# **AGREEMENT**

between the

# **BOARD OF EDUCATION**

of the

# PASADENA UNIFIED SCHOOL DISTRICT

and

# UNITED TEACHERS OF PASADENA/CTA/NEA

July 1, 2018 through June 30, 2021

## PASADENA UNIFIED SCHOOL DISTRICT

Education Center 351 S. Hudson Avenue Pasadena, CA 91109

# **Board of Education**

Lawrence Torres President

Patrick Cahalan Vice President
Scott Phelps Board Clerk

Kimberly Kenne Member, District 1
Roy Boulghourjian Member, District 2
Michelle Richardson Bailey Member, District 3
Dr. Elizabeth Pomeroy Member, District 5

# **PUSD Bargaining Team**

Dr. Steven Miller Chief Human Resources Officer

Dr. Sarah Rudchenko Director, Human Resources

Dr. Leslie Barnes Chief Business Officer

Rodolfo Ramirez, Jr. Principal, San Rafael Elementary
Lori Toloumian Principal, Eliot Middle School

## UNITED TEACHERS OF PASADENA

# 2303 E. Washington Boulevard Pasadena, CA 91104

#### **Executive Board**

Dr. Allison Steppes President

Alvin Nash Vice President
Stephanie Cosey Board Secretary

Manuel Carcido Treasurer

Cassandra Williams Brown

Laurel Ware

Director, Area 1

Director, Area 2

Martha Tovar

Director, Area 3

Lorna Washington

Director, Area 4

Jonathan Gardner

Director, Area 5

# **UTP Bargaining Team**

Alvin Nash, Chairperson Education Center

Josephine Alvarez-Salazar Blair High /Eliot Middle School Rebekah Black Roosevelt Elementary School

Stephanie Cosey PALS

Roberto Gallegos CTA UniServ Staff

# **AGREEMENT**

The Pasadena Unified School District and United Teachers of Pasadena agree that the attached items constitute an agreement between the parties, which shall be effective through June 30, 2021.

Ву \_\_\_\_

Brian McDonald, Ed.D. Superintendent of Schools By

Allison Steppes, Ed.D

President of the Association

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# ARTICLE I

# **AGREEMENT**

- 1.1 The Articles and provisions contained herein constitute a bilateral and binding agreement ("Agreement") by and between the Governing Board of the Pasadena Unified School District ("Board/District") and the United Teachers of Pasadena/California Teachers Association/National Education Association ("Association"), an employee organization.
- 1.2 This Agreement is entered into pursuant to Chapter 10.7, Sections 3540-3549 of the Government Code ("Act").

#### ARTICLE II

#### RECOGNITION

- 2.1 The District recognizes the Association as the exclusive representative for the following negotiations unit:
  - 2.1.1 SHALL INCLUDE: All Certificated Employees including Child Development Permit Teachers, JROTC Teachers, and all Psychologist Classifications. [ratified 9/24/2015 by PUSD and 10/1/2015 by UTP]
  - 2.1.2 SHALL EXCLUDE: any other positions appropriately designated as management; all supervisory and confidential employees; home teachers; Community Skills Center/ROP instructors; all substitute teachers, including day-to-day and long term; Superintendent of Schools; Deputy Superintendent; Assistant Superintendents; Administrators; Principals; Assistant Principals; Deans; Coordinators, Directors; Specialists; Program Directors; Child Development Supervisors; and any other positions on the management salary schedule. [ratified 9/24/2015 by PUSD and 10/1/2015 by UTP]
  - 2.1.3 The inclusion of bargaining unit status, as contemplated herein, shall not apply to positions of limited duration. Limited duration, as used herein, shall mean positions of less than a semester.
- 2.2 The Association, in turn, recognizes the Pasadena Unified School District Governing Board as the duly elected representative of the people and agrees to negotiate with the Board's appointed representative(s).

#### ARTICLE III

#### ASSOCIATION RIGHTS

# [ratified by UTP and PUSD on 1/26/2017]

- 3.1 The District authorizes the Association to use the District's facilities and buildings at times other than normal working hours and hours of student instruction as long as the Association submits the appropriate Civic Center Act form to the immediate manager of the facility or building.
- 3.2 The immediate manager of the facility or building may grant the Association use of District equipment as long as such use is in accordance with the procedures provided for in the Civic Center Act and as long as the use of such equipment does not interfere with the normal student instruction or work production of the District. The Association shall pay for the cost of all materials and supplies used.
- 3.3 Upon request of the unit member, the Association shall have the right to represent him/her in any employment conditions covered by this contract and proceedings related to dismissal actions, except as provided for to the contrary, elsewhere in this Agreement.
- 3.4 The Association shall have the right to use a reasonable area of each facility's designated official bulletin board for the purpose of posting official Association notices. Such notices shall identify the Association as the sender of the communication, the date of posting and carry the name of the Association president. Such bulletin board area will be identified by the immediate manager of the facility and labeled "Association Business."
- 3.5 The Association may make reasonable use of the District mail services and unit members' mailboxes for written communication to unit members.
  - 3.5.1 The Association's written communications shall not defame or ridicule the District or its agents, nor shall it encourage the withholding of services (direct or adjunct) contemplated in Section 23.1 of the Agreement. These restrictions do not preclude the Association or its officers from exercising their right to freely express their constitutionally protected views on all issues affecting the educational and other policies of the District without fear of reprisal, discrimination or retaliation.
- 3.6 District Directory Names, work locations, non-confidential addresses and telephone numbers of District employees shall be provided to the Association upon written request, at intervals not to exceed once per year. The District shall provide the above information on any new employees on a monthly basis.

- 3.7 The District shall provide the Association with two (2) copies of the complete Board of Education Meeting Agenda for each Board meeting, exclusive of executive session material.
- 3.8 Authorized representatives of the Association shall be permitted to transact official business on school property as long as the business is carried on during non-duty hours of unit members. Such contact with unit members on school premises must occur only before or after school or during the lunch period. Authorized representatives of the Association shall be required to notify the site manager of his/her presence on the site. If the authorized Association representative is a unit member, he/she must transact official business on his/her non-duty time. Official business, as used in this section, shall mean conducting a called Association meeting at the site or the reasonable interviewing of witnesses for the processing of a grievance.
- 3.9 The District agrees to provide thirty (30) days of leave each year for Association representatives for the purpose of conducting Association business not prohibited by the provisions of Article XXIII (Work Stoppage). The President of the Association shall notify the Superintendent at least one working day prior to the absence. The Association shall reimburse the District for any substitute costs involved in providing the leave.
- 3.10 United Teachers of Pasadena shall have the exclusive right to represent the interests of its bargaining unit members on all joint and district-wide committees. Consequently the Association shall appoint its unit members to all District/Association Joint Committees. In addition, the Association shall appoint its unit members to district-wide committees, as it deems appropriate, for the purpose of contributing specific area(s) of expertise. The District's appointment of additional Association unit members to district-wide committees shall not diminish the number of the Association's appointments.
- 3.11 Designated representatives of the Association may make brief announcements at the end of faculty meetings provided the announcements do not involve controversial matters of employer/employee relations.

#### ARTICLE IV

#### **DISTRICT RIGHTS**

- 4.1 This Article is intended to insure that the District retains all rights and powers which it has not agreed to limit in other Articles of this Agreement; this Article is not intended, nor shall it be construed as:
  - 4.1.1 expanding the rights of the District beyond statutory and constitutional limits;
  - 4.1.2 waiving the rights of individual unit members under the Education Code or other statutes or constitutions; or
  - 4.1.3 waiving or otherwise diminishing the rights of the Association or of unit members as set forth in other Articles of this Agreement.
- 4.2 If there is a direct conflict between the retained rights of this Article and the rights of unit members or of the Association as set forth in some other Article of this Agreement, the language of the latter shall prevail. Also, it is recognized that several of the following subject matter fall within the scope of consultation under Government Code Section 3543.2; this Article is not intended to limit such consultation rights, but rather to indicate that the final decision in such matters lies with the District. Subject to the foregoing qualifications, it is agreed that all matters which are not enumerated as within the scope of negotiation in Government Code Section 3543.2, and also all powers and rights which are not limited by the terms of other Articles of this Agreement, are retained by the District.
- 4.3 Such retained rights include, but are not limited to, the exclusive right to:
  - 4.3.1 determine the legal, operational, geographical and organizational structure of the District, including all advisory commissions and committees;
  - 4.3.2 determine all sources and amounts of financial support for the District and all means or conditions necessary or incidental to securing the same, including compliance with any qualifications or requirements posed by law or by funding sources as a condition of receiving funds;
  - 4.3.3 determine all budget matters and procedures, including all budgetary allocations, reserves and expenditures apart from those expenditures expressly required by other Articles of this Agreement.
  - 4.3.4 determine the number, type and location of all District owned or controlled properties, grounds, facilities and other improvements, including the acquisition, disposal and utilization of same and the work, service and activity functions assigned to each or such properties;

- 4.3.5 determine the classes to be formed and taught and the other duties and services to be rendered to the public and the services to be rendered to District personnel in support of the services rendered to the public; methods, frequency and standards of services; performance standards (subject to Article VIII Evaluation Procedures); job content and qualifications; and the personnel, supplies, materials and equipment to be used in connection with such services;
- 4.3.6 determine, to the extent permitted by the Education Code, the utilization of persons not covered by this Agreement, including but not limited to substitutes, instructional aides, and others excluded in Article II, Recognition, to do work which is normally done by persons covered hereby, and the methods of selection and assignment of such personnel;
- 4.3.7 determine the educational policies, procedures, objectives, goals and program, curricula, textbooks, course content, pupil placement, guidance, grading, testing, records, support services, pupil conduct and discipline policies, and extracurricular and co-curricular activities;
- 4.3.8 select, classify, direct, utilize, promote, demote, discipline (pursuant to Education Code provisions and Article XXIV "Discipline" of this Agreement), lay off, terminate and retire any personnel of the District, subject to Education Code restrictions upon same;
- 4.3.9 assign employees to any location (subject to Article VII, Transfers and Reassignments), and also to any facilities, classrooms, activities, academic subject matters, specialties, departments and grade levels;
- 4.3.10 determine (subject to Article X, Class Size) staffing patterns, including but not limited to the number of employees;
- 4.3.11 determine whether, when and where a job opening exists;
- 4.3.12 determine the job classifications and the content and qualifications thereof;
- 4.3.13 determine the affirmative action and equal employment policies and programs to improve the participation of women and minorities;
- 4.3.14 determine the dates, time and hours of operation of any District facility, function, service or activity (subject to Article VI, Hours);
- 4.3.15 determine safety and security measures for employees (subject to Article XI, Safety), students, the public, properties, facilities, vehicles, materials, supplies and equipment, including the various rules and duties for all personnel with respect to such matters; and

- 4.3.16 determine the rules, regulations and policies for all employees, students, and the public (subject to the limitations of the other Articles of this Agreement).
- 4.4 It is understood that the right to "determine" as used in Section 4.3 above includes the right to establish, modify, and discontinue, in whole or in part, temporarily or permanently, any of the above matters.
- 4.5 The above-mentioned rights of the District are listed by way of example rather than limitation, and the provisions of this Agreement constitute the only contractual limitation upon the District's rights. The exercise of any right reserved to the District in this Article in a particular manner, or the non-exercise of any such right, shall not be deemed a waiver of the District's right or preclude the District from exercising the right in a different manner.
- It is agreed that the contractual rights of the Association and of unit members are set forth in the other Articles of this Agreement and that this Article is not a source of such rights. Accordingly, any dispute arising out of or in any way connected with either the existence of or the exercise of any of the above-described rights of the District, or arising out of or in any way connected with the effects of the exercise of such rights, is not subject to the grievance provisions of Article V. Provided, however, that nothing contained herein shall be construed to prevent the filing of grievances, pursuant to Article V, contending that an act or omission by the District constitutes a violation of an express term or some other Article of this Agreement, so long as such article is not by its own terms excluded from the grievance provision of Article V.

#### ARTICLE V

#### **GRIEVANCE PROCEDURE**

## 5.1 Definitions

- 5.1.1 A "grievance" is a statement by a unit member or the Association that the District has allegedly violated, misinterpreted or misapplied an express term or provision of this Agreement and by reasons of such violation his/her/its rights have been adversely affected.
- 5.1.2 A "grievant" is an individual unit member or the Association who alleges that a grievance has occurred. If two or more unit members have the same or similar grievance, then the District shall process the first grievance filed and shall apply the remedy thereto to all other grievances filed on the same or similar subjects.
- 5.1.3 "Days" shall consist of days during which the District central office is open for business. Any time limits affected by the Thanksgiving, Winter, or Spring breaks, shall be extended by five (5), ten (10), and five (5) days respectively. [ratified by UTP on 4/16/2015 and by PUSD on 5/21/2015]
- 5.1.4 The "immediate supervisor" is the manager having immediate jurisdiction over the grievant who has been designated by the District to adjust grievances.

