation process. The following is an overview of the sequence of events included in TGDC and in CPES.

Initial Planning

- a. Inform employees who will be evaluated. Use the worksheet on page 6 to assist you.
- b. TGDC- employee to access and complete (IPS) on the MyPGS platform, once completed by the employee, MyPGS sends an email notification to the evaluator that the IPS has been submitted.
- c. CPES- distribute Initial Planning Sheet (IPS)-*Human Resources website: forms* and work copy and explain the complete Evaluation Process (Initial Planning Sheet, observations and conferences) to those employees.
- d. Ensure that employee has submitted Initial Planning Sheet by the end of the sixth week.
- e. Hold an Initial Planning Conference to review and approve Initial Planning Sheet and criteria to be used in Final Evaluation Report by the end of the 8th week.
- f. Schedule classroom observations (specific dates and times).

Post-Observation Conference and Summary Memo

- a. Identify specific deficiencies (see page 20).
- b. Provide specific written recommendations, assistance, guidance, and/or directives.
- c. Provide ongoing specific assistance, enlist the help of school-based personnel, skilled teacher, Consulting Teacher, Subject Area Coaches, ESC Advisers, and/or provide release time to observe.
- d. Document the conference with a conference summary memo. Give the employee a copy within four working days of the conference (Refer to Page 30).
- e. Allow sufficient time for improvement.
- f. Repeat observation and post-observation conference as appropriate.

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CERTIFICATED EVALUATION

CERTIFICATED FREQUENTLY USED STATUS CODES

SAP EMPLOYEE SUBGROUP CODE	STATUS CODES	STATUS DESCRIPTION
B1	Probationary, 1 st Year	Employee is serving the required probationary period necessary to attain permanent status with the District.
B2	Probationary, 2 nd Year	Employee is serving the required probationary period necessary to attain permanent status with the District.
F1	University Intern, 1 st Year	Employee is completing credential requirements by participating in a University Internship Program.
F2	University Intern, 2 nd Year or More	Employee is completing credential requirements by participating in a University Internship Program.
G1	District Intern, 1 st Year	Employee is teaching under a valid District Intern Certificate.
G2	District Intern, 2 nd Year of More	Employee is teaching under a valid District Intern Certificate.
K1	Temporary Contract	Employee is teaching under a temporary contract of up to one year.
L1	Limited Contract	Employee is working an assignment which may be limited as to dates, hours, or benefits and which is not in addition to a basic assignment.
Q1	Conditional Qualifying, 1 st Year	Employee is serving the equivalent of a two school year probationary period in a classification other than the one in which regular (continuing) status was or would have been attained if the employee were working in his/her contracted classification.
Q2	Conditional Qualifying, 2 nd Year	Employee is serving the equivalent of a two school year probationary period in a classification other than the one in which regular (continuing) status was or would have been attained if the employee were working in his/her contracted classification.
R1	Continuing, Regular Assignment	Employee has successfully completed the required probationary period.
S1	Substitute	Employee is serving in a vacant position or in place of another employee absent from a position.
T1	Assignment -Temporary	Employee who is serving in an interim, acting or short term basis and do not earn tenure in this classification.
V1	Provisional Contract	Employee is teaching under a short term staff permit, provisional intern permit or emergency permit required for service in the position.
Z1	Substitute, Retired	Retiree is serving in a vacant position or in place of another employee absent from a position.

CERTIFICATED EVALUATION

CERTIFICATED BELOW STANDARD EVALUATION CHECKLIST

- ___ Adhere to Staff Relations Key Task Calendar for Certificated Evaluations (page 52).
- ___ Identify employees who are having difficulty as early as possible and immediately consult with your Staff Relations Field Director and Instructional Director.
- ___ Continue to observe, hold conferences, provide conference memos, assistance/guidance, and directives.
- ___ Inform Staff Relations in writing of below standard performance and possible consequences.
- ___ Hold conference midyear (November–January) to warn employee that he/she is in danger of a “Below Standard” or “Does not Meet” evaluation as soon as it becomes evident. (Important!)
- ___ Continue to observe, hold conferences, provide conference memos and assistance and guidance.
- ___ Please contact your Staff Relations Field Director if a Notice of Unsatisfactory Service is also being considered.
- ___ Schedule conference to discuss and issue Final Evaluation Report by applicable deadline (See Staff Relations Monthly Update @ <http://achieve.lausd.net/staffrelations>).
- ___ If Final Evaluation Report is “Below Standard Evaluation,” consult with a Staff Relations Field Director for advice in preparing the **required attachments**.
- ___ A Below Standard Evaluation must have an attachment with four categories:
 - Specific Deficiencies
 - Recommendations
 - Assistance Provided
 - Assistance to be Provided
- ___ Please remember that adequate documentation in your files is required to substantiate your ratings, comments, and the attachment mentioned above.
- ___ Meeting the contractual deadline is essential for the issuance of a Below Standard Evaluation. Employee must be issued an evaluation no later than 30 calendar days before the end of their work year. (Best practice is to issue 45-60 days prior to end of the year).
- ___ Notification of Below Standard rating – right to a representative per Article X, Section 11.0 (e): The employee shall have the “right to be accompanied and represented by a UTLA representative or by any other person so long as the person is not a representative of another employee organization.”

Los Angeles Unified School District - Human Resources
Staff Relations Resource Handbook

CERTIFICATED EVALUATION

CERTIFICATED PERFORMANCE EVALUATION WORKSHEET

School Year _____

Employee Name	Evaluator*	Status	IPS* Work	Dates IPS* Submitted	Date of Conference IPS Signed*	Observation* Dates <i>*Critical</i>	No. of Written Conference Memos	NOUS*	Evaluation Issuance	BSE Sent to SR

* Required for identified problems and for Below Standard or Needs to Improve ratings.

* IPS: Initial Planning Sheet

* NOUS: Notice of Unsatisfactory Service

CLASSIFIED EVALUATION

CLASSIFIED AND TEACHER ASSISTANT PERFORMANCE EVALUATION

Performance evaluations primarily provide an opportunity for an employee and supervisor to assess the work product and discuss successful work habits or needed improvement. The evaluation also provides an opportunity for the employee to discuss personal work – related goals and avenues of development for related knowledge and skills. Fair and timely performance evaluations are an essential part of any sound program of personnel management. It is the responsibility of management to communicate to classified employees the expected level of performance, to document the extent to which established standards have been met and to provide appropriate assistance and guidance. Evaluation is a continuous process. Therefore, the evaluation should reflect performance over the entire rating period. Discussing deficiencies with the employee as early as possible provides the employee time to correct the problem prior to receipt of the formal evaluation.

Evaluation Process

Evaluations must be completed by a supervisor or administrator. Teachers, including coordinators, may not evaluate paraprofessionals. However, they may provide input.

- For permanent employees, an evaluation may be issued at any time; however, one is required at least annually. See page 8 for evaluation deadlines.
- For probationary employees, at least two evaluations (preliminary and final) are required; these should be issued at the 2nd and 4th month, respectively.
- Only employees in permanent or probationary status are evaluated; temporary and substitute classified employees do not receive formal evaluations. Restricted employees receive a “promotability evaluation” as part of the process for becoming unrestricted, i.e., permanent.

Lower Than “Meets Standard”

Whenever it appears that performance problems are developing, supervisors/administrators are encouraged to contact Senior HR Representatives, (the Area Operations Supervisor for Maintenance and Operations employees or the Area Food Services Supervisor for Food Services employees.)

- Discuss deficiencies with the employee as early as possible allowing the employee time to correct the problems.
- For every category rated lower than “meets standard”, each of the following topics must be addressed in a supplemental form and attached to the evaluation:
 - Statement of Problem
 - Suggestions as to how to improve
 - Desired improvement
 - Provisions for assisting the employee
- Performance evaluations may be appealed to the ESC Operations Administrator or their designee if the employee disagrees; only alleged procedural violations are grievable.

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CLASSIFIED EVALUATION

CLASSIFIED EVALUATION FORMS AND DUE DATES

<u>Employee</u>	<u>Evaluation Form</u>	<u>Due Date</u>
1. Clerical, Custodial, Classified Special Education <ul style="list-style-type: none"> • Preliminary Probationary • Final Probationary • Permanent 	PC8251.0 PC8252.0 PC80.22a	2nd month 4th month Yearly*#
2. Education/Campus or Children's Center Aide (Permanent Only)	PC80.22a	Yearly *
3. Cafeteria <ul style="list-style-type: none"> • Probationary • Permanent Food Services Workers 	PC8251.0 (Prelim), PC8252.0 (Final) 38.146	2nd, 4th month Yearly*
4. Teacher Assistant	PC TA5291	Yearly*
5. Classified Supervisors <ul style="list-style-type: none"> • All Probationary • Cafeteria Manager • School Administrative Assistant • Plant Manager 	PC8251.0 (Prelim), PC8252.0 (Final) 38.145 PC80.22a PC80.22a	2nd, 4th month Yearly* Yearly* Yearly*
6. School Police (School Police Supervisor initiates process)	PC80.22a	Yearly*

*At the discretion of the administrator or supervisor, employees may be evaluated more frequently than noted above. Staff Relations (or the Complex Project Manager for M & O or the Sr. Food Services Supervisor for Food Services) should be consulted.

#All classified except Unit D employees must be evaluated not less than 20 working days prior to end of the employee's assignment for the year.

PC 8251.0 Preliminary Performance Evaluation for Probationary Classified Employees

PC 8252.0 Final Performance Evaluation for Probationary Classified Employees

PC 80.22a Performance Evaluation for Permanent Classified Employees

PC TA 5219 Teacher Assistant Evaluation Form

38.145 Classified Manager Evaluation Form

38.146 Permanent Food Service Worker Evaluation

NON-PERMANENT TEACHERS

PROBATIONARY TEACHERS

Probationary is a District status while the employee is serving the required probationary period necessary to attain permanent status with the District. Any probationary teacher within the District is subject to re-election or non re-election. As a yearly key component, the Superintendent requires that all principal/administrators in collaboration with their supervisors make an “Affirmative Decision” regarding each non-permanent certificated staff member. The “Affirmative Decision” is a mandatory process that leads to the following outcomes:

1. Receive permanent/regular status and be retained in their position for the subsequent year.
2. Release from their current position and reassigned to a former class.
3. Release as a Non Re-elect and separate from District employment.

Probationary teachers must be evaluated according to the following documents:

1. Education Code: 44664, - Frequency: At least once each school year for probationary personnel. If employee is not performing his or her duties in a satisfactory manner according to the standards prescribed by the governing board, the Employer shall notify the employee in writing of the fact and describe the unsatisfactory performance. Employer shall confer with the employee making specific recommendations as to areas of improvement in his or her performance and endeavor to assist the employee in his or her performance.
2. Collective Bargaining Agreement: Article X, section 3.0, Frequency, Evaluations shall be made least once each year for probationary or qualifying employees.
3. Bulletin – 5335.2 – page 6, III Teacher Growth and Development Cycle, section B, third paragraph,

“The following non-permanent and qualifying personnel shall be evaluated at least once each school year:”

- Probationary (B1, B2)
- District Intern (G1, G2); University Intern (F1, F2); and Temporary Contract (K1) personnel
- Qualifying Personnel (Q1, Q2)
- Provisional (V1)

Although Prob 1 teachers do not require a March 15 letter to be released the subsequent year, there are timelines by which all documentation and recommendations must be completed.

