

**COUNTER PROPOSAL FROM  
THE NATIONAL SCHOOL DISTRICT  
TO  
THE NATIONAL CITY ELEMENTARY TEACHERS ASSOCIATION**

February 17, 2016

**ARTICLE 15**

**SALARIES**

**No change to Article 15 except:**

Effective July 1, 2015 all bargaining unit members will receive a ~~2%~~ **3%** salary increase.

**Effective July 1, 2016 Impact teachers will be paid \$150.00 per day.**

**3. Salary Schedule Conditions**

**B. 2**

**Beginning July 1, 2015** Resource specialist program teachers and special education teachers shall receive ~~an additional one thousand, one hundred and fifty dollars (\$1,150.00) per year for the 2013-2014 school year. Beginning in the 2014-2015 school year resource specialist program teachers and special education teachers shall receive one thousand, four hundred and fifty dollars (\$1,450.00)~~ **two thousand, five hundred dollars (\$2,500)** per year. This stipend does not include psychologists and speech-language pathologists.

10:05

**COUNTER PROPOSAL FROM  
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February 17, 2016

**ARTICLE 14**

**HEALTH AND WELFARE BENEFITS**

**No change to Article 14 except:**

Effective January 1, 2016 the District's annual maximum contribution per eligible full-time employee to pay insurance premiums for employee selected medical, dental, vision care and life insurance premiums shall be ~~\$11,700~~ **\$12,000**.

9:27am

Counter Proposal from  
The National School District to  
The National City Elementary Teachers Association

February 17, 2016

**Memorandum of Understanding  
Between  
The National School District  
And  
National City Elementary Teachers Association/NCETA**

This Side Letter of Agreement (hereinafter "Agreement") is entered into by and between the National School District (hereinafter "District") and the National City Elementary Teachers Association (hereinafter "Association"). The District and the Association agree as follows regarding the implementation of Common Core units of study developed through Rigorous Curriculum Design:

1. During the 2016-2017 school year, teachers will be provided with Rigorous Curriculum Design (RCD) units at least two weeks prior to teaching the unit to be able to plan, prepare and collaborate on the unit.
2. For the 2016-2017 school year, if there is a need at a grade level to acquire additional materials to implement RCD units, the grade level can submit a written proposal to the site principal. The principal will make the final determination.

This Agreement does not establish a precedent or an established practice in any way. It only applies to the 2016-2017 school year and will end June 30, 2017. It also does not provide for any interpretation of any provision in the 2013-2016 Agreement between the District and the Association.

This Agreement must be ratified by the Governing Board of the District.

For the National School District

For the NCETA

\_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Governing Board Approval Date: \_\_\_\_\_

**COUNTER PROPOSAL FROM  
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TO  
THE NATIONAL CITY ELEMENTARY TEACHERS ASSOCIATION**

**February 17, 2016**

**Article 19, Special Education –**

**No changes to Article 19 except for the following:**

**3. Miscellaneous Provisions**

**B. Special Education Special Day Class teachers and RSP Teachers will be allotted a total of five (5) early release Thursdays (not Teacher Thursdays) for collaboration.**

**C. Special Educators will be provided training regarding SBAC accommodations for students with special needs.**

10:02am

Counter Proposal From  
The National School District to  
The National City Elementary Teachers Association

February 17, 2016

Adopted:

NATIONAL SCHOOL DISTRICT  
JOB DESCRIPTION

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**JOB TITLE: DISTRICT RESOURCE TEACHER**

Job Purpose Statement/s:

- Under the immediate supervision of the Education Services Department the District Resource Teacher provides support for the implementation of District educational programs through developing, implementing, and supporting the California State Standards and/or Educational Technology, provides professional development, support to school sites, and development of curricular units of study.

Essential Job Functions:

- Provide professional learning and resources in support of District goals.
- Support the on-going development/revision, formatting, review, and implementation of curricular units of study through professional learning with principals, teachers, and support personnel and/or parents.
- Provide instructional modeling/support to the school site staff and/or parents in Common Core English-Language Arts and/or Math State Standards and/or Educational Technology and District Curriculum.
- Support the implementation of the District data management system and student achievement data through reports to instructional committees, leadership, and the Governing Board.
- Provide professional development assistance to leadership teams as requested by site administration to address issues related to Program Improvement status.
- Provide ongoing support to school sites for Response to Intervention (RtI).
- Provide professional learning and assistance at District Advisory Council, District English Learner Advisory Council, Local Control Accountability Plan Committee, Curriculum Consultation Committee, and other applicable advisory councils or committees.
- Assist in the communication of District initiatives to stakeholders.
- Assist with the development and implementation of appropriate surveys to stakeholders.
- Facilitation of and/or participation in applicable District committees.
- Attend and participate in professional development opportunities.

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Counter Proposal From  
The National School District to  
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February 17, 2016

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Other Job Functions:

- Assist other personnel as may be required for the purpose of supporting them in the completion of their work activities.

Job Requirement-Qualifications

- Knowledge and/or Abilities Required:  
Current TK-6 research based instructional practices and strategies; Common Core Standards; English Language Development; data-teams; adult learning theory; Education Code and Board Policy.  
  
Abilities of strong interpersonal skills using tact, patience and courtesy; communicate clearly and concisely, orally and in writing; work collaboratively with peers, administrators and other stakeholders; utilize instructional technology and software. Significant physical abilities include standing/walking for prolonged periods.
- Experience Required: At least three (3) years of successful teaching and instructional leadership experience.
- Education Required: Bachelors Degree required; Masters Degree preferred.
- Licenses, Certifications, Bonding and/or Testing Required:  
Appropriate valid California Teaching Credential  
Valid California Driver's License  
DOJ Fingerprint Clearance

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