  Normally the "immediate supervisor" will be the grievant's Principal. In the case of a traveling unit member, the "immediate supervisor" shall be the Principal at the site where the alleged violation took place, or the departmental supervisor if the allegation is not site based.
- 5.1.5 An alleged violation, misinterpretation, or misapplication of the Contract by a District administrator other than the grievant's immediate supervisor, shall be grieved beginning at Formal Level Two of the grievance procedure.
- 5.1.6 The "grievance forms" shall be appropriate to each formal level of the grievance procedure to include formal levels one through four. The "grievance forms" are contained within Appendix H.

#### 5.2 Purpose

5.2.1 The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to a grievance. Both parties agree that these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure. The issuance of an arbitration decision is a matter of public record.

# 5.3 Procedure

# 5.3.1 <u>Informal Level</u>:

Before filing a formal grievance the grievant shall attempt to resolve the alleged grievance by having an informal conference with his/her immediate supervisor. Such a conference shall be held within twenty (20) days of the occurrence of the act or omission giving rise to the grievance, or within twenty (20) days from the date the grievant has, with reasonable diligence, knowledge of the act or omission.

5.3.1.1 If the grievant is not satisfied with the disposition of the grievance at the Informal Level and intends to pursue the matter, then, within ten (10) days after presentation of the grievance at the Informal Level, the grievant shall file a Formal Level One grievance in writing with his/her immediate supervisor.

## 5.3.2 Formal Level One:

- 5.3.2.1 A Formal Level One grievance shall be presented in writing to the immediate supervisor using the grievance form, with a copy simultaneously provided to the Association. The immediate supervisor shall meet with the grievant and designated Association representative within five (5) days of receipt of the grievance. The immediate supervisor shall provide a written disposition of the grievance, including the reasons therefor, to the grievant(s) and the Association within five (5) days of such meeting. These timelines shall be deemed extended if the grievant(s) and the Association representative are unavailable to meet.
- 5.3.2.2 If the grievant is not satisfied with the disposition of the grievance at Formal Level One, then the grievant may, within ten (10) days of receipt of the decision at Formal Level One, appeal in writing to Formal Level Two to the District's designated Grievance Officer, with a copy simultaneously provided to the Association.

# 5.3.3 Formal Level Two:

5.3.3.1 The District's designated Grievance Officer shall meet with the grievant and designated Association representative within five (5) days of receipt of the grievance appeal and shall provide a written disposition of the grievance, including the reasons therefor, to the grievant(s) and the Association within five (5) days of such meeting. These timelines shall be

- deemed extended if the grievant(s) and/or Association representative are unavailable to meet.
- 5.3.3.2 If a grievance is not resolved at Formal Level Two, the two parties may mutually agree to implement the "local grievance resolution process" as contained in Section 5.3.4. The parties shall have ten (10) days from receipt of the written decision in Section 5.3.3.1 above to reach mutual agreement on whether to proceed to "local grievance resolution." If the two parties fail to reach mutual agreement, then within twenty (20) subsequent days the grievant may request in writing to the Association's Executive Board, at its next regularly scheduled meeting, that the Association submit the grievance to binding arbitration as contained in Section 5.3.5.

#### 5.3.4 Formal Level Three:

- 5.3.4.1 The District and the Association shall convene a "local grievance resolution session" within ten (10) days of mutually agreeing to utilize this process.
- 5.3.4.2 The Association will designate up to three (3) representatives.
- 5.3.4.3 The District Superintendent will designate up to three (3) District representative(s).
- 5.3.4.4 The representatives for both parties will have full authority to reach agreement.
- 5.3.4.5 If the Association and the Superintendent or his/her designee have not resolved the grievance within twenty (20) days from the last meeting of the "local grievance resolution session," the grievant may request in writing to the Association's Executive Board, at its next regularly scheduled meeting, that the Association submit the grievance to binding arbitration as contained in Section 5.3.5.

# 5.3.5 Formal Level Four:

5.3.5.1 If the Association proceeds to arbitration, it shall notify the District in writing within five (5) days of the meeting referenced in Section 5.3.3.2 or Section 5.3.4.5 and shall simultaneously request a list of five (5) arbitrators from the California State Conciliation Service. Within ten (10) days of receiving a list of arbitrators from the California State Conciliation Service, representatives of the District and the Association shall agree upon an arbitrator and contact the arbitrator within two (2) days to

- schedule dates for arbitration sessions. The decision as to who strikes the first name shall be determined by the flip of a coin. The parties shall alternately strike names from the list until only one name remains. This person shall serve as the arbitrator.
- 5.3.5.2 The arbitrator's decision shall be in writing and shall set forth the findings of fact, reasoning, and conclusions of the issues submitted. The arbitrator shall be without power or authority to make any decision that requires the commission of an act prohibited by law or which is a violation of the terms of this Agreement. The arbitrator shall have no power to amend, alter, change, or add to or subtract from any of the terms of this Agreement. However, it is agreed that the arbitrator is empowered to include in any award such as financial reimbursement or other remedies as proposed in the grievance. The decision of the arbitrator shall be submitted to the Association and the District and will be final and binding upon the parties. If any question arises as to the arbitrability of the grievance, such question will be ruled upon by the arbitrator before he/she hears the merits of the grievance, if it has been determined to be arbitrable.
- 5.3.5.3 All costs for the services of the arbitrator, including but not limited to, per diem expenses, travel and subsistence expenses, and the cost, if any, of a hearing room, shall be borne equally by the District and the Association. All other costs, except for release time for the grievant(s), Association representative(s), and witnesses, shall be borne by the party incurring them.
- 5.3.6 All documents, communications and records dealing with the processing of a grievance shall be filed in a separate grievance file and will not be kept in the personnel file of any unit member.
- 5.3.7 The written statement of the grievance or appeals shall contain the provisions of the Agreement alleged to have been violated, the circumstances involved, the decision, if any rendered at the previous level, and the specific remedy sought.
- 5.3.8 The filing or pendency of a grievance shall not delay or interfere with implementation of any District action during the processing thereof.

# 5.4 <u>Time Limits</u>

5.4.1 Time limits provided for at each level shall begin the day following receipt of the grievance appeal or written decision.

- 5.4.2 The time limits specified at each level should be considered the maximum and every effort should be made to expedite the process. The time limits may, however, be extended in writing by mutual agreement.
- 5.4.3 If the grievance is not processed by the grievant in accordance with the time limits set forth in this Article, then the grievance shall be considered settled on the basis of the decision last made by the District. If the District fails to respond to the grievance in accordance with the time limits set forth in this Article, then the grievance shall be deemed denied and the grievant may proceed to the next level.
- 5.4.4 If a grievance has not been resolved by the end of the school year, then the grievance clock stops and resumes after the first ten (10) student days at the start of the following school year at the same grievance level previously reached. The grievant shall have the right to exercise his/her discretion whether or not to waive, in writing, the above referenced timeline and continue the grievance procedure from the last day of the school year.

# 5.5 Rights of Representation

- 5.5.1 A grievant may be represented by an Association representative(s) at all levels of the grievance procedure, to include the Informal Conference.
- 5.5.2 A unit member may at any time present grievances to the District, and have such grievances adjusted, without the intervention of the Association, as long as the adjustment is reached prior to arbitration and such adjustment is not inconsistent with terms of the written agreement. The District shall provide a copy of the grievance to the Association within three (3) days of receipt of the grievance. If any employee presents a grievance on his/her own behalf, the Association shall have the right to be present and state its views at all grievance meetings. The District shall not agree to a resolution of the grievance until the Association has received a copy of the grievance and the proposed resolution and has been given the opportunity to file a response.
- 5.5.3 Reasonable release time shall be granted for processing grievances, however, meetings will normally be scheduled at a time that will not conflict with regular unit members' instructional duties. However, unusual circumstances may warrant that a grievance meeting be conducted during the grievant's regular instructional time. When arbitration hearings are scheduled so as to conflict with the work hours of the grievant, representatives, and/or witnesses, release time without loss of salary or benefits will be provided.

# 5.6 No Reprisals

5.6.1 No reprisals of any kind shall be taken by the District against the grievant, any participant, the Association, or any party in interest in the grievance procedure.

#### ARTICLE VI

# **HOURS**

- 6.1 The District and the Association recognize that the varying nature of a unit member's day-to-day professional responsibilities does not easily lend itself to a duty day of rigidly established length. Unit members shall spend as much time as necessary to fulfill their instructional and professional responsibilities. Although the minimum site-based assignment hours may be less than forty (40) hours per week, it is understood that fulfillment of a unit member's total professional responsibilities will generally require a work week well in excess of forty (40) hours.
- 6.2 The On-Site Workday For All Unit Members Shall Be Structured As Follows.
  - 6.2.1 For classroom teachers, department chairpersons and resource teachers, the onsite workday shall begin twenty (20) minutes before {eighteen (18) minutes before for teachers at grades 9-12} the site's regular student instructional day and shall end twenty (20) minutes following the end of the site's regular student instructional day.
    - 6.2.1.1 For Child Development classroom teachers, the on-site workday shall begin thirty (30) minutes before the site's regular ECP student instructional day and shall end thirty (30) minutes following the end of the site's regular ECP student instructional day. [ratified 6/12/2012 by PUSD and 9/20/2012 by UTP]
  - 6.2.2 On Fridays and days immediately preceding a holiday, unit members may leave the site fifteen (15) minutes after the end of the site's regular instructional day, provided that one bargaining unit member remains on duty on said days for the full period of twenty (20) minutes to insure proper student supervision.
  - 6.2.3 Notwithstanding the provisions of Section 6.2, above, the on-site workday for counselors and librarians shall be eight and one-half (8.5) hours, including a duty-free lunch of not less than thirty (30) minutes.
  - 6.2.4 The parties recognize the joint responsibility of managers and unit members assigned to bus duty to provide for adequate student safety during periods of transportation-related problems.
  - 6.2.5 Managers and unit members shall provide for campus safety and student supervision during the school day, and in the periods of the time adjacent thereto, as well as while performing adjunct duties at activities sponsored by the School/District. Except in unusual safety-related situations that necessitate unique responses, the current contractual provisions contained in Article VI shall be

observed; it is not the intent of the District to create new assignments for secondary teachers to regularly rotating supervision schedules of particular portions of the school site during the lunch period, or the periods prior to the warning bell before the start of the student day, or the period after the dismissal bell at the end of the student day.

# 6.3 <u>District Wide Banking Time for Professional Development</u>

- 6.3.1 The parties recognize the importance of and remain committed to weekly, collaborative professional development meetings and activities. The use of the term "teacher" throughout this language is intended to refer to all of the bargaining unit members: teachers, counselors, librarians, nurses, school/clinical psychologists, and speech-language pathologists, as applicable. [ratified by UTP and PUSD on 1/26/2017]
- 6.3.2 Professional development involves independent and/or group activities designed to strengthen and improve teaching practices and student academic achievement. Professional development may include, but is not limited to, activities that improve the knowledge of teachers and principals concerning the academic subjects that teachers teach; effective instructional strategies, methods, and skills; and the effective use of standards, assessments and data to improve classroom practices, teaching and student learning. Professional development is a continuous process of individual and collective examination of practice. It should empower individual educators and communities of educators to make complex decisions; identify and solve problems; and connect theory, practice, and student outcomes.
- 6.3.3 Professional development activities shall be offered on a weekly basis as part of a two hour "Professional Development Meeting." The two hours or 120-minutes shall be accounted for as follows:
  - 6.3.3.1 During each school week of the 2007-2008 school year and thereafter, excluding holidays, all schools will bank 20 minutes of instructional time, Tuesday through Friday, for a maximum total of 80 banked minutes per week. These banked minutes reflect an increase of 20 instructional minutes per day, as defined in this Article VI Hours, however, these banked minutes do not increase the "on-site workday," as that term is defined herein. The resulting 80 banked minutes, plus an additional 40 minutes of non-instructional time (on the Monday of the Professional Development Meeting) will be used to create the referenced weekly, two-hour, "Professional Development Meeting."

- 6.3.3.2 Child Development unit members shall not participate in "A" and "B" Monday professional development activities. [ratified 6/12/2012 by PUSD and 9/20/2012 by UTP]
- 6.3.3.3 During each school week of the 2010-2011 school year and thereafter, Child Development Programs shall not bank 20 minutes of instructional time during Tuesday through Friday. [ratified 6/12/2012 by PUSD and 9/20/2012 by UTP]
- 6.3.4 The weekly-banked minutes will be utilized for professional development on the non-holiday Monday, immediately following the week in which they were banked. If more time is banked than is used for professional development, the over-banked instructional minutes will be returned to teachers in the form of a shorter instructional day on the last workday before Winter Break and Spring Break. If more than one "shorter instructional day" is necessary to compensate teachers for the over-banked instructional minutes, then the second to the last day before Winter Break and/or Spring Break will also be used. On these days, unit members may leave the site fifteen (15) minutes after the end of the instructional day.
- 6.3.5 District representatives and/or the site administrator shall lead professional development activities on "A Mondays." Teachers shall lead individual or small group professional development activities on "B" Mondays. Teachers on Special Assignment may lead or assist with professional development activities on "A" Mondays.