Deadline – Mid March

STATUS	TYPE OF CONTRACT	EVALUATION
F1,F2,F3 G1,G2,G3 I1,I2,I3	University Interns District Interns Individualized Interns	TGDC
B1	Probationary 1	TGDC
GA	District Intern – Basic credential in General Education subject – working toward a Special Education Credential	TGDC

NON-PERMANENT TEACHERS

AFFIRMATIVE DECISION PROCESS FOR NON RE-ELECTION

Key Due Dates & Checklist for the Final "Affirmative Decision":

Probationary 2 teachers must receive a March 15 letter. Affirmative Decision forms are due in late **November**. The non re-election process for Board approval is conducted by **March 15**.

Probationary 1 teachers Affirmative Decision forms are due early in March. The non re-election process for Board approval is conducted by **May 15**.

Pursuant to section 44929.21 of the California Education Code:

1. The administrator meets with the teacher (they must have a face to face meeting) to inform the teacher that the administrator is recommending his /her non re-election.
2. The administrator mails a notification letter informing the teacher of his/her non re-election.

*The great leaders are like the best
conductors ~ they reach beyond the
notes to reach the magic in the
player.*

Blaine Lee
(Franklin Covey Co.)

NON-PERMANENT TEACHERS

AFFIRMATIVE DECISION PROCESS FOR NON RE-ELECTION

Probationary 1 (First Year)

August	Sept - Dec	January	February	May
Identify Probationary 1 Teachers *HR will provide list	Multiple Classroom Observations	Principals/Administrators Make Affirmative Decision and Submit Form(s) to ESC Superintendent	Principal holds face to face Meeting with Probationary 1 Teacher	Board Approves Non Re-Election

Probationary 2 (Second Year)

August	Sept - Nov	Mid-November	December	March
Identify Probationary 2 Teachers *HR will provide list	Multiple Classroom Observations	Principals/Administrators Make Affirmative Decision and Submit Form(s) to ESC Superintendent	Principal holds face to face Meeting with Probationary 2 Teacher	Board Approves Non Re-Election

*Principals can access their master rosters on My Team (Human Capital Data Warehouse-HCDW)
<https://myteam.lausd.net>

NON-PERMANENT TEACHERS

NON-RENEWAL OF CONTRACTS FOR NON PERMANENT TEACHERS

When a non-permanent certificated employee (see chart below) receives a less than satisfactory or Below Standard Evaluation, s/he will not be offered a contract for the following year. The following certificated employees will be released if they receive an overall less than satisfactory or Below Standard Evaluation.

STATUS	TYPE OF CONTRACT	EVALUATION FORM
VW	Provisional Contract/Emergency Special Education	1022
VY	Provisional Contract/Emergency Credential Permit	1022
V1,V2,V3	Provisional Contract/Pre-Intern Credential Permit	1022
KZ	Retiree earning full-salary similar to a Sub	N/A
KT	Temporary Contract – Will convert to Prob 1 whenever the Principal gives a positive reference to Teacher Selection. If reference is not positive, contract is not renewed.	TGDC
F1, F2, F3	University Intern – If the teacher receives a Below Standard Evaluation, the Principal should send a copy to Contracts. A new contract will not be issued for the next year.	TGDC

DUE PROCESS AND DOCUMENTATION

DUE PROCESS: CERTIFICATED

Appropriate administrative action should be based upon a thorough evaluation of employee related issue or challenge. In particular instances, immediate disciplinary action may be required. In general; however, progressive discipline should be evident and actions to keep in mind:

- Call attention to an employee's performance and/or conduct that needs to be changed
- Give the employee a reasonable opportunity to improve his/her performance and/or conduct
- Provide evidence of progressive discipline
- If there is no improvement, document progressive discipline steps to prepare for potential dismissal/demotion

Critical factors in providing due process for certificated employees include: **Progressive Discipline, Documentation and Uniform Treatment.**

Progressive Discipline and Documentation

1. Contact Staff Relations to consult on disciplinary conference memos.
2. Informally remind the employee regarding performance concerns and reinforce performance expectations. (Refer to page 29)
3. If subsequent infractions occur, conference with the employee and issue a written warning. (Refer to page 30)
4. Notify the employee in writing that he/she may invite a representative of his/her choice if the focus of the conference may be disciplinary.
5. Give the employee an opportunity to improve:
 - Provide assistance and guidance
 - Allow an adequate time interval. (This will vary with improvement sought.)

DUE PROCESS AND DOCUMENTATION

DUE PROCESS: CERTIFICATED

6. Notify the employee in writing that failure to improve may lead to a Below Standard Evaluation, a Notice of Unsatisfactory Service or Act, suspension, or dismissal. There should be no surprises.
7. Contact Staff Relations for assistance with conference memos, issuance of Notice of Unsatisfactory Service/ Act, with or without suspension.

Note: Progressive steps are not necessary when misconduct is considered egregious by supervisor (e.g., assault, theft, immoral conduct, fraud).

Uniform Treatment

1. Treat employees with similar issues or problems similarly.
2. Enforce rules consistently and evenhandedly.
3. Support such treatment with written records.
4. Ensure treatment is not arbitrary, capricious, or discriminatory.

A leader is one who knows the way, goes the way, and shows the way.

*John Maxwell
(Author and Speaker)*

DUE PROCESS AND DOCUMENTATION

DUE PROCESS: CLASSIFIED

Appropriate administrative action should be based upon a thorough evaluation of the employee's performance related problems. In some instances, immediate discipline may be required. In general; however, progressive discipline should be evident. Actions to keep in mind are the following:

- Call attention to an employee's performance and/or conduct that needs to be changed.
- Give the employee a reasonable opportunity to improve their performance and/or conduct.
- Provide evidence of the progressive discipline process.
- Document steps in progressive discipline toward potential dismissal/demotion if there is no improvement.

Critical factors in providing due process for classified employees include **Progressive Discipline, Documentation** and **Uniform Treatment**.

Progressive Discipline and Documentation

1. Contact Staff Relations* for assistance with issuance of a Notice of Unsatisfactory Service for causes set forth in Personnel Commission Rule 902.
2. Informally remind the employee regarding performance concerns and reinforce performance expectations. (Refer to page 29)
3. If subsequent infractions occur, conference with the employee and issue a written warning. (Refer to Page 30)
4. Give the employee an opportunity to improve:
 - Provide assistance and guidance
 - Allow an adequate time interval. (This will vary with improvement sought.)
5. Notify the employee in writing that failure to improve may lead to a Below Standard Evaluation or a Notice of Unsatisfactory Service, which may include a recommendation for suspension, demotion, or dismissal. There should be no surprises.

Note: Progressive steps are not necessary when misconduct is egregious (e.g., assault, theft, immoral conduct, fraud).

DUE PROCESS AND DOCUMENTATION

DUE PROCESS: CLASSIFIED

Uniform Treatment

1. Treat employees with similar issues or problems similarly.
2. Reinforce rules consistently and evenhandedly.
3. Support such treatment with written records.
4. Ensure treatment is not arbitrary, capricious, or discriminatory.

*Contact Complex Project Manager for Maintenance and Operations employees or Sr. Food Services Supervisor for Food Services employees.

A good leader inspires people to have confidence in the leader; a great leader inspires people to have confidence in themselves.

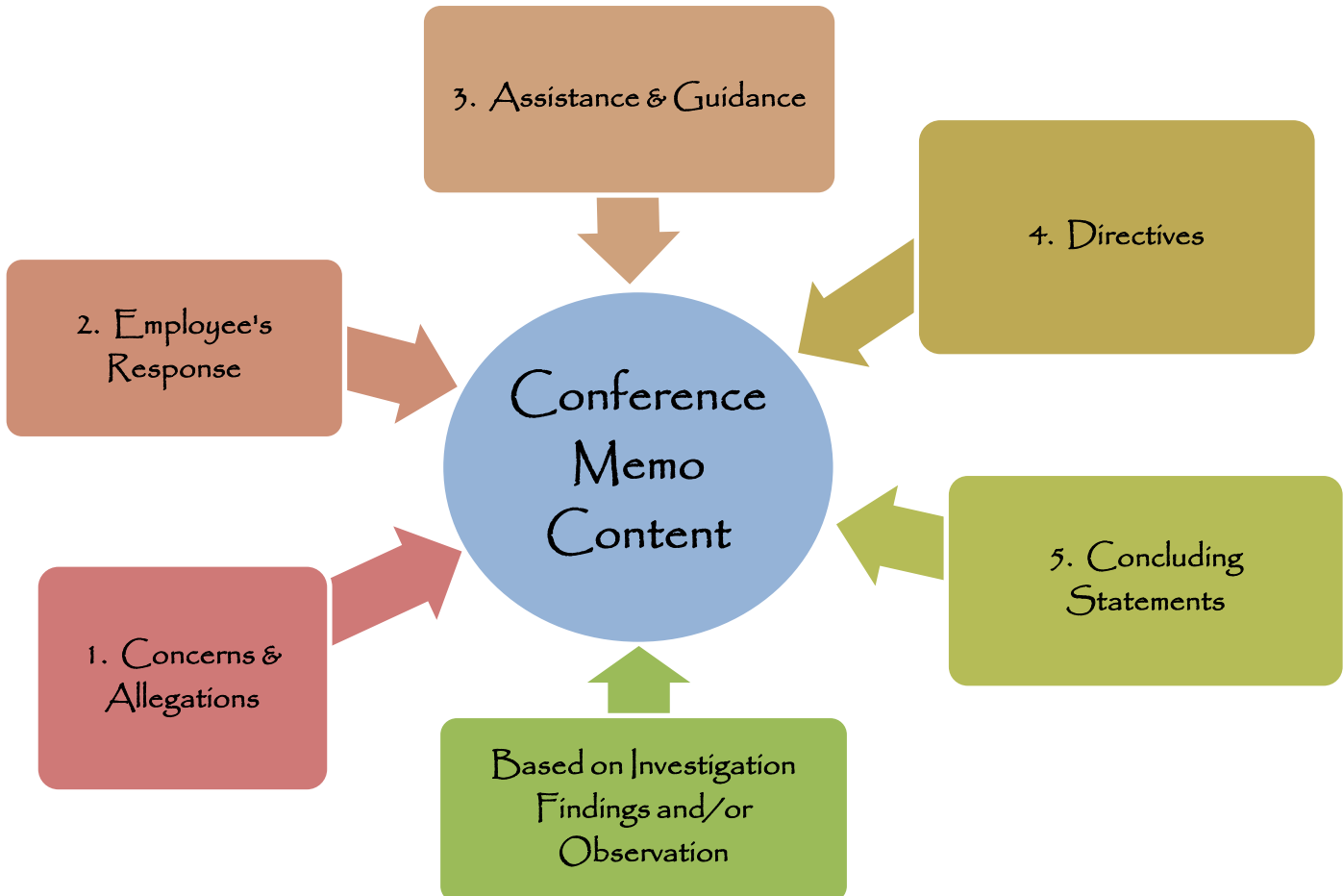
*Eleanor Roosevelt
(First Lady and First Chair of the UN Commission on Human Rights)*

DUE PROCESS AND DOCUMENTATION

DOCUMENTATION CHECKLIST: CERTIFICATED AND CLASSIFIED

Documentation provides written confirmation that due process with the employee has been followed. Use the Documentation Checklist below on page 18 as a guide to create a conference memo that will assure that due process is followed. The subsequent pages will describe the appropriate content for each section of the conference memo.

Remember: IF YOU DIDN'T WRITE IT, IT DIDN'T HAPPEN! = CONFERENCE MEMO



DUE PROCESS AND DOCUMENTATION

DOCUMENTATION CHECKLIST: CERTIFICATED AND CLASSIFIED

Documentation Checklist for Draft Conference Memo

Section I: Concerns and Allegations

- _____ Record the observable, specific behavior promptly, while it is still fresh in your memory. **(What)**
- _____ Include the date, time, and location of the incident(s). **(Where / When)**
- _____ Name the person(s) involved, including job title. **(Who)**
- _____ List the specific performance standards violated.
- _____ Identify specific rules or regulations violated. Appropriate evidence and additional items which can be helpful are:
 - Firsthand observations, dated and documented.
 - Specific District or school rules and/or policies provided to employee.
 - Attendance records, calendars, bulletins, appropriate provisions of bargaining agreements.
- _____ Specify the action taken by administrator.

Section II: Employee's Response

- _____ Record the impact of the action or behavior on the employee's total work performance and/or the operation of the school or office.
- _____ Note the employee's reaction/responses to your efforts to modify the behavior.

Section III: Assistance / Guidance

- _____ Explain and document suggestions for improvement. Provide practical advice. Provide references or professional development that will help the employee improve.

Section IV: Directives

- _____ Direct the employee to implement specific suggestions for improvement.

Section V: Concluding Statements

- _____ Provide the employee with the consequences for failure to improve and connect to concerns in Section I.
- _____ Provide a copy of the conference memo and other materials related to the employee's performance to employee. ***Classified Employees Only: Sign for receipt of such.**
- _____ If the classified employee refuses to sign, a witness may sign the conference memo to document his/her refusal to sign.

Record the
Observation
What



Include the Date,
Time & Location
Where/When



Name the Person(s)
Involved
Who

DUE PROCESS AND DOCUMENTATION

CONTENT OF THE CONFERENCE MEMO

One purpose of the Conference Memo is to put in writing, to document, what was discussed between teacher and administrator during a conference that was held. In many instances, the subject of the conference relates to observations made by the administrator during a visit to the teacher's class. When the administrator discusses with the teacher what was observed, it is important that the administrator describes in specific terms what it was that he/she observed. What did the teacher say and do? What did the students say and do?

Section 1: Concerns and Allegations

It is equally important when writing the Conference Memo, that what was discussed be recorded in specific terms after the conference, particularly the portion that begins, "During the conference, we discussed" It is suggested that you prepare the draft Conference Memo prior to the conference, consult with Staff Relations and use it as a "guide" for your meeting with employee.

What follows are examples to guide you in writing specific concerns and allegations for certificated and classified Conference Memos.

Leadership and learning are indispensable to each other.

John F. Kennedy (35th U.S. President)

DUE PROCESS AND DOCUMENTATION

CONTENT OF THE CONFERENCE MEMO

Certificated

GENERAL	SPECIFIC
1. Teacher needs to better organize activities at the start of the period.	On Tuesday, September 21, 2XXX, you took ten (10) minutes to take attendance. During this time students sat idly at their desks. They had no assignments on which they were directed to work.
2. Teacher utilized inappropriate disciplinary measures in attempting to maintain order.	On Friday, October 1, 2XXX, at approximately 9:30 a.m., you put scotch tape across the mouths of students Bill C., Jose G., and Lupita I., who failed to stop talking when told to do so.
3. The learning environment in the classroom was poor.	On Wednesday, March 10, 2XXX, I saw ten wads of paper lying on the floor in the front of the room and in the general area of the waste basket. A classroom set of textbooks were lying in a pile on the floor of the rear of the classroom. The construction paper attached to the bulletin board was torn and hanging in tatters. The expression, "I hate the teachers" was scrawled in large black letters across the rear wall.
4. The teacher failed to provide a variety of activities during the period.	On Monday, April 5, 2XXX, you lectured to the class for the entire 50 minute period.
5. The teacher failed to keep the class in order.	On Tuesday, May 18, 2XXX at approximately 1:00 p.m. while you were attempting to explain the use of the nominative case, students Tyronne B. and Derek O. in the rear of the room were matching pennies. Student Jack L. sailed paper airplanes across the room. Students Juanita J. and Shayna R. seated in the front of the room carried on a loud conversation about a party they had recently attended. You made no attempt to deter or correct the behavior.

Be sure you name the students (first name, last name initial) when actually writing a Conference Memo.

DUE PROCESS AND DOCUMENTATION

CONTENT OF THE CONFERENCE MEMO

Classified

GENERAL	SPECIFIC																								
1. You need to better organize your work to get things done.	1. On Thursday, June 21, 2XXX, I observed that you had four large, unorganized piles of paper on your desk, in addition to a cardboard box (12'x15'x10 ½") full of paper next to your desk.																								
2. You were late coming back from lunch.	2. On Wednesday, March 28, 2XXX, I observed you returning from lunch at 1:20 p.m. Your lunch hour is from 11:30 to 12:30 p.m.; therefore, you were 50 minutes late.																								
3. You are not getting the job done.	3. On Monday, March 21, 2XXX, I asked to see the audit for Happy High School. You had only completed the Attendance Audit. You had yet to complete the Student Body, the Cafeteria and the Payroll Audit. This assignment is to be completed by Friday, March 25, 2XXX.																								
4. Your paperwork is not complete.	4. On Thursday, May 17, 2XXX, I received a copy of your audit. You failed to write a description as to how you came to the conclusion that both certificated and classified employees were not signing in and signing out appropriately. "See the Audit" is not clear to me.																								
5. Your frequent absences affect our ability to complete tasks on time.	<p>5. You have been absent forty (40) hours from February 5 through March 16, 2XXX as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="text-align: left;">Day</th> <th style="text-align: left;">Date</th> <th style="text-align: center;">No. of Hrs.</th> <th style="text-align: left;">Reason</th> </tr> </thead> <tbody> <tr> <td>Monday</td> <td>February 5, XX</td> <td style="text-align: center;">8</td> <td>III</td> </tr> <tr> <td>Tuesday</td> <td>February 6, XX</td> <td style="text-align: center;">8</td> <td>III</td> </tr> <tr> <td>Wednesday</td> <td>February 16, XX</td> <td style="text-align: center;">8</td> <td>III</td> </tr> <tr> <td>Thursday</td> <td>March 12, XX</td> <td style="text-align: center;">8</td> <td>III</td> </tr> <tr> <td>Friday</td> <td>March 16, XX</td> <td style="text-align: center;">8</td> <td>III</td> </tr> </tbody> </table> <p>Your absences have caused a reshifting of responsibilities and tasks to the other staff member in the office.</p>	Day	Date	No. of Hrs.	Reason	Monday	February 5, XX	8	III	Tuesday	February 6, XX	8	III	Wednesday	February 16, XX	8	III	Thursday	March 12, XX	8	III	Friday	March 16, XX	8	III
Day	Date	No. of Hrs.	Reason																						
Monday	February 5, XX	8	III																						
Tuesday	February 6, XX	8	III																						
Wednesday	February 16, XX	8	III																						
Thursday	March 12, XX	8	III																						
Friday	March 16, XX	8	III																						

DUE PROCESS AND DOCUMENTATION

CONTENT OF THE CONFERENCE MEMO

Section 2: Employee's Response

In this section record the response given by the employee during the conference.

Section 3: Assistance and Guidance

In this section write what you want the employee to do to improve. Include assistance from publications, resources from other personnel and professional development. Be specific as to what the employee needs to do (or cease doing) to improve. The following is a list of suggested resources for use in providing assistance and guidance.

General District Publications

- Board Rules, memoranda, reference guides, bulletins, policies, Code of Ethics
- District publications
- Employee Handbooks (Certificated and Classified)
- Job descriptions
- Reference books
- Various Collective Bargaining Agreements

Assistance Related to Job Duties

- | | |
|--|--|
| <ul style="list-style-type: none">• Classroom demonstrations• Observation of classroom environment• Observation of classroom management• District workshops, conferences• Lesson planning• PAR Consulting Teacher• Professional literature• Professional organization workshops• Staff, grade-Level, department and/or professional development meetings• Community adult school/college/university classes | <ul style="list-style-type: none">• Use of District/local school resources• Visits to other classrooms• Visits to other work sites• State Standards• Common Core Standards• Paraeducator Career Ladder (Units B, F)• Tuition reimbursement (Units B, C, D, S)• School Handbook• Coaches (Literacy and Math)• Learning Zone• Organizational Excellence |
|--|--|

DUE PROCESS AND DOCUMENTATION

CONTENT OF THE CONFERENCE MEMO

Medical

- Employee Medical services
- Formal leave, including Family Care Leave
- Availability of Employee Assistance Program is now very limited, for employees with medical benefits, it is best to refer to Medical Provider.

Other Assistance

- Anger Management Workshop
- Sexual Harassment Training
- Hostile Work Environment Training

Documentation

- Informal communications – emails communicating reminders
- Conference memos
- Performance evaluation
- Records (e.g., sign-in/out, work samples, etc.)
- Meeting attendance sheets
- Previous discipline

Section 4: Directives

In this section write specifically what you are directing the employee to do, or cease doing.

Section 5: Concluding Statements

- When the warning is related to performance, conclude with a statement that references the employee's evaluation:

DUE PROCESS AND DOCUMENTATION

CONTENT OF THE CONFERENCE MEMO

Note that failure to demonstrate immediate and sustained improvement could result in the issuance of a Below Standard Evaluation.