#### 6.3.6 "A" MONDAYS PROFESSIONAL DEVELOPMENT ACTIVITIES

6.3.6.1 The following activities are consistent with the definition of Professional Development as set forth in this Article and shall be conducted on "A" Mondays as determined by the site administrator or his/her designee. (It is understood that 'designee' shall not include a UTP bargaining unit member).

**All-Staff Meetings** 

**Grade Level Meetings** 

**Department Meetings** 

**Vertical Team Meetings** 

Committee Meetings

Team Review of Student Work

Curriculum, Instruction, and Assessment

Data Assessment

**Trainings** 

Meetings may include school site concerns, announcements, faculty discussion, and UTP announcements not to exceed 15 minutes (consistent with Section 3.11 of the current Agreement).

All "A" Monday Professional Development Activities shall be completed within the contractual workday.

#### 6.3.7 "B" MONDAYS PROFESSIONAL DEVELOPMENT ACTIVITIES

6.3.7.1 The following activities are consistent with the definition of Professional Development set forth in this Article and shall be conducted on "B" Mondays as determined by the individual bargaining unit member(s).

Parent/student conferences – teacher(s)/counselor initiated conferences IEPS – conferences, report writing

SST meetings

504 meetings

Standards-based curriculum development and lesson planning
Data entry – language arts & math, IEP reports, grades/rubrics, report
cards

Reviewing, analyzing, and grading student work

Parent communication

Classroom set-up in support of instruction

All "B" Monday Professional Development Activities shall be completed within the contractual workday.

- 6.3.8 Professional development A and B meetings shall alternate. For example, a Type A Professional Development Meeting shall be followed by a Type B Professional Development Meeting on the following non-holiday Monday. The first Professional Development Meeting in any given school year will be held on the first instructional Monday of the school year and will be an "A Monday."
- 6.3.9 A written agenda for "A Monday" Professional Development meetings will be provided by the school site administrator to unit members on the Friday prior to the meeting. Similarly, a written agenda for "B Monday" Professional Development meetings will be provided by each unit member and given to the school site administrator on the Friday prior to the meeting.

# 6.3.10 <u>DISTRIBUTION OF INSTRUCTIONAL MINUTES IN BANKING</u> TIME FRAMEWORK

- 63.10.1 The distribution of instructional minutes shall conform to the Banking Time Framework as follows: Mondays: Kindergarten = one hundred eighty (180); Full-Day Kindergarten and Grades 1-5 = two hundred twenty-five (225); Grades 6-8 = two hundred sixty-five (265); and Grades 9-12 = two hundred ninety (290). Tuesdays through Fridays: Kindergarten = two hundred five (205); Full-Day Kindergarten and Grades 1-5 = three hundred twenty-five (325); Grades 6-8 = three hundred sixty-five (365); and Grades 9-12 = three hundred ninety (390). [ratified 6/12/2012 by PUSD and 9/20/2012 by UTP]
- 63.10.2 For Child Development Programs, the distribution of instructional minutes shall not conform to the Banking Time Framework, Section 6.3.10.1 of the Agreement, and shall conform as follows: Mondays through Fridays: one hundred eighty (180) minutes per session for two (2) sessions per day. [ratified 6/12/2012 by PUSD and 9/20/2012 by UTP]
- Adjunct duties that do not involve the entire staff are by their nature subject to sharing or distribution among the unit members and staff at each site. The District shall make a reasonable effort to assign adjunct duties on an equitable basis and with reasonable advance notice. Prior to the assignment of adjunct duties, volunteers will be sought; if a teacher serves as an annual club sponsor or in any other adjunct duty during the lunch hour, said service shall preclude the assignment of other adjunct duties.
  - 6.4.1 If such duties are paid by student body funds or other sources, they shall not be counted in determining the "equitable distribution" of duties.
- 6.5 The District shall administer the above in a reasonable manner.
- 6.6 Unit members shall have a duty-free lunch period, at a time arranged by site management, of at least thirty (30) consecutive minutes, exclusive of passing periods, except for student safety emergencies such as fire drills.
- 6.7 Each full-time unit member teaching under departmentalized conditions shall be afforded one scheduled class period as part of the regular basic assignment as a preparation/planning duty period. In situations involving STAR program testing schedules (or any successor program thereto), daily preparation/planning may be rescheduled by the site manager provided the unit member receives the same overall amount of preparation/planning time during a two week period of rescheduling as he/she

would have received in the more traditional student instructional format. Elementary RSP Teachers will be provided with a preparation/conference period outside of student instructional hours. Preparation/planning duty time shall be utilized for professional preparation and planning purposes, unit member/student conferences, unit member/parent conferences, unit member/administrator conferences, administrative assignments and student testing and guidance team meetings for Special Education Teachers.

Administrative assignments are for extraordinary circumstances such as:

- 6.7.1 school campus security,
- 6.7.2 student safety related emergencies, and
- 6.7.3 substituting for a temporarily absent unit member.
  - 6.7.3.1 If a unit member at a departmentalized school is required to render substitute service during his/her preparation period, he/she shall be paid the prorated amount of the daily substitute rate for a teaching period of substitute service; if a unit member assigned to a non-departmentalized school, or a departmentalized school without a preparation period is required to receive students from a temporarily absent teacher, he/she shall be paid the prorated amount of the daily substitute as the students he/she was required to receive bears to the number of students in the absent teacher's class (e.g., receiving 15 of 30 students for a day will result in the payment of one-half of the daily rate of substitute pay). If administratively feasible, such substituting assignments shall be on a voluntary basis. Site administrators shall equitably distribute assignments for substituting for temporarily absent unit members among unit members with a common preparation/planning duty period.
- 6.7.4 At middle and high schools with a "Four-by-four" block schedule, the District shall afford each unit member one class period daily for the purpose of preparation/planning or collaboration as part of the regular assignment as follows:
  - 6.7.4.1 The District shall afford each unit member one class period for the purpose of preparation/planning on each Monday equal in minutes to the number of instructional minutes of one Monday class period.
  - 6.7.4.2 The District shall afford each unit member one class period for the purpose of preparation/planning on each alternating day (Tuesday/Thursday or Wednesday/Friday) equal in minutes to the number of instructional minutes of one Tuesday-Friday class period.

6.7.4.3 The District shall afford each unit member one class period for the purpose of collaboration on each alternating day (Tuesday/Thursday or Wednesday/Friday) equal in minutes of one Tuesday-Friday class period. The process of "collaboration" shall be determined at each school site by the unit members and the Principal.

For example:

Teachers assigned Period 1, 3, 5, or 7 as his/her preparation/planning period

Monday preparation/planning period

Tuesday preparation/planning period

Wednesday collaboration period

Thursday preparation/planning period

Friday collaboration period

Teachers assigned Period 2, 4, 6, or 8 as his/her preparation/planning period

Monday preparation/planning period

Tuesday collaboration period

Wednesday preparation/planning period

Thursday collaboration period

Friday preparation/planning period

6.8 The official school calendars for the next three (3) years are attached as Appendix D. The parties shall sustain the school calendar for a subsequent three (3) year period by annually agreeing to the extension of the remaining two (2) years for a third (3rd) year. Each school year, the parties shall agree to the calendar for a new third (3rd) year no later than January 31.

If the two parties do not reach agreement for the Official Calendar in a subsequent third year by the date prescribed by the Collective Bargaining Agreement, then the status quo calendar template shall prevail. [ratified 2/22/2011 by PUSD and 3/10/2011 by UTP]

- 6.8.1 Contingent upon District compliance with the S.B.85 rules and regulations being developed by the State Superintendent of Public Instruction, the United Teachers of Pasadena and Pasadena Unified School District agree that the work calendar will be as follows:
- 6.8.2 The teacher work year shall remain at 186 days, including six (6) days of non-student, non-ADA status. The Child Development 10-month teacher work year shall be 186 days, including three (3) days of non-student, non ADA status. The counselor and librarian work year shall remain 203 days. [ratified by UTP and PUSD on 1/26/2017]

6.8.3 If any school site wishes to change its Back-to-School Night and/or Open House for the subsequent school year to a date that is different than the Official Calendar, then the revised date(s) for Back-to-School Night and/or Open House shall be determined officially no later than January 31 of the current school year. Revised date(s) for Back-to-School Night and/or Open House shall be determined by a simple majority (50% plus 1) secret ballot vote of UTP bargaining unit members at the individual school sites as conducted by the Association. These school-based decisions must take into account the need to accommodate parents with children at different grade levels, yearly testing schedules, Board of Education meetings, feeder school considerations, religious holidays, and bus schedules/release times. Back-to-School Night and Open House shall not occur on a Monday for any school site. Furthermore, for K-8 schools, middle schools, and high schools, Back-to School Night and Open House shall not occur on a Tuesday or on a Friday due to instructional minutes required by the Education Code. [ratified 1/17/2012 by PUSD and 1/26/2012 by UTP]

This section shall not be subject to Article XIX, Contract Waivers. [ratified 1/17/2012 by PUSD and 1/26/2012 by UTP]

- 6.9 Pursuant to the provisions of Education Code Sections 46114 and 46142 (in effect on 2/20/87), the District shall schedule a special one hundred eighty (180) minute instructional day for students on the days that schools are scheduled to have "Open House" and "Back-to-School" activities in the evening. A unit member may leave his/her job site thirty (30) minutes after the student special schedule dismissal time for said Open House and Back-to-School activities.
  - 6.9.1 The regular day schedule of instructional minutes shall be: ECP = one hundred eighty (180) per session for two (2) sessions per day; Kindergarten = two hundred (200); Grades 1-5 = three hundred five (305); Grades 6-8 = three hundred forty-five (345); and Grades 9-12 = three hundred seventy (370). [ratified 6/12/2012 by PUSD and 9/20/2012 by UTP]
  - 6.9.2 The minimum day schedule of instructional minutes shall be: Kindergarten = two hundred (200); Grades 1-12 = two hundred forty (240). [ratified 6/12/2012 by PUSD and 9/20/2012 by UTP]
    - 6.9.2.1 For Child Development Programs, there shall not be a minimum day schedule of instructional minutes. [ratified 6/12/2012 by PUSD and 9/20/2012 by UTP]
  - 6.9.3 The testing day schedule of instructional minutes at the high school level, excluding Rose City High School, for three (3) days at the end of each semester

- shall be; two hundred forty-seven (247). [ratified 1/31/2013 by UTP and 5/14/2013 by PUSD]
- 6.9.3.1 Effective the 2014-2015 school year, the testing day schedule of instructional minutes at Rose City Continuation High School for one (1) day at the end of the first and third quarters and for two (2) days at the end of each semester shall be; two hundred forty-seven (247). [ratified 5/22/2014 by UTP and 6/26/2014 by PUSD]
- 6.9.4 For Child Development Programs, the District shall not schedule a special one hundred eighty (180) minute instructional day for students on the days that schools are scheduled to have "Open House" and "Back-to-School" activities in the evening. [ratified 6/12/2012 by PUSD and 9/20/2012 by UTP]
  - 6.9.4.1 The District may ask Child Development teachers to work an additional three (3) hours on a voluntary basis at their regular daily rate of pay in order to have "Open House" and "Back-to-School" activities in the evening. [ratified 6/12/2012 by PUSD and 9/20/2012 by UTP]
- October for the purpose of holding conferences with the parents of their students. Unit members shall make a reasonable effort to contact the parents and schedule conferences, at the school, on this day or during the unit members' regular workday within the month of October. Unit members shall not be expected to hold a conference with any parent who is unwilling to attend a conference at the school at times stated above, but shall be required, in the absence of a conference, to mail a written summary of student progress to the parent(s). Parent Conferences are to be determined as part of the calendar setting process of the contract year. [ratified 1/31/2013 by UTP and 5/14/2013 by PUSD; MOU dated 5/17/2013]
- 6.11 Unit members assigned to the elementary and middle schools shall have October designated as "Teacher/Parent Conference Month." Teachers may schedule parent conferences before school, after school, during the conference period during the month of October, and during the designated Conference Day. [ratified 1/31/2013 by UTP and 5/14/2013 by PUSD; MOU dated 5/17/2013]
  - 6.11.1 Administrators will make every effort to be on campus if teachers are conferencing late in the afternoon.
  - 6.11.2 The designated Teacher/Parent Conference Day is a pupil-free day that will be used for conferences. There will be no competing in-services or meetings on the designated Teacher/Parent Conference Day.