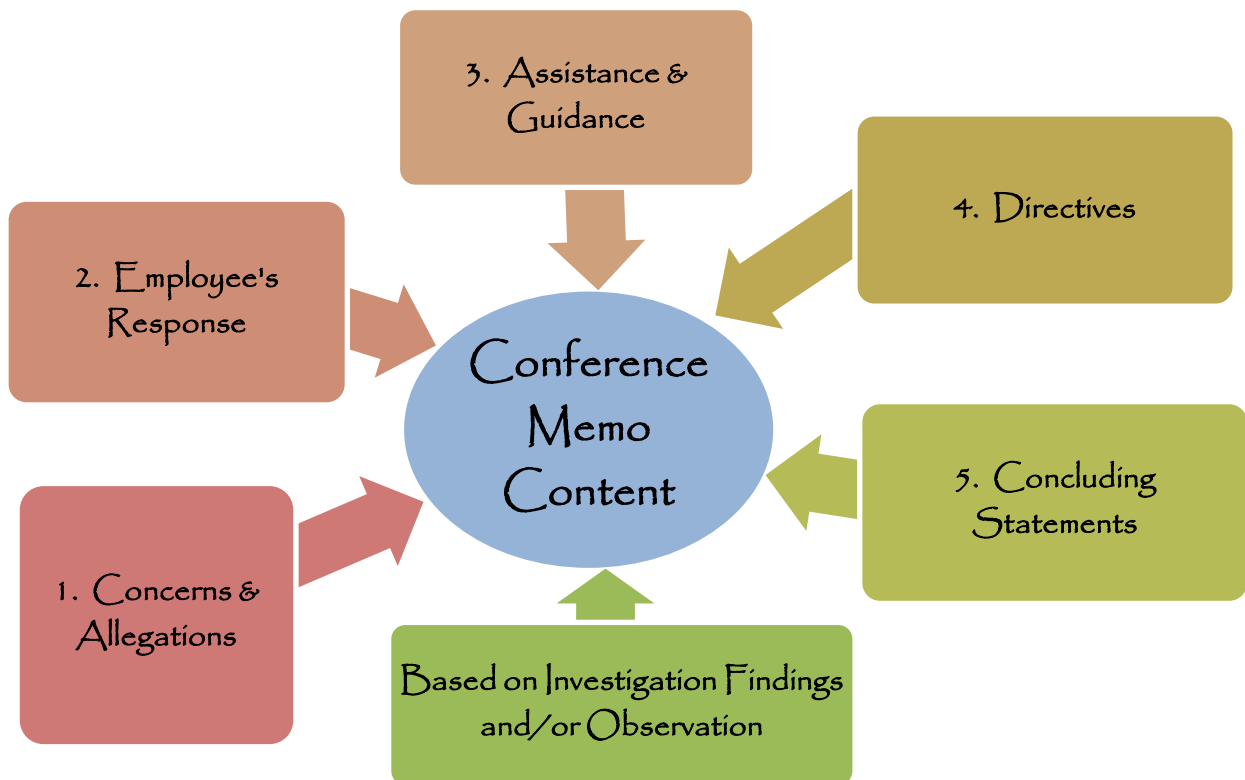
-or-

If I were to evaluate you at this time, you would receive a Below Standard Evaluation.

- Other concluding statements, as applicable:

Failure to follow administrative directives may result in disciplinary action such as, but not limited to, a Notice of Unsatisfactory Act, a Notice of Unsatisfactory Service, suspension, and up to and including dismissal from the Los Angeles Unified School District.

All information pertaining to this matter will be considered and a determination of appropriate action will be forthcoming. Possible disciplinary action may include but is not limited to a Notice of Unsatisfactory Act, a Notice of Unsatisfactory Service, suspension, and up to and including dismissal from the Los Angeles Unified School District.



DUE PROCESS AND DOCUMENTATION

CONFERENCING SKILLS

Section 6: Advance Preparation

It is important to prepare in advance in order to conduct an effective conference with the employee. Knowing what you want to accomplish and having prepared by organizing observations, notes and resources will aid in making the conference focused and productive.

- 1) Think through what you want to accomplish:
 - Determine what you would like the employee to do differently.
 - Consider what materials, advice, suggestions you might provide for assistance.
 - Be prepared to focus on issues, rather than on personalities.
 - Anticipate how the employee might react to your suggestion(s) and/or directives.
- 2) Make sure you have all of the facts by conducting a thorough investigation:
 - Rely on factual information rather than hearsay.
 - Rely on your observations if it is regarding performance.
 - Have statements and records to support your position.
- 3) Prepare a draft conference memo in advance to use as a guide for your conference.
- 4) Arrange a time and place for the conference:
 - Schedule the conference with minimal impact on the employee's work schedule.
 - Meet in a place that is private and free of interruptions.
 - Provide sufficient time for the conference.
- 5) Issue a summary of conference within 4 days for certificated employees and as soon as possible for classified employees.

During the Discussion

- 1) Use the conference memo draft to keep you focused and on task.
- 2) Be specific and constructive in your comments:
 - Encourage the employee to make suggestions for improvement.
 - Offer specific suggestions for improvement.
 - Discuss weakness in behavioral terms. Be factual and objective.

DUE PROCESS AND DOCUMENTATION

CONFERENCING SKILLS

- 3) Make the discussion a two-way process:
 - Listen for what the employee says and for what is not said.
 - Do not show disapproval when the employee expresses feelings.
 - Maintain your professional composure throughout the entire process.
- 4) Provide Assistance and Guidance and follow-up:
 - Make a plan with the employee for correcting weaknesses.
 - Set specific objectives and let the employee know what help will be provided.
 - Set a date for further discussion.
 - End the meeting in a professional tone.
 - Issue a conference summary after you have included employee's response.
- 5) Issue directives as needed.

Leadership is the capacity and will to rally men and women to a common purpose and the character which inspires confidence.

*Bernard Montgomery
(British Armed Forces)*

DUE PROCESS AND DOCUMENTATION

DOCUMENTATION AS PART OF DUE PROCESS

The purpose of documenting is to provide assistance and guidance to employees in their efforts to improve their performance and thereby directly or indirectly improve student achievement. Informal meetings with employees is part of a positive process to assist employees and call attention to their performance/conduct. The following will provide you examples of documentation in the areas of

- I) Attendance
- II) Performance
- III) Unprofessional Conduct

I. Attendance

EMPLOYEE ATTENDANCE POLICY: (Adopted by Board of Education 7/13/04)

While the vast majority of employees have a strong commitment to their work and excellent attendance, it is also clear that unnecessary absenteeism has a negative impact upon student achievement due to interruption of the continuity of instruction and results in reduced office productivity, loss of service, and significant costs to the Los Angeles Unified School District ("LAUSD"). The LAUSD Board of Education expects:

- Employees to maintain regular attendance and avoid absenteeism;
- Employees to work every hour that they are assigned;
- Employees to be at their work stations on time every working day;
- Employees to comply with legal restrictions, LAUSD policy and procedures, and the respective collective bargaining rules regarding reporting of absence and providing appropriate documentation;
- Supervisors to explain and insist upon regular attendance, maintain accurate employee attendance records, monitor employee attendance, provide performance feedback to employees and enforce all employee attendance policies and standards through employee performance evaluations and discipline processes.
- The District will make every attempt to avoid scheduling activities that contribute to staff absenteeism.


DUE PROCESS AND DOCUMENTATION

DOCUMENTATION AS PART OF DUE PROCESS

Promoting excellent attendance is one of the Superintendent's goals. An excellent individual attendance record is defined as reaching at least a 96% attendance rate. In other words, an employee should not exceed unprotected absence hours (illness, personal necessity and workers' compensation) of more than 4% of the total workable hours (basis assigned hours minus vacation and holiday hours).

LAUSD seeks to assist administrators and supervisors to efficiently manage attendance, improve employee effectiveness through reduced absenteeism, and guide employees in appropriate use of illness and personal necessity time. Illness leaves are provided to ease the financial burden on employees who are unavoidably required to be absent from duty due to legitimate illness, injury or personal necessity. Personal necessity leaves are provided for only eleven specific causes. Employees who use illness and personal necessity leaves for unauthorized reasons are in violation of District policy and related laws. Failure to comply with this policy can result in a Below Standard Evaluation, a Notice of Unsatisfactory Act/Service and including termination.

*For employees who are Absent Without Leave (AWOL), see page 51.



*Leadership should be more
participative than directive, more
enabling than performing.*

Mary D. Poole (Philanthropist)

DUE PROCESS AND DOCUMENTATION

DOCUMENTATION SAMPLE OF AN INFORMAL MEMO: CERTIFICATED AND CLASSIFIED

At the beginning of the year, supervisors are to explain and insist upon regular attendance, maintain accurate employee attendance records, monitor employee attendance and enforce all employee attendance policies and standards through employee performance evaluations and the discipline process.

This note is an example of an informal way to document an attendance concern with an employee and perhaps eliminate the need for more formal action regarding a minor concern.

Date: January 5, 2XXX

Dear Pat,

Thank you for meeting with me yesterday. You have been tardy eight times in a three week period. Let me remind you that punctuality is a critical component in an effective teaching program and your efforts to be on time must be sustained.

I discussed and reviewed the following with you:

- a. District's Attendance Policy which states that you are required to be at work on time each day.
- b. LAUSD/UTLA CBA, Article IX, Hours and Duties, Section 2.0, sign in and sign out procedures.
- c. School Protocols and Procedures of notifying the office when you are going to be late.

Thank you for your cooperation.

Sincerely,

S. Chavez
Principal

***Contact Staff Relations if issues persist.**

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Staff Relations Handbook

DUE PROCESS AND DOCUMENTATION

DOCUMENTATION SAMPLE OF A CONFERENCE MEMO: CERTIFICATED AND CLASSIFIED

This memorandum summarizes the conference. It should be concise and complete. For certificated employees, it must be issued within four working days following the conference. Classified employees do not have a “Due Date” of when they can respond. The response will be accepted whenever it is provided.

**INTEROFFICE CORRESPONDENCE
 Los Angeles Unified School District
 Name of School/Office**

TO: Employee full name & Employee #
 Employee Title

DATE: XXX XX, XXXXX

FROM: Supervisor Name & Title
 Name of Service Center or Dept.

SUBJECT: SUMMARY OF CONFERENCE OF DAY, DATE

This memo is to summarize our conference held in my office on **Day, Date**. Also in attendance were **XXXX**, your representative and **XXXX**, title.

- I. During the conference, the following issues were discussed:
 1. Since the start of the school year, you have arrived late to work **4** times on the following dates:

SAMPLE

	Dates	Description-Start time 7:53	Late to Work by
1	9-14-10	Arrived to Work @ 8:02 a.m.	9 Minutes
2	9-16-10	Arrive to work @ 8:12 a.m.	19 Minutes
3	9-21-10	Arrived to work @ 8:12 a.m.	19 Minutes
4	9-23-10	Arrived to work @ 8:10 a.m.	17 Minutes

2. Since the start of the school year, you have been absent from work **XX** times on the following dates:

SAMPLE

DAY & DATE	ILLNESS/NON-ILLNESS VERIFICATION FORM
Monday, Sept. X	ILLNESS
Friday, Sept. X	ILLNESS
Monday, Sept. X	ILLNESS
Friday, Sept. X	KINCARE
Thursday, Oct. X	BEREAVEMENT

3. You failed to call the office by **XX:XX** AM to notify us that you will be out and state the reason for your absence.
 4. Your pattern of being absent on Mondays and Fridays has

- II. During the conference, you stated:
 1. .
 2. .