- 6.12 This section applies to the various meetings required by the Federal Regulations governing individualized education programs for students with disabilities:
  - 6.12.1 The District shall make every effort to schedule such meetings during the regular workday.
  - 6.12.2 For unit members with classroom assignments, the District shall make every effort to schedule such meetings during the unit members preparation/planning duty time.
    - 6.12.2.1 If this is not possible, then a good faith effort shall be made to schedule such meetings during the regular work day immediately before or after school. If such meetings must be scheduled during the regular workday while the unit member's classes are in session, then released time shall be provided.
- 6.13 Evening meetings that unit members are required to attend, such as "Open House" or "Back to School" nights, shall not be scheduled to last later than 9:00 p.m.
- 6.14 Unit members shall be provided one (1) physical relief break each morning.
- 6.15 Except for those with itinerant location schedules, unit members shall be paid \$500.00/semester if required by their daily assignments to travel between District locations; said travel compensation shall be in addition to mileage reimbursement at the IRS established rate, and shall be in lieu of any daily conference period allocation for travel purposes.
- 6.16 Without the allocation of resources beyond current levels, each elementary classroom teacher shall be provided with approximately sixty (60) minutes per full week of planning/preparation time; said time shall be duty free, except in unusual safety related circumstances.
  - 6.16.1 An individual school site faculty and administrator shall develop a site-specific plan to implement this provision subject to the approval of the Superintendent or Designee. If the District or the Association believes that a site plan is not working properly at a particular site, representatives of the parties shall meet in an attempt to resolve the situation.

## 6.17 FULL INCLUSION

In addition to general staff development activities related to full inclusion that are provided to teachers of regular education classes, the District shall provide a particular unit member in this group with specialized training, instructional materials and the

support of specialists when a profoundly impaired student (as designated by the Special Education Department of the District) is fully included in his/her class.

Consistent with good administration practice, the preference of the teacher of a regular education class shall be one of the factors considered before a profoundly impaired student is assigned to his/her class. Said information, as well as the composition and size of the regular education class shall be important considerations when assigning a profoundly impaired student to a regular education classroom; when all other factors are equal, said students will be assigned to classes of lower size.

#### **ARTICLE VII**

## TRANSFERS AND REASSIGNMENTS

[ratified 5/26/2016 by UTP and 6/9/2016 by PUSD]; [ratified by UTP and PUSD on 1/26/2017]

## 7.1 Definitions

- 7.1.1 A transfer is defined as a change of schools, or worksites within the District for a probationary (involuntary transfer) or permanent unit member (voluntary or involuntary transfer). A transfer may be voluntary (requested by the unit member) or involuntary (initiated by the District). The provisions of this article shall not apply to unit members serving in a temporary status.
- 7.1.2 An assignment is the placement of a unit member in a subject area or grade level, and is effective at the start of employment in the District or during the notification period consistent with Section 7.8.1. Assignments shall not be made in an arbitrary, capricious, discriminatory, or retaliatory manner.
- 7.1.3 A reassignment is the movement of a unit member from one subject area to another subject area, one grade level to another grade level, or from one configuration to another such as team teaching, restructuring, or other reconfiguration within the same worksite. Once the notice of assignment is given to the unit member, any change thereafter shall be considered a reassignment.
- 7.1.4 An opening is defined as a newly created position which the District has determined is to be filled by a probationary or permanent unit member rather than by a substitute or temporary employee.
- 7.1.5 A vacancy is any position that does not have a unit member assigned to it. This includes any vacated or promotional positions and positions created by reconfiguration or restructuring and any supplemental instructional programs offered by the District.
  - 7.1.5.1 Reconfiguration is the reallocation of grade levels at a school site(s). For example, changing grade levels at elementary sites from K-6 to K-5, etc.
  - 7.1.5.2 Restructuring is based upon the level of Program Improvement status as determined by the California Department of Education.
- 7.1.6 Seniority is defined as the unit member's first date of paid service in probationary status in the bargaining unit.

# 7.2 <u>Posting of Openings/Vacancies</u>

- 7.2.1 The District's Human Resources Department shall send to the Association and all bargaining unit members via the District's email server all openings/vacancies for an ensuing school year prior to April 15. Postings shall contain a closing date for the submission of voluntary transfer requests, which is at least ten (10) work days following the electronic posting date.
- 7.2.2 After April 15, openings/vacancies at schools ranked in deciles 1 to 3, inclusive, on the Academic Performance Index, may be filled by internal and external applicants in accordance with Education Code section 35036.
- 7.2.3 For openings/vacancies that occur during the summer recess period, but prior to August 15, the District's Human Resources Department shall send to the Association and all bargaining unit members via the District's email server a list of all openings/vacancies as they occur.
- 7.2.4 Upon knowledge of openings/vacancies, the District's Human Resources
  Department shall send to the Association and all bargaining unit members via the
  District's email server a list of all openings/vacancies which occur during the
  work year and for the following work year. The list shall contain the following:
  - 7.2.4.1 A closing date which is at least ten (10) working days following the posting date.
  - 7.2.4.2 A job description.
  - 7.2.4.3 Credentials and qualifications necessary to meet the requirements of the position.
- 7.2.5 No assignment to fill the opening/vacancy shall be made until after the closing date.

# 7.3 Voluntary Transfer

- 7.3.1 A voluntary transfer is the movement of a permanent unit member from one work location to another work location. The transfer may include a change in grade levels and/or subject area as long as the move involves changing worksites. An overall rating of "unsatisfactory" on the most recent summative evaluation shall preclude a unit member from submitting a request for a voluntary transfer.
- 7.3.2 The following factors shall be utilized in priority order to determine which unit member receives an interview for a voluntary transfer to fill a vacancy/opening:

- 7.3.2.1 Possession of appropriate credential and/or authorizations
- 7.3.2.2 Unit member must have a voluntary transfer request on file with the District on or before the closing date.
- 7.3.3 A selection shall be in place to interview those voluntary transfers that meet criteria in Section 7.3.2. In cases where no selection is made, openings/vacancies shall be posted for external candidates. The top two (2) voluntary transfer candidates from the previous interview shall be afforded a second interview.
- 7.3.4 A transfer request shall not be denied arbitrarily, capriciously, or without basis in fact.
- 7.3.5 If a unit member's request for a voluntary transfer request is denied, the District shall notify the unit member. Upon request, the unit member shall receive written reasons for the denial. Such request(s) shall be made within ten (10) working days of notification. The Director of Human Resources shall provide the written reasons within ten (10) working days of the request. The unit member, upon request, shall be granted a meeting with the administrator who denied the request to discuss the reasons for the denial.
- 7.3.6 If the unit member requests that her/his application for transfer be kept confidential, the supervisor at her/his worksite shall not be notified by the District of the application.
  - 7.3.6.1 An employee may file a transfer request by submitting a request to transfer form to Human Resources.
  - 7.3.6.2 Properly filed transfer requests shall be valid for one (1) calendar year. Continuing transfer requests must be renewed in writing after one (1) calendar year.
  - 7.3.6.3 The filing of a request for transfer is without prejudice to the unit member and shall not jeopardize the unit member's present assignment.
  - 7.3.6.4 A request for transfer may be withdrawn by the unit member in writing to Human Resources at any time prior to official notification or transfer approval.
  - 7.3.6.5 Upon request, a unit member in a special education program assignment who holds another teaching authorization, shall be eligible for a voluntary transfer out of the special education program after serving five (5) consecutive years in the assignment.

- 7.3.7 When a transfer request is granted, the Director of Human Resources shall give the unit member and appropriate division and site management official notification of its disposition.
- 7.3.8 A unit member granted a voluntary transfer normally shall be expected to remain at the site for not less than three (3) years.

# 7.4 Seniority

- 7.4.1 For purposes of this Article only, unit members with the same seniority date shall have their seniority number determined first by the following seniority tiebreaker criteria:
  - 1. Professional Clear Credential = 1 point
  - 2. Supplemental credential or authorization = 1 point for each credential and/or authorization
  - 3. Years of previous teaching experience = 1 point for each year
  - 4. Bachelor's degree + 18 units = 1 point

Bachelor's degree + 36 units = 2 points

Bachelor's degree + 54 units = 3 points

- 5. Master's degree in education or content area = 4 points
- 6. Doctorate degree in education or content area = 5 points
- 7.4.2 If the above criteria do not break the tie, then the seniority ranking shall be determined by lot. The lottery shall be conducted in the presence of at least two (2) Association representatives.
- 7.4.3 A unit member on a District approved leave of absence shall continue to earn seniority while on leave.

# 7.5 <u>Involuntary Transfer/Reassignment</u>

7.5.1 Involuntary transfer/reassignment shall be made only for the following reasons: A decrease in the number of pupils which requires a decrease in the number of unit members pursuant to Article X, Class Size; changes in course section needs of the master schedule as determined by student placement; elimination of program(s)

- and/or funding; or worksite closings; or a legitimate and documented programrelated need of the District. The need must be clear and compelling.
- 7.5.2 If a decrease in the number of pupils or the elimination of program(s) and/or funding occurs, the District shall seek volunteers prior to making any involuntary transfer/reassignment. If an involuntary transfer/reassignment becomes necessary, the unit member with the least seniority with the appropriate credential shall be transferred or reassigned.
  - 7.5.2.1 If there is a program-related need, the District will first seek volunteers prior to making any involuntary transfer or reassignment. If an involuntary transfer or reassignment becomes necessary for this reason, the District will only consider the following factors:
    - a. Appropriate credentials;
    - b. Appropriate recent experience;
    - c. Maintenance or revision of current programs;
    - d. Establishment of a new program;
    - e. If the above factors are equal, the least senior unit member with the least seniority with the appropriate credential shall be transferred or reassigned.
  - 7.5.2.2 The District shall not involuntarily transfer or reassign a unit member for punitive, performance, disciplinary reasons or in retaliation for legally protected activities or without just cause and will provide due process to the unit member.
  - 7.5.2.3 The decision of the District shall not be arbitrary, capricious, or lack basis in fact.
  - 7.5.2.4 A unit member who has been involuntarily transferred or reassigned under the provisions of this section 7.5.2 cannot be involuntarily transferred or reassigned under this section 7.5.2 for three years.
  - 7.5.2.5 If there is a program related need, the unit member being involuntarily transferred or reassigned shall be notified in writing as soon as possible, which states the basis for the District's decision and may meet, at the unit member's request, with the Superintendent or his or her designee.
- 7.5.3 The unit member(s) under consideration for involuntary transfer shall be notified as soon as possible.

- 7.5.4 A unit member being involuntarily transferred shall be placed prior to voluntary transferrees and outside applicants.
- 7.5.5 When a choice of positions is possible, unit members to be involuntarily transferred may indicate an order of preference. The District shall make a good faith effort to grant one (1) of the three (3) preferences indicated by the transferee.
- 7.5.6 Unit members being involuntarily transferred shall normally be placed in teaching or other appropriate positions, such as, but not limited to, counselor, librarian, nurse, or resource teacher. Use of unit members as day-to-day substitutes shall be kept to a minimum.
- 7.5.7 Unit members who are transferred/reassigned during the work year shall be allowed three (3) days of paid release time for preparation prior to the effective date of the transfer/reassignment. The District shall provide assistance in moving a unit member's material whenever a unit member is transferred/reassigned. [ratified 5/22/2014 by UTP and 6/26/2014 by PUSD]
- 7.5.8 Up to three (3) days of release time or paid time at the unit member's pro-rata daily rate of pay will be provided if the involuntary transfer or reassignment occurs during the preceding school year or during the summer up to the beginning of the unit member work year, with the effective date of the transfer or reassignment being the beginning of the school year. Unit members being transferred or reassigned to a different location within the school may request reasonable assistance in moving materials to the new assignment. [ratified 5/22/2014 by UTP and 6/26/2014 by PUSD]
- 7.6 <u>Transfer Necessitated by School Closure, Reconfiguration, Reconstitution, or Natural</u> Disaster [ratified by UTP and PUSD on 1/26/2017]
  - 7.6.1 Unit members affected by Section 7.6 above shall be afforded first priority for filling any new or vacant positions The "first priority" shall mean that such unit members shall be placed in openings/vacancies prior to placing voluntary transfers, new hires, and/or returning temporary and leave of absence unit members into openings/vacancies.
  - 7.6.2 Unit members affected by Section 7.6 above shall also be afforded first priority in filling all openings/vacancies that arise for which they have an appropriate credential. Openings/vacancies shall be filled in order of seniority.
  - 7.6.3 A unit member currently assigned to a school that has been designated for reconstitution in the following year shall exercise the right to either voluntary

- transfer or the right to continue his/her current assignment subject to the application and interview process.
- 7.6.4 In the event the unit member exercises his/her right to the application and interview process and is not selected, he/she shall be afforded the rights of a voluntary transfer.
- 7.6.5 Unit members referenced immediately in Sections 7.6.3 and 7.6.4 above who voluntarily transfer shall be assigned before all other voluntary transfer applicants.
- 7.7 Unit members affected by Section 7.6 shall be given up to three (3) days of release time or paid time at the unit members' pro-rata daily rate of pay for the purposes of moving to their new assignment. In addition, the District shall provide packing and moving assistance of unit members' materials to the new assignment location.

# 7.8 <u>Notification of Assignment</u>

- 7.8.1 Each unit member shall be given written notice of the next year's assignment not later than ten (10) days prior to the last day of the current school year. Such notice shall specify the site, grade level, subject area, and position to which the unit member will be assigned. If the unit member is not given the Notice of Assignment within the ten (10) days, then next year's assignment shall remain the same. No later than the first day of instruction of the school year, a written notice shall explain the nature of special problems experienced by pupils assigned to the unit member.
- 7.8.2 If the assignment or work location is changed during the summer, the unit member shall be notified by mail addressed to the unit member's current mailing address on file with the District.

# 7.9 <u>Assignment Limitations</u>

- 7.9.1 Unit members shall be assigned only to positions for which they hold a valid California credential, and for which they are qualified.
- 7.10 The provisions of Education Code Sections 44256, 44258.5, 46300, 44258.1, 44258.2, 44258.7 and by reference Section 44258.9, as they relate to bargaining unit members, are incorporated into this section by the District and the Association as though fully set forth in furtherance of this provision.
  - 7.10.1 Members of the bargaining unit shall be assigned or reassigned to classes consistent with their credentials and major and/or minor subjects of study except as may be hereinafter provided. Where such exceptions are permitted, they shall

occur only by mutual agreement among the bargaining unit members affected, the Association, and the District.

- 7.10.1.1 A bargaining unit member who qualifies under provisions of Education Code Section 44256(b) to teach departmentalized classes or groups of pupils below grade 9, and who applies for authorization from the District shall not be denied such authorization.
- 7.10.1.2 A bargaining unit member who qualifies under the provisions of Education Code Section 44258.2 to teach classes in grades 5 to 8, inclusive, in a middle school and who applies for authorization from the District, shall not be denied such authorization.
- 7.10.1.3 A bargaining unit member who qualifies under the provisions of Education Code Section 44258.5(a) to teach any single subject class and who applies for authorization from the District, shall not be denied such authorization.
- 7.10.2 The District shall assume the responsibility to safeguard the rights and benefits of proper assignment or reassignment provided to the bargaining member under the Education Code and this Agreement.
- 7.10.3 Bargaining unit members shall be held harmless from the effects of any misassignment, whether including, but not limited to, evaluation, transfer, salary, including extra duty salary, discipline, and layoff.
- 7.10.4 Any bargaining unit member who may have been inadvertently misassigned shall be provided with a notice of possible misassignment addressed to the County Superintendent. Such notice shall be signed by the bargaining unit member and transmitted forthwith by the District to the County Superintendent. A time-dated copy of this notice shall be provided to the bargaining unit member and the Association.
- 7.10.5 All reports, notifications, certifications, or verifications whose submission is required by Education Code Sections 44256, 44258.5 and 46300, 44258.1, 44258.2, 44258.7 and 44258.9 from the District to the County Superintendent or from the District to any other agency shall be provided to the Association.
- 7.10.6 A Committee on Assignments shall be established to evaluate and approve applications from bargaining unit members to teach for up to 40% of a full-time teaching assignment outside of the bargaining unit member's credential authorization. The committee shall be compromised of an equal number of teachers who are members of the bargaining unit and site

administrators. Teachers shall be selected in a manner determined by the Association. Paid release time shall be provided to bargaining unit members in order for them to perform whatever duties and attend whatever meetings are necessary from time to time in the performance of their duties on the committee.

#### **ARTICLE VIII**

### **EVALUATION PROCEDURES**

[ratified 6/26/2014 by PUSD and 9/11/2014 by UTP]

- 8.1 The purposes of evaluation are to improve instruction, rate employees, and promote professional growth. The following contract provisions, along with associated board policies and district-adopted evaluation instruments, are designed to insure that:
  - 1. a cooperative and constructive instructional improvement plan is established by the evaluator and the evaluate;
  - 2. evaluative criteria, based on the California Standards for the Teaching Profession (CSTP), their application and assessment are consistent throughout the District;
  - 3. guidance and assistance are integral to the process; and
  - 4. Due process is assured.

The District retains sole responsibility for the evaluation and assessment of performance of each unit member, subject only to the following procedural requirements. Accordingly, no grievance arising under the Article shall challenge the substantive objectives, standards, or criteria determined by the evaluator or District, nor shall the grievance contest the judgment of the evaluator; any grievances shall be limited to a claim that the following procedures have been violated or unreasonably applied.

- 8.2 Evaluation and assessment of the performance of unit members shall be made on a continuing basis, at least once every year for probationary unit members. Should a unit member be employed after midpoint of the first year, evaluation for that unit member shall be at the option of the evaluator. Unit members with permanent status shall be evaluated at least every other year. Reasons for evaluating permanent unit members more often than the minimum required are: a new assignment or a significant change in the unit member's program, an unsatisfactory previous written evaluation, and/or the unit member's current performance has significantly declined since the most recent written evaluation.
  - 8.2.1 Unit members with permanent status who have been employed at least ten years with the district, and whose previous evaluation rated the employee as meeting or exceeding standards, shall be evaluated at least every five years if the unit member and the evaluator consent to this schedule. Consent may be withdrawn by either the unit member or the evaluator at any time for any reason. Should the evaluator withdraw consent, the reason(s) will be given prior to initiating the evaluation process. [ratified by UTP and PUSD on 1/26/2017]
  - 8.2.2 Prior to the implementation of non-substantive change in the existing evaluation forms, the District shall consult with the Association regarding possible changes.

However, prior to the implementation of substantive changes to the existing evaluation forms (i.e., changes that would expand the criteria for evaluation beyond those set forth in section 8.1 above), the District will negotiate with the Association regarding such possible changes.

- 8.2.3 A joint committee will be established to review/develop evaluation instruments for support personnel and child development teachers. The committee will be composed of an equal number of representatives on each side with a goal of implementing the new evaluation instruments. The committee will begin its work no later than thirty (30) days following the ratification of this Agreement.
- 8.3 The site principal or appropriate supervisor shall acquaint each employee under his/her supervision with such formal written evaluation procedures and instruments as may be used, and shall give each employee the name(s) of the administrator(s) who will observe and evaluate his/her performance. If a subsequent change in the unit member's evaluator becomes necessary, then the unit member shall be notified on a timely basis by his/her immediate supervisor.
- 8.4 The evaluation time sequence in Section 8.11 shall be followed. The evaluation process shall take place during one academic year with appropriate follow-up activities.

  The evaluation process shall consist of a formative (data gathering) process followed by a summative (evaluative) process. The summative evaluation, using the results of the formative process, will result in the assessment of the individual's teaching performance.

## 8.4.1 Formative Information Gathering

Formative information consists of: formal observations in the classroom conducted by the unit member's site administrator(s), informal observation by the unit member's site administrator(s), and analysis and evaluation of instructional and professional activities.

Informal observations and input from supervisors and consultants familiar with the unit member's work may be used, as may work samples, or any peer, parent or student input the evaluatee may wish to submit for the evaluator's consideration.

#### 8.4.1.1 Informal Information Gathering

Informal observations by site administrators and input from supervisors and consultants familiar with the unit member's work may be used, as may work samples; any peer, parent or student input the evaluatee may wish to submit for the evaluator's consideration may also be utilized.

#### 8.4.2 Summative Evaluation Process

The evaluator will analyze all information gathered during the formative evaluation process and complete the summative evaluation report. Following completion of the report, the evaluator shall hold a summative evaluation conference for the purpose of reviewing with the evaluatee all pertinent evaluative information as well as reviewing job improvement goals and discussing long- and short-range job improvement goals to be addressed during the next performance cycle.

- 8.5 The entire unit member evaluation process shall include the following activities:
  - 8.5.1 A planning conference will be held no later than September 30. The purposes of this conference shall be:
    - a. to review the District established performance areas, District and school wide goals and objectives, previously established long- and short-range job improvement goals; and to review the principal's expectations for unit members to support, implement and adhere to these goals and objectives; and b. to provide an orientation related to evaluation procedures and instruments and contract provisions;
  - 8.5.2 An individual planning conference between the evaluate and evaluator will be held no later than September 30. The purpose of this conference shall be:

    a. to discuss the evaluatee's professional growth plans for the year and establish appropriate job goals;
    - b. to agree on the initial observation date; andc. to review the key elements of each of the six CSTPs.

#### 8.5.3 CSTP Goal Selection Process

- 8.5.3.1 Probationary and temporary unit members shall write goals on three of the six CSTPs. The unit member shall write one goal for each of the three CSTPs selected. The determination of two standards and two goals shall be the decision of the unit member and one standard and one goal shall be the decision of the administrator.
- 8.5.3.2 Permanent unit members, whose most recent evaluation was overall "satisfactory," shall write goals on three of the six CSTPs. The unit members shall write one goal for each of the three CSTPs selected. The determination of three standards and three goals shall be the decision of the unit member.

- 8.5.3.3 Permanent unit members, whose most recent evaluation was overall "needs to improve" or "unsatisfactory," shall write goals on three of the six CSTPs. The unit member shall write one goal for each of the three CSTPs selected. The determination of two standards and two goals shall be the decision of the administrator and one standard and one goal shall be the decision of the unit member.
- 8.5.4 Formal observations will be conducted as follows:
  - a. A completed pre-classroom observation form must be submitted by the unit member no later than two days prior to the observation date.
  - b. A pre-observation conference is optional at the request of either the evaluator or evaluatee.
  - c. The observation must encompass one lesson or class period and in no event will be less than thirty (30) consecutive minutes.
  - d. Within ten (10) working days after the observation, a written report shall be completed by the evaluator and submitted to the unit member and a conference shall be scheduled to discuss the observation. Unit members shall receive the report at least one day prior to the conference.
- 8.5.5 Supporting data and input may be used to assist in getting a comprehensive view of the unit member's performance.
  - a. The evaluator may use appropriate documented input related to the unit member's performance (based upon his/her observations as well as input from supervisors, consultants and other management staff in areas of expertise). The unit member may also request such data and submit these to the evaluator for consideration in drafting the summative evaluation report.
  - b. Unit members are encouraged to seek student input via data-gathering instruments and surveys, mutually developed by the administration and the bargaining unit. Such data is both optional and voluntary on the part of the unit member. The information is for input for the unit member and administrator. Unit members and administrators should take care to assure that students are not involved in the evaluative process of unit members.
  - c. Evaluation of a unit member shall not be based upon information or material which has been received by the evaluator from other sources, such as parents or citizens, unless, if requested by the unit member, a discussion has occurred between the unit member and the person(s) who is the source of the data and the data has been produced in writing by this person(s). The evaluator shall make a reasonable effort to verify the information and material.
- 8.5.6 A summative evaluation report must be completed, and a conference held to discuss the report with the unit member, not later than April 15. Prior to the

issuance of an unsatisfactory summative evaluation, a conference will be held between the evaluator and evaluatee.

- 8.6 After the discussion of any written evaluation or observation report, the form shall be signed and dated by both parties. Each shall have a copy. The unit member's signature signifies awareness of the content; it does not necessarily signify agreement. The unit member has ten (10) working days to file a written response with their evaluator if desired.
  - 8.6.1 All summative evaluation reports, including any unit member responses shall be placed in the employee's personnel file. These data are confidential and are available only to the Board of Education, the administration, and the unit member.
  - 8.6.2 Written recommendations for improvement shall be made by the evaluator when a summative evaluation rates an employee performance as unsatisfactory or needing improvement. In order to provide an opportunity to improve their instructional performance, unit members who are deemed to need improvement shall be entitled, upon request, to subsequent prearranged observations with follow-up conferences and written evaluations.
    - 8.6.2.1 Permanent unit members who receive three (3) or more "Unsatisfactory" ratings in any one (1) of the six (6) CSTPs on their Teacher Summative Evaluation shall be deemed to have received an "overall" unsatisfactory evaluation and be required to participate in the PAR Program. (See Article 18.3.1.1)
    - 8.6.2.2 Permanent unit members who receive one of the following ratings shall be deemed to have received an "overall" needs to improve evaluation and shall have the opportunity to participate in the PAR Program: three (3) or more Needs to Improve" ratings in any one (1) of the six (6) standards or two (2) Needs to Improve" ratings and one (1) "Unsatisfactory" rating in any one (1) standard or one (1) "Needs to Improve" and two (2) "Unsatisfactory" ratings in any one (1) standard.
  - 8.6.3 In the case of unsatisfactory or needs improvement evaluations, the evaluator shall take positive action to assist the unit member in correcting any cited deficiencies. The evaluator's role to assist the unit member shall include, but not be limited to, the following actions:
    - 8.6.3.1 Notification in writing of areas where improvements are needed;
    - 8.6.3.2 Specific recommendations for improvement within a specific time and methods by which such improvements will be assessed;

- 8.6.3.3 Provide additional resources, to be utilized to assist the evaluatee in implementing such recommendations.
- 8.7 The evaluatee and/or evaluator may request other unit members, or unit member advisors (from a pool of trained unit member advisors), administrators, or professional employees to assist a unit member in need of such assistance. Unit members, however, shall not formally evaluate other unit members.
- 8.8 Informal observation by the site administrator(s)/evaluator may occur at any time. The observer shall provide the unit member with a written note on any observation of more than fifteen (15) minutes. If the observation may negatively impact the unit member's subsequent evaluation, a conference shall be held and a detailed written memo shall be given to the unit member; a formal observation may be arranged. A copy of the written notes/memos described herein shall be given to the unit member and shall also be placed in the evaluator's working file. If the content of the notes/memos is not referenced in the following summative evaluation, they shall be removed from the working file and destroyed or placed in the unit member's personnel file.
- 8.9 Evaluation of a unit member's performance shall not be predicated upon lawful non-school related personal activities which have no impact or bearing on his/her effectiveness as an employee.
- 8.10 Evaluation time sequence: The following time sequence shall be used for the year in which a unit member is evaluated.
  - 8.10.1 Full-year permanent unit members, with satisfactory prior evaluations:
    - a. Prior to September 30 The planning conference shall be held.
    - b. Prior to December 15 At least one informal observation shall be conducted.
    - c. Prior to April 15 At least one formal classroom observation and post observation conference shall be conducted and supporting data gathered.
    - d. Not later than April 15 The summative evaluation shall be completed and given to the unit member personally. In the case of an overall unsatisfactory evaluation, it shall include an Improvement Plan and PAR Program referral. (See Article 18, Section 3)
  - 8.10.2 Full-year permanent unit members with prior year unsatisfactory evaluations:
    - a. Prior to September 30 The planning conference shall be held.
    - b. Prior to December 15 two formal classroom observations and two post observation conferences shall be conducted; supporting data shall also be gathered.
    - c. Not later than December 15 the summative evaluation shall be completed and given to the unit member personally; in the case of an overall unsatisfactory summative evaluation, it shall include identification of written suggestions for

improvement.