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III. During the conference, you received the following assistance and guidance:

1. The LAUSD Attendance Policy states that all employees are to be in regular attendance and avoid absenteeism.
2. I provided and reviewed the **(ALL ATTACHMENTS)**.
3. Your frequent absences have a negative effect on
4. Your failure to notify the office of your absence by **XX:XX** AM caused.....
5. Your excessive absences set a poor example
6. Your excessive absences and failure to come to work on time are a poor reflection on the school and undermines the confidence in our role as public servants to the students, parents and community that we serve.
7. Allow more time to come to work.
8. I am available to assist you.

IV. During the conference, you were directed to:

1. Follow the District's Attendance Policy and be in regular attendance.
2. Maintain updated
3. Notify office by **XX:XX** AM on the day that you will be absent or late.
4. Bring verification for future absences or you will be unpaid until verification is received.
5. Review Family Medical Leave (FMLA) paperwork.

(CERTIFICATED LANGUAGE)

I will continue to monitor your attendance. Failure to follow these directives may lead to the issuance of a letter of reprimand or disciplinary action such as a notice of unsatisfactory act/service, a suspension without pay up to and including dismissal from the Los Angeles Unified School District.

If you wish to respond to this memo, please do so in writing by **XXXX**.

(CLASSIFIED LANGUAGE)

I will continue to monitor your attendance. Failure to have an immediate and sustained improvement in your attendance and punctuality and failure to follow the above directives may result in disciplinary action, up to and including dismissal from District service.

If you would like to respond to this memorandum, please submit a written response.

I have received a copy of this memorandum:

Employee or Witness Signature

Date

C: File
Staff Relations (Original)

CERTIFICATED AND CLASSIFIED

ATTACHMENTS: SAMPLE DOCUMENTS THAT CAN BE **PROVIDED AND EXPLAINED** TO EMPLOYEE AS ASSISTANCE AND GUIDANCE – USE AS NEEDED

- COPY OF EMPLOYEES SIGN IN CARD**
- LAUSD ILLNESS CERTIFICATION FORM**
- LAUSD NON – ILLNESS CERTIFICATION FORM**
- REASONABLE ACCOMMODATIONS FORM**
- FMLA FORM**
- LEAVE OF ABSENCE FORM**
- RETURN FROM LEAVE OF ABSENCE FORM**

DUE PROCESS AND DOCUMENTATION

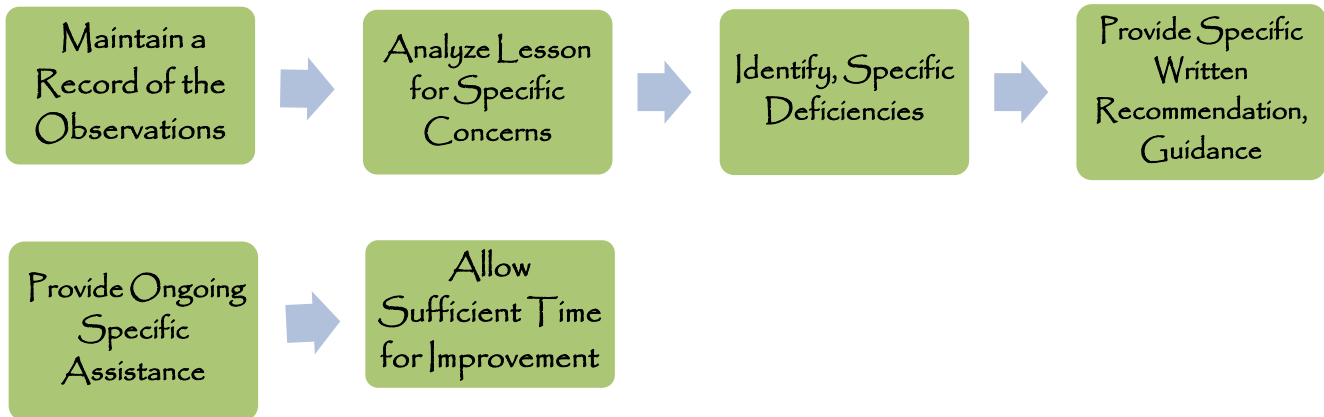
DOCUMENTATION AS PART OF DUE PROCESS: CERTIFICATED AND CLASSIFIED

II. Performance

Certificated

Documenting a post-classroom observation assist the administrator with the following:

- Maintain a record of the observations.
- Analyze lessons for specific concerns.
- Identify specific deficiencies.
- Provide specific written recommendation, assistance, guidance, and/or directives
- Provide ongoing specific assistance, such as school based personnel, Mentor Teacher, ESC advisors, release time to observe.
- Allow sufficient time for improvement.



DUE PROCESS AND DOCUMENTATION

DOCUMENTATION SAMPLE OF A CONFERENCE MEMO: CERTIFICATED

INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Name of School

TO: Teachers Name
Employee # XXXXXX
Grade or Subject

DATE: XXXXXX

FROM: Name
Principal,

SUBJECT: Conference Observation of XXXXXX

This is to summarize our conference held on _____(date). Also in attendance were _____(name(s) and titles).

- I. During the conference, the following items were discussed.
On November 16, xxxx at approximately 1:15pm, I observed the following:
 1. You were walking around the classroom with a bag of M&Ms candy.
 2. You were providing pieces of M&Ms to those students who were on task.
 3. Students were grouped in 4 groups.
 - a. Two groups were working on an assignment from the board: "Create Own planet" was written on the board.
 - b. One group towards front of class had no work in front of them.
 - c. One group had small white boards-drawing.
 - d. Three students were at the computers.
 4. When I asked the students with white boards what assignment they were working on, they replied that they didn't have one and were just drawing.
 5. When I asked the students on the computers about their assignment, they replied that they were just looking on the internet.
 6. During my visit, you were telling the students in a loud voice to stay focused on their assignment and work quietly.
 7. Many students were not on task or were unsure of the task you had assigned. In addition, students were loud and not following your directions.
 8. Throughout my visit, you repeatedly addressed the classroom in regards to their negative behaviors.
 9. You did not have your daily schedule posted.
 10. Your evidence of planning was not accessible to indicate where you were in your instructional day.
- II. During the conference, the following was stated:
 1. Write the employee statement here.

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- III. During the conference, I offered you the following assistance and guidance:
1. Advised you to attend workshops or view web based sessions focused on improving classroom management. You can access these workshops via the District's Learning Zone website. (copies attached).
 2. Establish a classroom behavior management plan that addresses the students' needs. Fred Jones' Tools for Teaching is available to serve as a resource for you.
 3. Discussed and reviewed the California Standards for the Teaching Profession. (copy attached)
 4. Discussed and reviewed the District's discipline Foundation: Positive Behavior Policy statements, Teacher Responsibilities, and Attachments A & B. (copy attached).
 5. Advised you to develop and implement a discipline plan.
 6. Discussed and reviewed the District mandated instructional program.
 7. Discussed and reviewed the importance of posting your daily schedule.
 8. Submit your lesson plans on a weekly basis and follow the plan you have submitted.
 9. I will arrange a meeting for you to work with Mr.(s) Name, coordinator, to assist you in planning and implementing district mandated curriculum.

- IV. During the conference I gave you the following directives:
1. Enroll in a workshop/training focused on improving your classroom management by (give reasonable time line).
 2. Establish a classroom behavior management plan that addresses the students' needs.
 3. Adhere to the California Standards for the Teaching Profession.
 4. Adhere to the School Wide Positive Behavior Plan.
 5. Adhere to the LAUSD/UTLA Collective Bargaining Agreement, Article IX, Section 4.1, Lesson plans or evidence of planning shall be furnished upon request from the immediate administrator.
 6. Adhere to the District mandated instructional program.
 7. Review your discipline plan expectations and consequences with your students on a daily basis.
 8. Be consistent in implementing your discipline plan.

If I were to evaluate you today, you would receive a Below Standard Evaluation. Failure to show marked and sustained improvement in the following areas: (specify as appropriate) will lead to a Below Standard Evaluation for the 20xx- 20xx school year.

If you wish to respond to this memo, please do so in writing by (date).

DUE PROCESS AND DOCUMENTATION

DOCUMENTATION SAMPLE OF A CONFERENCE MEMO: CERTIFICATED

III. Unprofessional Conduct

The administrator determines the type of alleged incident and refers to BUL-6211.0, Employee Inappropriate Conduct Allegation Policy. Once the investigation is completed and released to the administrator then the administrator analyzes information and generates a conference memo.

INTER-OFFICE CORRESPONDENCE
LOS ANGELES UNIFIED SCHOOL DISTRICT
XXXXXXXXX XXXXXX School

TO: Teachers Name DATE: XXXXXX
Employee # XXXXXX
Grade or Subject

FROM: Name
Principal,

SUBJECT: SUMMARY OF CONFERENCE OF DAY, DATE

This memo is to summarize our conference held in my office on **Day, Date**. Also in attendance were XXXX, UTLA representative and XXXX, Assistant Principal.

- I. During the conference, the following issues were discussed:
 1. Johnny B., a student in your (period, lunch – approximate time of day) classroom stated that on **DAY, DATE**, you (**DESCRIBE INCIDENT** – said the following And/or did the following – be specific use information from written statement. Interview students again if information is not specific..)
 2. Repeat above with next allegation.
- II. During the conference, you stated:
 - 1.
 - 2.
 - 3.
 - 4.
- III. During the conference, you received the following assistance and guidance:
 1. It is inappropriate and dangerous to (**DESCRIBE INCIDENT – forcefully grab and pull a student by the arm.**)
 2. It is part of your professional responsibility to utilize appropriate discipline techniques and follow the **SCHOOL NAME** discipline policy. (See attached)
 3. It is against District's Policy to use corporal punishment with students. (See attached)

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4. On **DATE**, you attended a staff meeting at which the policy regarding the abolition of corporal punishment was reviewed.
5. The District Policy on Respectful Treatment states that all persons are to be treated with respect. (See attached)
6. The District Code of Ethics states that we are to provide the best example we can, create an environment of trust, care and respect and maintain positive and professional employee-Administrator relationships. (See attached)
7. **(DESCRIBE INCIDENT - Forcefully grabbing a student by the arm and leaving bruises on a student)** is a poor reflection on the school and undermines the confidence in our role as public servants to the students, parents and community that we serve.
8. You may contact the District's Employee Assistance Program at 800-285-7717 for assistance with any anger management issues.
9. On **(DATE)**, I have set up a time for you to **(LIST SUPPORT – observe effective classroom management techniques in Ms./Mr. XXX's room, attend Classroom Management Training, etc.,)**
10. The school administration is available to assist you if the situation occurs again.

IV. During the conference, you received the following directives:

1. Do not **(DESCRIBE INCIDENT – forcefully grab or pull a student by the arm.)**
2. Utilize appropriate discipline techniques and follow the **SCHOOL NAME** discipline policy.
3. Follow the District's Policy regarding Corporal Punishment, Policy on the Respectful Treatment of All Persons and the Employee Code of Ethics. (See Attached)
4. Attend the **(Above-referenced observation, training, etc.)**
5. Seek administrative assistance if the situation occurs again.
6. Do not retaliate against students, parents or staff members who may have provided information about this investigation.