- d. Between January 15-April 15 two additional formal classroom observations and two post observation conferences shall be conducted if the December summative evaluation was less than satisfactory; supporting data shall also be gathered.
- e. Not later than April 15 the summative evaluation shall be completed and a conference held; in the case of an unsatisfactory evaluation, it shall include identification of job improvement goals and written suggestions for improvement.
- 8.10.3 Full-year probationary unit members in their first or second year of probationary status, and those probationary unit members holding an emergency permit or preintern certificate:
  - a. Prior to September 30 The planning conference shall be held.
  - b. Prior to January 31 –two formal classroom observations, with two post observation conferences, shall be conducted.
  - c. Between January 31 and March 31 one formal classroom observation and post observation conference shall be held; supporting data shall also be gathered.
  - d. Not later than April 15 One summative evaluation shall be completed and a conference held.
- 8.10.4 Full-year temporary unit members:
  - a. Prior to September 30 The planning conference shall be held.
  - b. Prior to April 15 at least one informal classroom observation, of more than fifteen (15) minutes, may be conducted each semester; supporting data may also be gathered.
  - c. Not later than April 15 an evaluation may be completed and given to the unit member personally; in the case of an unsatisfactory evaluation, it shall include identification of any written suggestions for improvement.
- 8.11 The evaluation procedures described herein shall be adapted to apply to bargaining unit members who do not have a classroom assignment. However, adaptations shall follow the same timelines and major components of the procedures described in this Article.

#### 8.12 Personnel Files

As provided by law, a unit member shall have the following rights regarding his/her personnel file.

8.12.1 Such unit member files, as necessary for the efficient management of the District, shall kept by the Certificated Personnel Services Department, only. A unit member may review his/her personnel file and may respond to documents in the file. Any such responses shall be attached to the document. The time taken for personnel file review and response to information contained in the file shall be

- made during regular office hours of the Certificated Personnel Services Department and shall be taken at a time that does not interfere with the instructional program. An authorized Association representative, may upon the written authorization of the unit member, review the unit member's file.
- 8.12.2 All unit member records are confidential and shall be available for inspection only to District Management and Board of Education members when necessary for the proper administration of the District's affairs and the supervision of the unit member.
- 8.12.3 A unit member shall be provided with a copy of any derogatory written material before it is placed in the unit member's personnel file. The unit member may respond to the material and have such response placed in the file. Every unit member shall have the right to examine and/or obtain copies from his/her unit member's personnel file with the exception of material that:
  - 8.12.3.1 was obtained prior to the employment of the unit member involved.
  - 8.12.3.2 was prepared by identifiable examination committee members.
  - 8.12.3.3 was obtained in connection with a promotional examination.
- 8.12.4 Any person who places written or drafts written material for placement in a unit member's file shall sign the material and signify the date on which such material was drafted and the date such material was placed in the file. The unit member shall have the right to examine this written material and respond to the material, and have such response placed in the file, as provided for by Education Code.

#### ARTICLE IX

#### **LEAVES**

[ratified 5/8/2019 by UTP and 11/212019 by PUSD]

## 9.1 General Provisions and Definition

- 9.1.1 Unit members on paid leaves of absence, unless otherwise provided herein, shall receive wages, salary step advancement, health and welfare coverage, and retirement credit in the same amounts as if they were not on leave. Those unit members who go on an unpaid leave of absence during any regular monthly pay period shall receive their health and welfare coverage for the balance of that pay period. Thereafter, they shall be allowed on continued coverage pursuant to the terms of the insurance plan selected at their own expense, provided that they made advance payments of the premium in a manner reasonably required by the District.
- 9.1.2 A leave protects the unit member by holding a position in the District for the unit member until the leave expires, and by retaining for the unit member the right to return to the District in a position of the same position classification at the conclusion of the leave.
- 9.1.3 The unit member's immediate supervisor may grant a unit member leave for one-half day or less provided no paid substitute is required.
- 9.1.4 Unit members who are ill, or who will be absent for other appropriate reasons must provide Personnel Services with reasonable advance notice (when practicable), usually no later than 7:00 a.m. Substitute assignments are made by calling the Substitute Employees Management Systems ("SEMS").
- 9.1.5 Unit members who are going to be absent for a longer period of time on a preplanned or pre-scheduled leave shall notify the District of their intended absence as specified in the particular section authorizing such leave in this Article.
- 9.1.6 A unit member returning from a leave that was granted for a specific length of time shall return on the agreed-to date or shall be deemed to have resigned from the District. The District shall notify a unit member granted such leave at least forty-five (45) calendar days prior to date of return, if the return is during the school year. If the return date is the beginning of school year, then notice shall be given to the unit member by the District on or before March 1. The failure to return on the specified date shall be deemed a resignation. The notice shall be by certified mail at the unit member's current mailing address on file with the District.

- 9.1.7 A unit member whose absence under this section exceeds five (5) working days shall provide, upon request by the District, a statement from a licensed physician or practitioner or other appropriate source stating the reason for the absence, including a release for the unit member to return to District duties without impairment or restriction.
- 9.1.8 A unit member shall not, except as noted herein, go from an unpaid to a paid leave status.
- 9.1.9 By October 1st of each year, the District shall provide each unit member with a written statement of sick leave entitlement for the current school year and accrued sick leave total.

# 9.2 <u>Illness/Injury (Sick) Leave</u>

- 9.2.1 The purpose of illness/injury (sick) leave utilization shall be for physical and mental disabilities which prevent the unit member from performing his/her regular assigned duties.
  - 9.2.1.1 Each school year a unit member may use up to five (5) days of sick leave allowance for immediate family illness. In no event shall this utilization, when combined with the immediate family illness provisions of Section 9.4.1.4, below, result in the utilization of more than seven (7) days per year of paid leave for immediate family illness.
- 9.2.2 Unit members who are employed full time for five (5) days per week for a school year of service (September to June) shall be entitled to ten (10) days leave of absence annually for illness or injury. Unit members whose regular assignment is from 190 to 210 days shall be entitled to eleven (11) days annual leave. Unit members whose regular work year assignment is for more than 210 days shall be entitled to twelve (12) days annual leave. Unit members shall receive full pay for illness/injury days thus allowed in any school year, and the number of days not used shall accumulate from year to year. Illness/injury leave for the current school year need not be accrued prior to taking such leave by the unit member. Illness/injury leave which has not been earned and has been advanced to a unit member who does not complete the school year will be deducted from the unit member's final pay warrant.
- 9.2.3 Leave benefits for unit members contracted on a less than full time basis shall be accrued, taken and paid in the same proportion that their regular salary bears to the salary they would receive if they were full time.

9.2.4 Upon exhaustion of all current and accumulated illness/injury leave credit, a unit member who continues to be absent shall receive the difference between his/her salary and the salary of substitute, or the salary that would have been paid to a substitute, for a period of not more than 100 days (i.e. 5 months). In order to qualify for this differential pay, a unit member shall first utilize all current and accumulated sick leave credit; differential pay shall begin on the day following the exhaustion of sick leave credits. Only one increment of differential pay shall be allowed for any single illness/injury absence. However, if a school year terminates before the five-month period is exhausted, the unit member may take the balance of the five month period in the subsequent year.

If the unit member is physically unable to resume his/her District duties at the end of the 100-day differential pay period described above, he/she shall be placed on a reemployment list. The duration of the reemployment list shall be 24 months for a probationary unit member and 36 months for a permanent unit member. These reemployment list periods shall begin upon the expiration of the differential pay period described herein.

## 9.3 Leaves Related to Pregnancy and Parenting

## 9.3.1 Pregnancy Disability Leave (PDL)

Unit members may use accumulated illness/injury leave and extended illness leave as set forth in Section 9.2 of this Article when they are disabled from working due to conditions related to pregnancy, childbirth, or recovery therefrom. The length of such leave, including the date on which the leave is to begin and the date on which the unit member is to resume duties, shall be determined by the unit member and the unit member's healthcare provider. If the unit member exhausts available illness/injury leave and extended illness leave, and requires additional PDL, the remainder of the PDL shall be unpaid.

#### 9.3.2 Parental Leave

Eligible unit members are entitled to parental leave as set forth in this section.

- 9.3.2.1 For purposed of this section, "parental leave" means leave for the purpose of bonding with the unit member's newborn child, or with a newly placed adopted or foster care child in the unit member's household. Parental leave does not include leave taken for the unit member's disability due to pregnancy, childbirth, or recovery therefrom (see Section 9.3.1 above).
- 9.3.2.2 Unit members shall use current and accumulated sick leave for parental leave, for up to 12 workweeks.

- 9.3.2.3 When a unit member with at least one year of District service has exhausted all current and accumulated sick leave and continues to be absent on account to parental leave, he or she shall be entitled to substitute differential pay, or 50% of the unit member's regular pay, whichever is greater, for the remainder of the 12 weeks of leave.
- 9.3.2.4 If possible, the unit member must give the District at least 30 days advance written notice of his or her intention to use parental leave and the anticipated dates of the leave.
- 9.3.2.5 Parental leave must be used within 12 months following the birth or placement of the child. Parental leave must be taken in increments of at least 2 weeks duration; however, the unit member may take parental leave in increments of less than 2 weeks on up to two occasions.
- 9.3.2.6 Parental leave under this section runs concurrently with parental (child bonding) leave under the Family and Medical Leave Act and the California Family Rights Act (CFRA). The total amount of parental leave may not exceed 12 workweeks in any 12-month period.

### 9.3.3 Unpaid Child Rearing Leave

A leave of absence may be granted to a unit member without pay for the purpose of raising his or her natural or adopted child after the unit member has exhausted parental leave as described in Section 9.3.2. Such leave shall normally be for no more than twelve (12) months duration. The District and the unit member may agree to extend the period of the leave beyond twelve (12) months in order that the return date shall coincide with normal school breaks, i.e., the beginning of a semester.

#### 9.4 Personal Necessity Leave

- 9.4.1 A unit member shall be entitled to use, during each school year, a maximum of seven (7) days of the sick leave provided for in Section 9.2 of this Article as Personal Necessity Leave for any of the following purposes:
  - 9.4.1.1 Death of a member of the unit member's immediate family as defined in Section 9.5, if leave is required in addition to that provided by Section 9.5 of this Article.
  - 9.4.1.2 An accident involving a unit member's property or the personal property of the unit member's immediate family, if the accident is serious in nature, involves circumstances the unit member cannot reasonably be expected to

- disregard, and requires the attention of the unit member during working hours.
- 9.4.1.3 Appearance in court or before any administrative tribunal as a litigant, party, or witness under subpoena or valid order to appear. The unit member must return to work if not required to be absent the entire day. Each date of necessary attendance, other than the dates specified in a subpoena, shall be certified by the clerk or other authorized officer of the court or by an authorized official of the administrative tribunal. The unit member shall ask for and collect any witness fee to which he/she may be entitled to and remit same to the District.
- 9.4.1.4 The serious illness of a member of a unit member's immediate family, which the unit member cannot reasonably be expected to disregard, and which requires the attention of the unit member during working hours.
- 9.4.1.5 Imminent danger to the home of a unit member, occasioned by flood, fire, or similar cause, serious in nature, which the unit member cannot reasonably be expected to disregard, and which requires the attention of the unit member during working hours.
- 9.4.1.6 Personal business of the unit member which is serious in nature, which the unit member cannot reasonably be expected to disregard, is of such nature that it could not be anticipated or cannot reasonably be handled outside of working hours, and which requires the attention of the unit member during working hours.
- 9.4.1.7 Religious holidays which occur on regular school days that are not Board-declared holidays.
- 9.4.1.8 A unit member may use two (2) days per year of Personal Necessity Leave to attend his/her child's school activities.
- 9.4.1.9 When the District is not providing full subsidy, and upon the advance written approval of the site administrator, a unit member's request to utilize personal necessity leave for attendance at a professional conference related to staff development may be granted. The decision of the site administrator on said request(s) shall not be subject to the provision of Article V (Grievance Procedure).
- 9.4.2 Personal Necessity Leave must be taken in increments of not less than one-half (1/2) day.