Failure to follow these directives may lead to disciplinary action such as but not limited to a Notice of Unsatisfactory Act(s), Notice of Unsatisfactory Service, suspension without pay up to and including dismissal from the Los Angeles Unified School District.

I will continue to investigate this incident with the information you have provided and other information that I have gathered. The results of this investigation may lead to disciplinary action such as but not limited to a Notice of Unsatisfactory Act(s), Notice of Unsatisfactory Service, suspension without pay up to and including dismissal from the Los Angeles Unified School District.

If you wish to respond to this memo, please do so in writing by **XXXX**.

ATTACHMENTS: **EXAMPLES AS REFERENCE**

1. SCHOOL Discipline Policy
2. Bulletin No. N-14, Abolition of Corporal Punishment
3. LAUSD Board of Education Resolution on Respectful Treatment of All Persons
4. LAUSD Employee Code of Ethics

INCIDENTS AND ALLEGATIONS

ADMINISTRATOR'S INVESTIGATION OF ALLEGED INCIDENTS

You are to contact your ESC Operations Coordinator regarding an investigation of alleged incidents. Determine whether an ISTAR or child abuse has been filed.

Procedures

For suspected child abuse cases, you must first obtain authorization from the local police agency to handle administratively before you begin the investigative process. Note: Refer to BUL-6211.0, Employee Inappropriate Conduct Allegation Policy and Procedures.

Begin a file with investigation documents.

1. Determine the type of alleged incident and refer to the appropriate bulletin [for example, Bul 5046.0 Abolition of Corporal Punishment, or No. 1893.1, Sexual Harassment Policy-Employee to Employee for procedural information].
2. Identify participants and witnesses, if any. Interview participants and witnesses individually as soon as possible after the report of the incident. Ask witness to specify in a verbal interview and in writing:
 - What he/she saw
 - What he/she heard
 - When incident occurred
 - Who was involved – including titles (student, parent, etc.)
 - Where incident took place
 - Where he/she was in relation to incident
 - Names of the other potential witnesses
3. Secure written statements in a timely manner while details are still clear. Inform the witness that his/her statement may be provided to the alleged perpetrator. Each statement should be in the participant's/witness's own handwriting, if possible, and signed and dated. Ensure the statements include what was specified in #2 above. (Not all witnesses may be willing to give a written statement. In this case be sure to take good notes of what the witnesses told you. Their testimony may still be used in a hearing.)
4. Review all information gathered, including written materials, objectively.
5. Begin a timeline of events.
6. Discuss options with Operation's Coordinator, School Services and/or Staff Relations to determine course of action to be taken.
7. Hold a conference with the employee and follow up with a conference memorandum, working with your Staff Relations Field Director or Senior HR Representative.

INCIDENTS AND ALLEGATIONS

SUBSTITUTE SERVICE REPORT

Classified

If the substitute's service is inadequate, you may call Classified Employment Services to immediately discontinue the substitute's services. File a Classified Substitute Unsatisfactory Report (PC 5310) as soon as possible, and provide specific comments.

Certificated

The Certificated Day-to-Day Substitute Teacher Inadequate Service Report, Form 1079 (11/2011) is used to report both commendable and inadequate substitute service. If the substitute's service is inadequate, the administrator must first investigate the allegations. The administrator should make every effort to contact the substitute before issuing the Substitute Teacher Report. The report **must be filed within 10 working days of the incident.**

Reminders:

- If a conference does not take place while the substitute employee is still on site, contact may be made by telephone, letter or both. Document all efforts to contact employee, e.g., calendar, telephone log, etc.
- Complete the Day-to-Day Substitute Teacher Inadequate Service Report, Form 1079 (11/2011) and contact your Staff Relations Field Director.
- If employee is not present, **SEND BY CERTIFIED MAIL WITH A REQUEST FOR RECEIPT AND REGULAR U.S. MAIL.** Attach a cover memo to the report indicating either the unsuccessful attempts to contact or a brief summary of the face-to-face conference.

***Contact Staff Relations for assistance**

MATRIX

STRATEGIC ASSIGNMENT OF TEACHERS TO MEET STUDENT INSTRUCTIONAL NEEDS

This information is intended to provide guidance to Principals so that they can comply with the LAUSD/UTLA Collective Bargaining Agreement and assure that teacher assignments best meet students' instructional needs and priorities.

Elementary School Assignments

1. In elementary schools, the LAUSD/UTLA Collective Bargaining Agreement (**CBA**) Article IX-A, Section 2.0 c (1) (ii) provides that the site administrator shall assign permanent teachers to **track** or **grade level** opening on the basis of seniority.
2. The Collective Bargaining Agreement does not provide teachers the right to select specific instructional programs, student performance levels or instructional clustering of students.
3. Principals can use preference forms (District's preferred method that will support an effective instructional program) or locally determined method to receive teachers' requests for assignments.
4. The site administrator **can and should make exceptions to the CBA provision** if he or she reasonably determines that the specific assignment is not in the best interest of the educational program.
5. Teachers with the specified credentials and required qualifications ("qualified") may request assignment to their grade level using a teacher preference form or other locally determined method. Submission of this form shall serve as a request for the assignment.
6. Administrators should review credentials, specific training, authorizations, performance indicators (i.e. pre/post assessment data, EL reclassification data, DIBELS) teacher status (Probationary 1 and 2) and evaluation/conduct records to inform their decision to assign a teacher to a specific class.

Secondary School Assignments

1. In secondary schools, Article IX-A, Section 2.0 d only provides teachers the right to **track** and **department** selection on the basis of recent experience/seniority.
2. **Principals retain the authority** to assign teachers to particular classes and sections within a department.
3. Secondary principals must understand that the CBA does not confer the right for teachers' to select either classes or "lines" on the master schedule.
4. Principals should take in consideration the best interest of the instructional program including specific training, authorizations, performance indicators (i.e. core subject end of the year assessments data, EL reclassification data, pre/post assessment data) teacher status.

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MATRIX

STRATEGIC ASSIGNMENT OF TEACHERS TO MEET STUDENT INSTRUCTIONAL NEEDS

5. (Probationary 1 and 2) and evaluation/conduct records to inform their decision to assign a teacher to a specific class.
6. Principals **can and should use objective data** as described above to assign teachers to classes.
7. Classes within a department shall be distributed by the Principal (or designee) in consultation with the **elected department chair**.

Please contact your Field Director in Staff Relations should you have specific questions.

Central Staff		
<u>Lydia Acosta Stephens</u>	AALA Members	(213) 241-6056
<u>Lorri Gossett</u>	Sr. HR Representative	(213) 241-6864
<u>Cathy Kelly</u>	Sr. HR Representative	(213) 241-8248
ESC North		
<u>Andres Chait</u>	Field Director	(818) 654-3619
<u>Dr. Madeline Latham Wilson</u>	Field Director	(818) 654-3641
<u>Sarah Houston</u>	Sr. HR Representative	(213) 241-8240
ESC South		
<u>Frances Baez</u>	Field Director	(310) 354-3419
<u>Juan Alfayate</u>	Field Director	(310) 354-3472
<u>Maria Romero</u>	Sr. HR Representative	(213) 241-6896
ESC East		
<u>Dr. Kristen Murphy</u>	Field Director	(323) 224-3353
<u>Isa Martinez</u>	Field Director	(323) 224-3120
<u>Terri Lyons</u>	Sr. HR Representative	(213) 241-2563
ESC West		
<u>Interim</u>	Field Director	(310) 914-2150
<u>Brenda Olortegui</u>	Field Director	(310) 914-2153
<u>Lena Karachun</u>	Sr. HR Representative	(213) 241-8242
ISIC		
<u>Veronica Moscoso</u>	Field Director	(213) 241-8257
<u>Dr. Maribel Luna</u>	Field Director	(213) 241-8243
<u>Stacey Smith</u>	Sr. HR Representative	(213) 241-8227

COLLECTIVE BARGAINING AGREEMENTS

The role of the site administrator is essential to the effective administration of the collective bargaining agreements. Schools and offices are places where the collective bargaining agreements are interpreted and translated into practice so that all employees work well together and can focus on student learning and achievement goals. It is usually in the day-to-day operation of a school or office that decisions on such matters must be made. The various agreements represent Board policy. It is the responsibility of all concerned to see that they are followed.

The site administrator is the District's management representative at the school site. As such, the administrator must understand clearly what an agreement actually says – no more, no less. It is management's clear interpretation of an agreement that is initially used. Management acts; labor reacts. In general, the employee is obligated to follow management's directives.

In administering the agreements, it is imperative that management observes the following basic tenets:

*Leadership is practiced
not so much in words as
in attitudes and in
actions.*

*Harold S. Geneen
(American
Businessman)*

DOs

- Read, know and follow applicable agreements.
- Call your Staff Relations Field Director if questions arise.
- Maintain continuity and consistency of policy among administrators and supervisors of employees reporting to you.
- Keep full and factual written records.
- Be objective and impartial.
- Call/email Staff Relations if employees want you to consider the DON'Ts.
- Provide honest feedback to all employees, both orally and in writing, so they can continually improve their performance.

DON'Ts

- Don't act based upon the union's interpretation of the agreement.
- Don't negotiate at the site level.
- Don't make agreements contrary to the collective bargaining agreement.
- Don't make exceptions for special employees.
- Don't show favoritism in imposing discipline.
- Don't grant union representative greater rights than set forth in the agreement.
- Don't try to sidetrack or work around the agreement.
- Don't act in an arbitrary, capricious, or discriminatory manner.

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COLLECTIVE BARGAINING UNITS

UNIT	MAJOR JOB CLASSIFICATIONS	EXCLUSIVE REPRESENTATION
AALA	Principals, Assistant Principals, ID's, and Central Administrator Staff	Associated Administrators of Los Angeles
UTLA	Teachers, Counselors, School Psychologists, Library Media Teachers, and Nurses	United Teachers Los Angeles) (UTLA
A (School Police)	Police Officers and Plant Security Aides	LA School Police Association (LASPA)
B (Instructional Aides)	Education Aides, Campus Aides, Special Ed. Assts., Instructional Aides, et al.	Los Angeles City and County School Employees Union (Local 99)
C (Operations Support Services)	Building and Grounds Workers, Cafeteria Workers, Bus Drivers, et al.	Los Angeles City and County School Employees
D (Office-Technical & Business Services)	Office Assistants, Clerks, and Secretaries	California School Employees Assn. (CSEA)
E (Skilled Crafts)	Carpenters, Plumbers, and Electricians	Los Angeles/Orange County Building and Construction Trade Council
F (Teacher Assistants)	Teacher Assistants	Los Angeles City and County School Employees Union (Local 99)
G (School Supervision Aides)	School Supervision Aides	Los Angeles City and County School Employees Union (Local 99)
H (Sergeants & Lieutenants)	Sergeants, Lieutenants, and Supervising School Safety Officers	Los Angeles School Police Sergeants and Lieutenants Association
J (Classified Managers)	Complex Project Manager and Sr. Food Services Supervisor	Associated Administrators of Los Angeles
S (Classified Supervisors)	School Administrative Assts., Cafeteria Mgrs., Plant Mgrs., et al.	Teamsters, Local 572

GRIEVANCES

WHAT TO DO WHEN YOU RECEIVE A GRIEVANCE

A grievance may be filed by an employee when he/she believes that the District has violated the Collective Bargaining Agreement for his/her bargaining unit. The grievance is sent to the administrator or supervisor whom the employee believes to be responsible for the violation. A copy is also sent to Staff Relations. When you receive a grievance, the following steps should be taken:

1. **READ** the grievance carefully, including the alleged violated contract provisions.
2. **CALL** Staff Relations* immediately to make certain they are informed about the grievance and have a copy of it. (Note: Staff Relations* will work closely with you from this point forward.)
3. **REMEMBER** that from the time a grievance has been filed until it is finally resolved, neither the Union, the District, nor the grievant shall make public the grievance or evidence regarding the grievance.
4. **ARRANGEMENTS** for a Step One meeting will be made by Staff Relations* within the contractually prescribed time. Normally those in attendance at the Step One meeting are the respondent (administrator/supervisor), grievant, union representative, and Staff Relations representative.* The Step One respondent should not contact the union or the grievant directly.
5. **GATHER** all documents and information prior to the Step One meeting and be prepared to consult with Staff Relations.*
6. **Step One** meeting is arranged by Staff Relations.*
7. **WRITE** a response to the Step One meeting with assistance from Staff Relations.*

If the grievance is not resolved at Step One, the grievant may request a Step Two meeting with the appropriate ESC Director, Operations Coordinator or Supervisor of the Step One respondent.

If a *certificated* grievance is not resolved at Step Two, the union and grievant may submit the grievance to arbitration.

If a *classified* or TA grievance is not resolved at Step Two, the grievant may request a Step Three meeting with the Superintendent's designee. The Union and grievant may submit the grievance to arbitration if not resolved at Step Three.

The decision in arbitration is final and binding on all parties.

* For grievances filed by custodial or food services staff, contact the Complex Project Manager (Maintenance and Operations) or Sr. Food Services Supervisor (Food Services), respectively.

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GRIEVANCES

FREQUENTLY USED PROVISIONS – UTLA

	<u>Article</u>	<u>Section (s)</u>
Absence Notification	XII	6.0
Access (Telephone, Restrooms, and Parking)	XXXI	9.0
Bereavement	XII	9.0
Class Size, Arbitration Procedures	XVIII	1.6
Class Size, PHBAO Class Averages	XVIII	3.1,3.2
Class/Subject Assignment	IX-A	2.0
Conferencing and Documentation	X	5.0
Counselors, Assignment	XXXI	1.0
Critical Materials	X	9.0
Department/Grade Level Chairpersons, Selection	IX-A	3.0
Determination of Grades	XXV	3.0
Displacement-Over Teachered Schools	XI	6.0
Dispute Resolution	IX-A	2.0 (e), (f)
Confirm Coordinator	IX-A	6.0
Election of Dean	IX-A	7.0
Elementary Supervision Time	IX	7.5
Establishment of Objectives	X	4.0,4.1
Final Evaluation Report	X	6.0
Half Time Leaves	XII	21.0
Industrial Injury or Illness	XII	13.0
Lesson Plans	IX	4.1
Matrix	IX-A	2.0
Matrix Post Date	IX-A	2.0
Meetings	IX	4.3
Mentor Teachers, Duties, & Responsibilities	XXIV	7.0,7.1
Notice of Schedule Changes (year)	XXII	5.0
Other Professional Duties	IX	4.0
Personal Necessity	XII	14.0
Preparation Period	IX	6.0,7.0
Professional Development Time	IX	3.6
Public Reprimands	X	11.0(d)
Pupil Free Days	IX	4.4
Reasonableness	IX	4.2
Reciprocal Coverage	XII-A	10.0
Reduction in Force-Order of Termination	XIII	3.0
Registration Advisers	XIV	27.0
Released Time	V	3.0
Replacement Pay	XIV	28.0
Roving Teacher	XXII	11.0,12.0
Safety	XXVIII	1.0
Salary Differentials	XIV	24.0
Schedule of Activities - LSLC	XXVII	2.4(b)
Shared Decision-Making and School-Based Management	XXVII	3.0
Sign In/Out Procedures	IX	2.0
Student Suspension	XXIV	2.0
Substitutes, Duties and Information	XIX	9.0,10.0
Substitute Evaluation Report	X	8.0
Substitutes, Extended Status	XIX	4.0
Summer/Winter School Eligibility and Selection	XX	2.0 – 5.0
Union Representation	X	11.0(e)
Unsatisfactory Notices and Suspensions	X	11.0
UTLA Chapter Chairperson	IV	8.0
Verification of Illness	XII	12.8, 12.9
Auxiliary Assignments	XIV	25.0

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GRIEVANCES

FREQUENTLY USED PROVISIONS – UNIT A (SCHOOL POLICE)

	<u>Article</u>	<u>Sections(s)</u>
Bereavement	XII	8.0
Conference Memos	X	6.0
Convention Attendance	XII	16.0
Compensatory Time Off	IX	7.0
Court Appearance, Subpoenas	XII IX	13.0 (g), 15.3 5.0
Discipline	X X-A	4.0 1.0
Evaluations	X	
Family Care Leave	XII	20.0 – 20.10
Illness Certification	XII	11.6,11.7
Light Duty Work Longevity Differential	XII App. B	11.7, 9.2 8.0
Meal Period – Resident Officers	IX	9.0
Overtime (See also Compensatory Time Off)	IX	4.0
Personal Necessity Leave	XII	13.0
P.O.S.T. Differential	App. B	2.8
Pre-disciplinary Meeting	X-B	1.0
Transfers	XI	
Uniforms	App. B	1.2,1.3
Vacation Scheduling	XVI	1.5 – 1.14

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GRIEVANCES

FREQUENTLY USED PROVISIONS – UNIT B (INSTRUCTIONAL AIDES)

	<u>Articles</u>	<u>Section (s)</u>
Absence Notification	XII	5.0
Access Union	IV	1.0
Additional Hours, Distribution of	IX	5.0
Aides, Used of in Absence of Teacher	IX	8.0
Bereavement	XII	8.0
Bilingual Differentials	XIII	4.0
Break (Rest Periods)	IX	4.0
Career Ladder	XIX	
Conference Memos	X	5.2
Extended School Year (ESY)	XI	7.0
Grievances	V	
Industrial Injury/Illness	XII	12.0
Intersession Assignments	XI	7.3
Job Stewards	IV	5.0
Jury Duty	XII	17.0
Longevity Increment	XIII	12.0
Meal Periods	IX	3.0
Off-Track Assignments	XI	7.0
Performance Evaluations	X	
Personal Necessity Leave	XII	13.0
Pre-disciplinary Conference	X	6.0
Summer School Assignments	XI	7.0
Temporary Additional Hours	IX	5.0
Transfers	XI	2.0,3.0
Tuition Reimbursement	XVIII	
Unsatisfactory Notices	X	4.0
Unsatisfactory Work Performance, Discussion of	X	8.0
Vacation	XVI	
Verification of Illness	XII	5.0
Yard Supervision	IX	6.0

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GRIEVANCES

FREQUENTLY USED PROVISIONS – UNIT C (OPERATIONS-SUPPORT SERVICES)

	<u>Article</u>	<u>Sections</u>
Absence Notification	XIII	5.0
Access, Union	IV	1.0
Additional Hours (Cafeteria)	IX	6.0
Annual Physical	XIII	20.2
Bereavement Leave	XIII	8.0
Break (Rest Periods)	IX	4.0
Changes – Work week, hours, shifts	IX	1.3 – 1.5
Conference Memos	X	5.2
Family Care Leave	XIII	21.0
Grievances	V	
Industrial Injury/Illness	XIII	12.0
Job Stewards	IV	5.0
Jury Duty	XIII	17.0
Longevity Increment	XIV	9.0
Meal Period	IX	3.0
Mileage Reimbursement	XIV	2.4
Overtime	IX	2.0
Performance Evaluations	X	
Personal Necessity Leave	XIII	13.0
Pre-disciplinary Conference	X	6.0
Shift Differential	XIV	3.8
Summer Cafeteria Employment	IX	7.0
Summer Work for Bus Drivers	XII	1.9
Telephone, Use of	XVIII	3.0
Tool Replacement	XIX	
Transfers	XI	
Tuition Reimbursement	XX	
Uniforms	XIV	2.2
Unsatisfactory Notices	X	4.0
Vacation	XVII	
Verification of Illness	XIII	11.6, 11.7

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GRIEVANCES

FREQUENTLY USED PROVISIONS – UNIT D (OFFICE -TECHNICAL & BUSINESS SERVICES)

	<u>Article</u>	<u>Sections (s)</u>
Absence Notification	XI	5.0
Access, Union	IV	1.0
Annual Physical	XI	20.2
Bereavement Leave	XI	8.0
Bilingual Differential	XII	3.6
Breaks (Rest Periods)	IX	4.0
Changes, Work Schedule	IX	1.4, 7.0
Computer Terminal Differential	XII	3.7
Examination Procedures	XI	20.1
Grievances	V	
Industrial Injury/Illness	XI	12.0
Jury Duty	XI	17.0
Longevity Differential	XII	10.0
Meal Period	IX	3.0
Overtime	IX	2.0
Performance Evaluations	X	
Personal Necessity Leave	XI	13.0
Tuition Reimbursement (Professional Growth)	XV	4.0
Transfers	XIV	
Vacation	XIX	
Verification of Illness	XI	11.6, 11.7

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GRIEVANCES

FREQUENTLY USED PROVISIONS – UNIT F (TEACHER ASSISTANTS)

	<u>Article</u>	<u>Section(s)</u>
Absence Notification	XIII	2.0
Access, Union	III	1.0
Additional Salary Step (Degree Track)	VIII	2.3
Bereavement Leave	XIII	8.0
Bilingual Differentials	XIV	2.0
Breaks (Rest Periods)	IX	3.0
Career Ladder	VIII-A	
College Requirement (Non—Degree Track)	VIII	3.1
College Requirement (Degree Track)	VIII	2.1
Conference Memos	XI	2.4
Degree Track	VIII	2.0
Discipline	XI	3.0
Evaluations	XI	1.0
Grace Period	VIII	2.2, 3.2
Grievances	IV	
Hours Reductions	IX	7.0
Industrial Injury/Illness	XIII	7.0
Job Stewards	III	5.0
Jury Duty	XIII	13.0
Meal Period	IX	2.0
Non-Degree Track	VIII	3.0
Order of Reduction in Force	X	2.0
Paid Non-Working Days	XIII	17.0
Performance Evaluations	XI	1.0
Personal Necessity Leave	XIII	9.0
Reduction in Force	X	1.0
Temporary Additional Non-Overtime Hours	IX	1.5
Transfers	XII	2.0, 4.0
Unsatisfactory Notices	XI	3.0
Use of T.A. in Absence of Teachers	IX	6.0
Verification of Illness	XIII	6.0
Yard Supervision	IX	4.0

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GRIEVANCES

FREQUENTLY USED PROVISIONS – UNIT S (CLASSIFIED SUPERVISORS)

	<u>Article</u>	<u>Sections(s)</u>
Absence Notification	XIII	5.0
Access, Union	IV	1.0
Annual Physical Examination	XIII	19.2
Bereavement Leave	XIII	8.0
Bilingual Differentials	XIV	3.6
Call Back Time	IX	3.0
Change, Work Schedule	IX	1.6
Conference Memos	X	6.0
Family Care and Medical Leave	XIII	20.0
Grievances	V	
Industrial Injury/ Illness	XIII	12.0
Job Stewards	XXII	
Jury Duty	XIII	17.0
Longevity Differential	XIV	10.0
Meal Period (Unpaid Time)	IX	4.0
Mileage Reimbursement	XIV	2.2
Overtime	IX	2.0
Performance Evaluations	X	
Personal Necessity Leave	XIII	13.0
Tuition Reimbursement	XX	1.0
Transfers	XI	
Vacation	XVII	
Verification of Illness	XIII	11.6, 11.7

ABSENT WITHOUT LEAVE (AWOL)

The school and Human Resources are to work together in response to an employee who is Absent Without Leave.