9.4.3 Under all circumstances, a unit member shall verify in writing that the personal necessity leave was used only for purposes as set forth above.

## 9.5 Bereavement Leave

- 9.5.1 A unit member shall be eligible for a temporary leave of absence for the death of any member of the immediate family without loss of pay or deduction from other leave benefits found in this Article. This leave shall be for three (3) days, unless out of state travel or travel of more than four hundred (400) miles (one way) is required. In this case the length of the leave shall be for five (5) days.
- 9.5.2 Such leave shall also be granted whenever there is official notice in time of war that a member of the immediate family is missing in action or being returned to this country for internment.
- 9.5.3 Immediate family is defined as:

Mother (Stepmother) Father (Stepfather)

Son (Stepson) Daughter (Stepdaughter)

Sister Brother
Grandmother Grandfather

Husband Wife

Father-in-law Mother-in-law Son-in-law Daughter-in-law Brother-in-law

Legal Guardian Foster Children of unit member (or spouse)

Grandchild of unit member (or spouse)

9.5.3.1 In case of aunt and/or uncle, a unit member will be eligible for one (1) day of bereavement without loss of pay or deduction from other leave benefits found in this Article.

Any individual living as a member of the immediate household of the unit member.

## 9.6 Quarantine Leave

9.6.1 A unit member shall be entitled to use accumulated sick leave for absence due to quarantine resulting from contact with persons having a contagious disease, or because of temporary inability to perform the services required of him/her because of quarantine.

## 9.7 <u>Subpoena or Jury Leave</u>

## 9.7.1 Subpoena Leave

- 9.7.1.1 Unit members shall be granted paid leaves of absence for subpoena leave, except as a litigant in the manner provided by law. Unit members shall be required to notify and present verification to the site manager and Human Resources upon receipt of notice of required subpoena, except as a litigant.
- 9.7.1.2 A unit member while on paid subpoena leave shall receive his/her established salary and shall endorse to the District any and all subpoena checks received less mileage reimbursement.
- 9.7.1.3 Absence of a unit member for a legal action in which he/she is a litigant may be charged to illness/injury under the provisions of Section 9.4 of this Article, Personal Necessity Leave.
- 9.7.1.4 Unit members are required to return to work during any day or portion thereof during which subpoena presence is not required.

## 9.7.2 Jury Leave

- 9.7.2.1 In an effort to minimize interruptions to the instructional program for students, unit members shall be granted unpaid leaves of absence while on jury duty service; other District benefits shall not be interrupted during periods of absence for this service.
  - 9.7.2.1.1 Effective July 1, 2004, up to five (5) days per year of paid jury duty leave shall be granted to unit members; required jury duty absence beyond the five (5) days shall be deducted from Personal Necessity Leave (See Section 9.4)
  - 9.7.2.1.2 Effective July 1, 2019, unit members who postpone jury duty service to Summer or Winter Break shall be paid the substitute's daily rate of pay up to five (5) days with proof of jury duty service subject to Section 9.7.2.2.
- 9.7.2.2 Unit members shall be required to notify and present verification to the site manager and Human Resources upon receipt of completion of jury service. Unit members who postpone jury service to Summer or Winter Break shall notify and present notice of jury service, postponement of jury service to Summer or Winter Break, and written proof of the jury time served during the Summer or Winter Break.

9.7.2.3 A unit member on unpaid jury leave service shall retain all payments and fees received for the service.

## 9.8 <u>Sabbatical Leave</u>

- 9.8.1 The District may, upon the recommendation of the Superintendent, grant sabbatical leave to a unit member for the purpose of professional study and/or approved travel which, in the opinion of the District, will benefit the pupils and the schools of the District. Such leave shall be granted for one (1) semester or one (1) year. No more than five (5) members of the bargaining unit may be granted a sabbatical leave during any one (1) school year.
- 9.8.2 Any member of the bargaining unit who has successfully completed seven (7) consecutively satisfactory full years of service, based upon written evaluations in accordance with Article VIII, Evaluations, in the District shall be eligible to apply for sabbatical leave. Once a leave is granted the member must serve seven (7) additional years before again becoming eligible to apply. A unit member on an approved leave of absence, other than Sabbatical Leave, shall not be deemed to have had a break in the continuity of service required by this section. The period of approved absence shall not be included as service in computing the seven (7) consecutive years of service required by this section.
- 9.8.3 Request for a sabbatical leave shall be made at least one (1) semester prior to the beginning of a school year and should include a detailed statement of the proposed study program.
- 9.8.4 Sabbatical leaves shall be granted on the basis of the years of service in the District from the last sabbatical leave, if any.
- 9.8.5 The applicant shall submit evidence that the proposed professional study and/or travel shall be designed to enlarge the applicant's understanding of educational psychology; to improve facility in teaching techniques, and/or to broaden applicant's learning in subject matter field(s) applicable to his/her current or anticipated assignment.
- 9.8.6 Should a unit member be granted a leave for which he/she receives financial compensation from sources other than the District, the combination of salary under Section 9.8.7 of this Article and such other compensation shall not exceed the amount the unit member would have received had he/she served in his/her regular position with the District.

### 9.8.7 <u>Manner of Payment</u>

### 9.8.7.1 Option One

The unit member must file a suitable bond indemnifying the District for any salary paid the unit member during the period of sabbatical leave in the event the unit member fails to return and to render two (2) full years of service in the District upon completion of the sabbatical leave.

Compensation under this option shall be fifty percent (50%) of the unit member's current salary

# 9.8.7.2 Option Two

The unit member need not provide a bond because the method of compensation is based on receiving payment for the sabbatical year in two (2) equal annual installments during the first two (2) years of service rendered in the employ of the District following the return of the unit member from his/her sabbatical leave. Compensation under this option shall be fifty percent (50%) of the unit member's current salary.

- 9.8.8 For salary schedule placement purposes, the time spent on sabbatical leave shall be considered as equivalent to service in the District.
- 9.8.9 The unit member who is on sabbatical leave shall retain all rights, privileges, and benefits that would be accorded him if he/she were on duty.
- 9.8.10 The District shall not be held for any liability for the payment of any compensation or damages arising from the death or injury of any unit member while on leave of absence.

## 9.9 <u>Military Leave</u>

Military leave shall be granted in accordance with the requirements of the law. Unit members shall provide advance written or verbal notice regarding Military leave and shall be required to supply the District with military orders and status reports. No advance notice is required if such notice is precluded by military necessity or, under all of the relevant circumstances, the giving of such notice is otherwise impossible or unreasonable.

#### 9.10 Industrial Injury and Illness Leave

9.10.1 A unit member shall be entitled to a leave of absence for any injury or illness which is recognized as a bona fide injury or illness arising out of and in the course of employment with the District by the California Workers' Compensation laws.

- 9.10.2 Industrial injury or illness leave shall be without loss of pay for up to a maximum of sixty (60) days in any fiscal year for a given industrial injury or illness. Industrial injury and illness leave not taken in a fiscal year shall not be accumulated from year to year. When an industrial injury or illness leave overlaps into the next fiscal year, the unit member shall be entitled to only the amount of unused leave due him/her for the same illness or injury.
- 9.10.3 Industrial injury and illness leave shall commence on the first day of absence, and leave time shall be reduced by one (1) day for each day of authorized absence. The amount of a unit member's temporary disability indemnity and the portion of salary due the unit member during his/her absence shall not exceed the unit member's regular salary less appropriate deductions.
- 9.10.4 When entitlement for industrial injury and illness leave has been exhausted the unit member may elect to use any sick leave or other paid leave to which he/she is entitled.
- 9.10.5 After all available paid leaves have been exhausted, and the unit member is unable to resume duties of his/her position, the unit member shall either elect to resign, or request a leave of absence without pay.
- 9.10.6 A unit member shall be permitted to return to service after an industrial injury or illness leave only upon presentation of a release from the designated physician, and notification from Personnel Services that the necessary paperwork requirements have been completed.
- 9.10.7 The designated physician may be appointed by the District for the first thirty (30) days unless the unit member has pre-designated, in writing, to the District that his/her personal physician is to be utilized in which case the unit member may utilize the District appointed physician or his/her personal physician. After thirty (30) days the unit member may utilize any physician or facility within a reasonable geographical area. Authorization must be obtained prior to treatment.

## 9.11 Personal Leave Without Pay

#### 9.11.1 Health

For purposes of health rehabilitation, a unit member may apply for and normally shall be granted by the District an unpaid health leave of absence for a maximum of one (1) school year and which may be extended in serious cases for a period of time to be determined by the District. The unit member shall furnish the District, upon request, a physician's verification of his/her need for such health leave.

## 9.11.2 STRS Disability

The District may grant a leave of absence to any unit member who has applied for a disability allowance from the State Teachers' Retirement System. This leave shall not exceed thirty (30) days beyond the final determination of the disability allowance if the unit member is determined to be eligible for the disability allowance by STRS, such leave shall be extended for the term of the disability, but not for more than thirty-nine (39) months from the date of notification of the determination.

9.11.3 The District may grant a unit member, upon request, an unpaid leave of absence for up to one school year for reasons such as study, exchange teaching and Peace Corps, or Vista.

## 9.12. Catastrophic Leave

Bargaining unit members may apply for and receive catastrophic leave pursuant to the following provisions:

- 9.12.1 The unit member (or a unit member's immediate family member for whom he/she must care) shall have suffered a severe incapacitating illness or injury which is expected to be for an extended period of time, as certified by the attending physician, and which prevents the unit member from properly performing his/her District duties.
- 9.12.2 The time off work must create a financial hardship for the unit member because he or she has exhausted all personal sick leave, industrial illness and accident leave and/or any other paid time.
- 9.12.3 A joint Association-District committee of equal representation must determine and certify that the unit member is eligible for catastrophic leave because he/she is unable to work due to the severity of that personal or family catastrophic illness, and only after adequate proof of illness has been provided in accordance with Education Code Section 44043.5, and pertinent rules and regulations of the District.
- 9.12.4 Donated catastrophic leave credits may be used only for the remainder of the school year in which personal sick leave is exhausted, plus the following school year, but in no event longer than twelve (12) consecutive calendar months following the start of the leave.
- 9.12.5 No unit member who elects to donate eligible leave credits may donate more than ten percent (10%) of his/her accumulated full day sick leave that is in excess of twenty (20) days, and no unit member may donate any leave credits until after eligibility has been certified, as provided for in 9.12.3, above.

- 9.12.6 All procedures for requesting catastrophic leave, and for donating catastrophic leave credits, shall be established by the Joint Committee provided for in 9.12.3, above.
- 9.12.7 Catastrophic leave shall begin upon the exhaustion of available personal sick leave benefits and shall continue until donated catastrophic leave credits or twelve (12) month entitlement is exhausted, whichever comes first.
- 9.12.8 Donations of leave credit(s) from multiple unit members for an individual instance of catastrophic leave shall be rotated alphabetically among the donors, one day at a time per donor. Unused leave credits shall be returned to the credit of the donor.
- 9.12.9 Transfers of eligible leave credits are irrevocable and shall be donated only in full day increments.
- 9.12.10 Any unit member who receives paid catastrophic leave shall first use any leave credits that he or she continues to accrue on a monthly basis prior to receiving paid catastrophic leave.
- 9.12.11 Any unit member who applies for catastrophic leave understands that he/she waives any right to privacy concerning the communication of the circumstances and factors contemplated herein to those who will be requested to donate eligible leave credits or process those credits.
- 9.12.12 The receipt of a donated sick leave credit through catastrophic leave as defined herein, when combined with other District income, shall not provide the recipient with a greater monthly District income/fringe benefit contribution than he/she received immediately prior to the receipt of catastrophic leave.
- 9.12.13 The catastrophic leave recipient, because he/she remains in paid District status, shall continue to receive District fringe benefit contributions for the duration of the leave.
- 9.12.14 If the Board of Education subsequently adopts a catastrophic leave policy for non-represented certificated employees of the District, and if the terms and conditions of the policy are parallel to this section, unit members shall be allowed to donate to, or receive from, said non-represented employees the catastrophic leave credits described herein.
- 9.12.15 This catastrophic leave section shall not be subject to the provisions of Article V (Grievance Procedure) of this Agreement.

### 9.13 Family Care and Medical Leave (FMLA)

It is the intent of this provision to be consistent with Government Code section 12945.2 and the Family and Medical Leave Act of 1993, and it shall be interpreted so that there will be no violation of those statutes.

9.13.1 An employee with more than one year of service with the District, who has worked at least 1,250 hours during the year immediately preceding the leave shall be granted, upon written request, an unpaid family care leave up to a total of twelve (12) weeks per school year, pursuant to the provisions contained herein.