SCHOOL PROCEDURE

Pursuant to Page D-2 of the LAUSD Personnel Policy Guide, “When a certificated employee is absent for 2 consecutive work days without permission or notification to the immediate administrator, the school or office shall attempt to contact the employee personally, by telephone, at home or through fellow employees, friends, relatives or others listed on the emergency information card.”

If such contact is unsuccessful within 2 days, “the immediate administrator shall request, by certified letter, return receipt requested, that the employee communicate with the immediate administrator within 3 working days to clarify his or her employment status.”

If the described efforts are unsuccessful, the immediate administrator shall submit a written correspondence to Personnel Specialist, advising of circumstances surrounding the absence, a description of all contact efforts made, and copies of all correspondence, as well as last paid day of work. It is also strongly recommended that the school administrator contact Staff Relations for further guidance on attendance issues.

HUMAN RESOURCE PROCEDURE

Upon receipt of notification from school or office:

- 1) HR Specialist will send employee a 10-day letter (aka “Warm-and-Friendly”) via U.S. mail and certified/return receipt requested.
- 2) If employee fails to respond to certified letter by expiration of 10th calendar day following its mailing, Personnel Specialist will undertake the following actions:
 - i. Contact principal or SAA to confirm (a) employee’s continued unauthorized absence, and (b) employee’s last day worked.
 - ii. Complete and forward an “Assignment Problem (AWOL)” form—along with copy of the 10-day letter—to Director’s administrative aide, who will process the request and enter another “ABSENCE-UNPAID” action (this time using Reason Code=AA “Absence w/o Leave [AWOL]”).
 - iii. Enter employee’s name & information on annual SNC (Separate/Non-Compliance) list for tracking to be forwarded to Board for SNC separation at the end of the current school year.

Human Resource Website: <http://achieve.lausd.net/hr>

STAFF RELATIONS 2014-2015 KEY TASK CALENDAR FOR CERTIFICATED EVALUATIONS

AALA REPRESENTED EMPLOYEES

	I* Distribute Initial Planning Sheet	II* Return Initial Planning Sheet	III* Initial Planning Conference	IV** Evaluations Issuance Deadline
Basis A	07/01/14	08/08/14	08/22/14	05/08/15
Basis E	07/17/14	08/15/14	09/05/14	05/08/15
Basis B	07/28/14	08/22/14	09/12/14	05/08/15

UTLA REPRESENTED EMPLOYEES

	I* Access Initial Planning Sheet	II* Submit Initial Planning Sheet	III* Initial Planning Conference	IV** Evaluations Issuance Deadline
Basis A	07/01/14	08/08/14	08/22/14	05/27/15
Single Track	08/11/14	09/19/14	10/03/14	05/04/15

FOUR TRACK

Track A	08/14/14	09/26/14	10/10/14	05/22/15
Track B	07/01/14	08/08/14	08/22/14	05/22/15
Track C	07/01/14	08/08/14	10/03/14	05/22/15
Track D	07/01/14	08/08/14	08/22/14	04/03/15

***RECOMMENDED** that tasks be completed no later than date listed. (Article X, Section 4.0)

****For UTLA-Represented Employees**, the Final Evaluation Report must be issued no later than this date (30 calendar days prior to the employee's last regularly scheduled school day – Article X, Section 6.0).

****For AALA-Represented Employees**, the Final Evaluation Report must be issued no later than May 10, 2015 - May 10 is a Sunday (Article VII, Section 4)

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2014-2015 CHECKLIST OF IMPORTANT TASKS AND DATES

Month	Task	Completed
July	<p>UTLA represented employees:</p> <ul style="list-style-type: none"> • Distribute Initial Planning Sheets (IPS) (Bell HS Tracks B,C,D 7/1/14) • Review IPS and meet with employees to discuss objectives • Schedule monthly classroom observations <p>ALA represented employees:</p> <ul style="list-style-type: none"> • Distribute Initial Planning Sheet (A-basis 7/1/14; E-basis 7/17/14; B-basis 7/28/14) 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
August	<p>UTLA represented employees:</p> <ul style="list-style-type: none"> • Distribute Initial Planning Sheet (8/11/14) • Collect IPS (Bell HS Tracks B,D 8/22/14) • Hold Initial Planning Conferences (Bell HS Tracks B,D 8/22/14) • Identify all Probationary 1 and 2 and other non-permanent (University Interns, Temporary Contracts) teachers by accessing the HR072 and HR073 reports in SAP. Contact your Personnel Specialist for assistance and questions. <p>ALA represented employees:</p> <ul style="list-style-type: none"> • Collect IPS (A-basis 8/22/14) • Hold Initial Planning Conferences (A-basis 8/22/14) <p>Classified:</p> <ul style="list-style-type: none"> • Teacher Assistant Verification of Enrollment (degree and non-degree track) • Degree track TAs submit passage of 12 units in previous year 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
September	<p>UTLA represented employees:</p> <ul style="list-style-type: none"> • Warning of possible Below Standard Evaluation (Bell Track D 9/14 – 1/15) <p>ALA represented employees:</p> <ul style="list-style-type: none"> • Collect IPS (E-basis 9/2/14; B basis 9/14/14) 	<p>_____</p> <p>_____</p>
October	<p>UTLA represented employees:</p> <ul style="list-style-type: none"> • Collect IPS (All schools; Bell HS Track C 10/3/14; Bell HS Track A 10/10/14) • Hold Initial Planning Conferences (All schools; Bell HS Track C 10/3/14; Bell HS Track A 10/10/14) <p>Classified:</p> <ul style="list-style-type: none"> • Document performance issues. Warning of possible less than satisfactory evaluation (10/14 – 12/14) 	<p>_____</p> <p>_____</p> <p>_____</p>

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2014-2015 CHECKLIST OF IMPORTANT TASKS AND DATES

Month	Task	Completed
November	<p>UTLA represented employees:</p> <p>HR sends Prob 2 Affirmative Decision Roster to administrators</p> <ul style="list-style-type: none"> • Based on observations, student performance data, and attendance, are your Prob 2 teachers effective? Do they demonstrate potential for continued effectiveness? Meet with your Instructional Director to discuss each Prob 2 teacher and your decision to recommend for permanent status or non-reelection. 	_____
December	<p>UTLA represented employees:</p> <ul style="list-style-type: none"> • 12/5/14 Deadline to submit Prob 2 Affirmative Decision Forms to ESC Superintendent • Hold meeting with Prob 2 teachers to notify of non-reelection • Warning of possible Below Standard Evaluation (All schools; Bell HS Tracks A,B,C 12/14 – 2/15) 	_____ _____ _____
January	<p>UTLA represented employees:</p> <p>HR sends Prob 1 Affirmative Decision rosters to administrators</p> <ul style="list-style-type: none"> • Based on observations, student performance data, and attendance, are your Prob 1 teachers effective? Do they demonstrate potential for continued effectiveness? Meet with your Instructional Director to discuss each Prob 1 teacher and your decision to recommend for continued employment or non-reelection. 	_____
February	<p>UTLA represented employees:</p> <ul style="list-style-type: none"> • Selection of coordinators and election of deans (Bell HS Track D) • Meet with statutory site councils to determine funding for categorical positions (Bell HS) <p>Classified:</p> <ul style="list-style-type: none"> • Teacher Assistant Verification of Enrollment 2/28/15 – TA submits passage of classes for Fall/Winter session and enrollment in Spring session • Document performance issues • Warning of possible less than satisfactory evaluation (2/15 – 4/15) 	_____ _____ _____ _____ _____

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2014-2015 CHECKLIST OF IMPORTANT TASKS AND DATES

Month	Task	Completed
March	<p>UTLA represented employees:</p> <ul style="list-style-type: none"> • 3/6/15 Deadline to submit Prob 1 Affirmative Decision forms to ESC Superintendent • Hold meeting with Prob 1 employees to notify of Intent to Non-Reelect • Post 2015-16 matrix* (Bell HS only) • Distribute Matrix Preference Forms (Bell HS only – 4 weeks prior to selection) • Selection of coordinators and election of deans (Bell HS Tracks B,C,D) 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
April	<p>UTLA represented employees:</p> <ul style="list-style-type: none"> • Selection of coordinators and election of deans • Meet with statutory site councils to determine funding for categorical positions • Post 2015-16 Matrix* • Distribute Matrix Preference Forms (4 weeks prior to selection) • 4/3/15 Deadline for Final Evaluation (Bell HS Track D only) <p>Classified:</p> <ul style="list-style-type: none"> • Evaluations due 20 days prior to the end of the employee’s basis 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
May	<p>UTLA represented employees:</p> <ul style="list-style-type: none"> • Notification to teachers of tentative assignments for 2015-16 (5/15/15 or 4 weeks prior to end of school year) • 5/4/15 Deadline for Final Evaluations (Bell HS Tracks A,B,C 5/22/15) <p>AALA represented employees:</p> <ul style="list-style-type: none"> • 5/8/15 Deadline for Final Evaluations 	<p>_____</p> <p>_____</p> <p>_____</p>

Resources:

My PGS for K-12 Classroom Teacher Evaluations and Initial Planning Sheet:

<https://lausd.truenorthlogic.com/ia/render.userLayoutRootNode.uP>

CPES for all other certificated evaluations and Initial Planning Sheets: <https://stulls.lausd.net/stulls/>

My Team Dashboard for A Leader’s Evaluation and Analysis Development (LEAD):

<https://myteam.lausd.net/analytics/saw.dll?Dashboard>

***STRATEGIC ASSIGNMENT OF TEACHERS TO MEET STUDENT INSTRUCTIONAL NEEDS** for information regarding the matrix process. A copy may be found on page 40 of the Staff Relations Handbook.