For purpose of this section the term, "family care and medical leave" means (1) leave to care for a parent, spouse, registered domestic partner, or child of the unit member who has a serious health condition as defined in the FMLA; (2) leave used in connection with the birth, adoption, or foster care placement of a child with the unit member; or (3) leave because of the unit member's own serious health condition as defined in the FMLA, not including leave taken for disability on account of pregnancy, childbirth, or related medical conditions (see Section 9.3.1 above). Family care and medical leave used in connection with the birth, adoption, or foster care placement of a child with the unit member under the FMLA or California Family Rights Act runs concurrently with parental leave under Section 9.3.2.

- 9.13.2 An unpaid family care and medical leave shall be treated as any other unpaid leave. During an unpaid family care and medical leave an employee shall retain employee status with the District, and such leave shall not constitute a break in service. An employee returning from an unpaid family care and medical leave shall have no less seniority than when the leave commenced.
- 9.13.3 If an employee's need for an unpaid family care and medical leave is foreseeable, the employee shall provide the District with at least thirty (30) days advance notice; for unplanned absences, the employee shall provide the District with reasonable advance notice of the need for such leave. If the employee's need for such leave is foreseeable due to a planned medical treatment or supervision, the employee shall make a reasonable effort to schedule the treatment or supervision to avoid disruption to the operations of the District.
- 9.13.4 The District requires that an employee's request for an unpaid family care and medical leave for the purpose of caring for a child, spouse or parent who has a serious health condition or for the employee's own serious health condition be supported by a written certification issued by the health care provider of the family member requiring care. This written certification must include the date on

which the serious health condition commenced and the probable duration of the condition.

For a leave based upon caring for a child, spouse or parent who has a serious health condition the written certificate must have an estimate of the amount of time the health care provider believes the employee needs to care for the individual requiring care, and a statement that the serious health condition warrants the participation of a family member to provide care during a period of the treatment or supervision of the individual requiring care.

For a leave based on the employee's own serious health condition, the written certification must include a statement that the employee is unable to perform the functions of his or her position.

If additional leave is required upon the expiration of the time estimated by the health care provider, the employee must request such additional leave, again supported by a written certification consistent with the requirements for an initial certification.

9.13.5 In any case in which the District has reason to doubt the validity of the certification provided pursuant to this section, the District may require at the District's expense, that the employee, or as appropriate the employee's spouse, child or parent, obtain the opinion of a second health care provider. The second health care provider may not be employed on a regular basis by the District. If the opinions of the first and second health care provider differ, the District may require a third opinion, again at the District's expense, from a health care provider mutually agreed upon by the District and the employee. The third opinion shall be final and binding.

#### 9.13.6 Definitions:

- a. For purposes of this section and consistent with current law, the term "child" means a biological, adopted, or foster child, a stepchild, a legal ward, or a child of an employee standing in loco parentis who is either under eighteen (18) years of age or an adult dependent child.
- b. For purposes of this section and consistent with current law, the term "parent" means biological, foster, in-law, or adoptive parent, a stepparent or a legal guardian.
- 9.13.7 If an employee applies for a family care and medical leave, the employee can elect, or the District may require, the substitution of paid vacation or other paid leaves to which the employee is entitled. If such paid leave is substituted, the

- employee is required to comply with the contractual requirements for use of such paid leave.
- 9.13.8 An employee granted a leave under this provision shall have a right to reinstatement to his/her former position (if it still exists) with equivalent benefits, pay, and other working conditions provided by this Agreement; if the former position no longer exists, he/she shall be placed in an equivalent position, with the equivalent salary, benefits, and working conditions provided for herein.
- 9.13.9 An employee taking unpaid family care and medical leave pursuant to this section shall continue to be entitled to participate in District health insurance benefits to the same extent and under the same conditions as apply to other active employees receiving said benefits. The District may recover the premium that it paid as required by this subdivision for maintaining coverage for the employee under the group health plan if both of the following conditions occur:
  - a. The employee does not return to District service for a number of days equal to the duration of the family care and medical leave.
  - b. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to family care and medical leave or other circumstances beyond the control of the employee.
- 9.13.10 Family care and medical leave may be taken in one (1) or more periods. Leave may be taken in increments of at least one (1) day for recurring medical treatment certified by a health care provider.
- 9.13.11 This policy shall not be construed to entitle the employee to receive disability benefits under Part 1 (commencing with Section 3201) of Division 4 of Labor Code (Workers Compensation).

# 9.14 Disaster Related Personal Necessity Leave (DRPNL)

Bargaining unit members may apply for and receive disaster personal necessity leave pursuant to the following provisions:

- 9.14.1 Unit members who shall be eligible to apply for DRPNL must have exhausted all personal necessity leave and will be absent from work due to disaster related matters (i.e. earthquakes, fires, floods, mud slides, etc.) that result in severe damage to a person's primary residence.
- 9.14.2 A joint Association-District committee of equal representation shall establish all procedures for requesting disaster related personal necessity leave and for donating said personal necessity leave credits.

- 9.14.3 In order to be eligible to donate personal necessity leave days, a unit member must possess as minimum of twenty (20) days of accumulative sick leave and six (6) days of personal necessity leave for that year.
- 9.14.4 Donated personal necessity leave credits may be used only for the school year in which personal necessity leave is exhausted by the applicant.
- 9.14.5 No unit member who elects to donate eligible personal necessity leave credits may donate more than two (2) days of personal leave days in a given school year.
  - 9.14.5.1 At the beginning of each school year, the committee shall solicit contributions for a DRPNL Bank, as described herein; said contribution may not exceed one (1) day per contributor.
  - 9.14.5.2 In the event of a widespread natural disaster, the committee may call for an additional contribution of one (1) day per year per contributor.
- 9.14.6 Personal necessity leave credits shall be donated only in full day increments.
- 9.14.7 Donations of personal necessity leave days from multiple unit members for an individual instance of disaster related to personal necessity leave shall be rotated alphabetically among the donors, one day at a time per donor. Unused leave days shall be returned to the credit of the donor at the end of the year in which donated, however, donated days may not be revoked by the contributor during the year in which donated.
- 9.14.8 This disaster related personal necessity leave section shall not be subject to the provisions of Article V (Grievance Procedure) of this Agreement.

#### 9.15 United Teachers of Pasadena Presidential Leave

Upon completion of UTP Presidential duties, the President will be reassigned to his/her prior assignment and school site, seniority permitting (Article VII,) unless he/she requests a transfer to a different site (see 7.3.1 Voluntary Transfer).

Should the prior assignment no longer exist, the President will have a choice of one of three assignments.

#### ARTICLE X

#### **CLASS SIZE**

- 10.1 The District shall maintain the following maximum staffing ratios or formulas for the allocation of classroom teaching positions to a school and shall do so in a manner that will not incur State financial penalty.
  - \*Kindergarten 1:30
  - \*Grade 1 1:31

\*Grades 2-3 1:31.25

Grades 4-6 1:32.75

Grades 6-8 1:29.5

Grades 9-12 1:29.75

\*The District shall be free to implement the primary class size reduction program made available by the State for 1996-97 and beyond.

Nurses, librarians, counselors, categorically funded unit members, special education teachers, certificated non-unit employees and classified personnel shall not be utilized in the computation or application of the class-size ratios listed above. Note: The above ratios are not to be interpreted as being maximum class size. They are an allocation ratio of classroom teachers to a school.

- 10.2 The District shall maintain the following District-wide staffing ratios for secondary counselors (7-12) 1:400.
- 10.3 The District shall maintain librarians on the basis of one for each Senior High School, and one for each Middle School, except at Norma Coombs Alternative, McKinley, Roosevelt, and Rose City High School.
- 10.4 The District shall maintain the current credentialed nurses. Any decrease shall be by natural attrition or decline in student enrollment or school closures.
- 10.5 The District shall maintain class size maximums for special education bilingual classes in accordance with State guidelines and mandates unless adjusted by waiver or a need to reduce encroachment on the District's General Fund monies.
- 10.6 If the application of any of the above staffing ratios results in a fraction of one-half or more, an additional unit member will be allocated.
- 10.7 The application of the above staffing ratios shall be made for the opening of the school year on the basis of enrollment projection data developed by the District. Actual enrollment data as of the end of the fourth school week of each school semester shall be

- utilized to make the necessary adjustments to fulfill the requirements of the above staffing ratios.
- 10.8 When requested, site managers at all levels shall discuss and attempt to resolve the concerns of unit members relating to the class size of individual classes.
- 10.9 Nothing contained in Sections 10.2, 10.3 and 10.4 of this Article shall be construed to prohibit the District from exercising its statutory rights regarding reduction-in-force actions. The provisions of said sections of this Article shall be effective for the term of this Agreement and will be subject to negotiation for the successor Agreement. The parties agree that until they have reached agreement for each succeeding year that the District is not limited by the provisions of said sections of this Article. Elementary school site managers shall make a good faith effort to balance classes at his/her school site following the discussions provided for in Section 10.8 above. The District will not incur state financial penalties for class size violations.

#### ARTICLE XI

### **SAFETY**

## 11.1 Safe Working Conditions

- 11.1.1 It is the responsibility of unit members to be alert in observing unsafe conditions, to make corrections within the scope of his/her authority, and to report these conditions to his/her immediate supervisor.
- 11.1.2 The District shall make a reasonable, timely, and appropriate response to eliminate unsafe or hazardous conditions that endanger the health, safety or wellbeing of unit members.
- 11.1.3 The District shall comply with all pertinent provisions of local, state, and federal laws, codes, and regulations relating to school safety, to include but not limited to the California Occupational Safety and Health Act (CAL-OSHA), California Administrative Code, and the California Education Code.
- 11.1.4 The District shall provide each classroom and major work area with a first aid kit.
- 11.1.5 Each classroom and major work area shall have access to a telephone.
- 11.1.6 Each work site shall have a Site Safety Committee, which shall develop and annually review the site safety, health, and emergency preparedness plan for distribution to employees at the site. At a school/work site, a Site Safety Committee shall meet on at least a quarterly basis with a site administrator regarding matters of classroom/campus safety and cleanliness and to review the implementation of the District's and the site's student discipline policy. The Association shall appoint one (1) representative to this committee, and the site administrator shall appoint one (1) representative to this committee. Items not resolved at the site level shall be placed on the agenda(s) of the standing District Employee Safety Committee meetings of the Association President and/or the Association Vice President and the Chief Human Resources Officer and/or the Director of Human Resources for resolution/disposition. The District and the Association will support and participate in the District Employee Safety Committee in the Pasadena Unified School District. The Association shall appoint a representative(s) to this committee. Site Plans are expected to cover the contingency plans for a wide variety of safety risks, including, but not limited to, suspicious or unwanted persons on the work site, fire, earthquake, flood, evacuations, emergency closings, and shelter in place.

# 11.2 <u>Short Term Pupil Suspension</u>

- 11.2.1 A teacher may suspend any pupil from class, for any of the acts enumerated in Education Code Section 48900 for the day of the suspension and the day following (in accordance with Education Code Section 48910).
- 11.2.2 The teacher shall immediately report the suspension to the principal of the school or designee and send the pupil to the principal or designee for appropriate action.
- 11.2.3 As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension.
- 11.2.4 The pupil shall not be returned to the class from which he/she was suspended, during the period of suspension, without the concurrence of the teacher of the class and the principal or designee.
- 11.2.5 Whenever practicable, a school counselor or school psychologist shall attend the conference. A school administrator shall attend the conference if the teacher or the parent or guardian so requests.

## 11.3 School and Personal Property Liability Coverage

- 11.3.1 Reimbursement shall be made to any unit member for the loss, destruction or damage of personal property sustained in situations that fall within the scope of District employment. Reimbursement for property other than personal articles, such as clothing, eyeglasses and watches, shall be made only for articles whose use has been approved via a District form before the article(s) has been brought to school, and when the immediate administrator and the unit member bringing the property have agreed in advanced as to the approximate value of the property. No reimbursement shall be made for mysterious disappearance, accidental damage, or any other loss suffered because of lack of supervision by the owner.
- 11.3.2 Personal automobile or other modes of transportation shall be covered by this section to the extent that the damage or loss shall have occurred at the school or within an approximate distance of one-eighth (1/8) mile radius of the school boundaries (if parking on site is unavailable, not accessible, or would unreasonably delay the unit member's exit in order to keep an appointment). Examples of such damage or loss are "keying," slashed tires or stolen batteries. The maximum reimbursement shall not exceed five hundred dollars (\$500) for each incident, nor shall the reimbursement be less than fifty (\$50).

## 11.4 <u>Safety Protocol</u>

- 11.4.1 Unit members shall, within one (1) day, report cases of assault suffered by them in connection with their employment to their site administrator or immediate supervisor, who shall immediately report the incident to the police/sheriff. Such notification shall immediately be forwarded to the Chief Human Resources Officer.
- 11.4.2 The District shall notify unit members in accordance with Education Code Section 49079 of a record of conduct demonstrating that a student has caused, or attempted to cause, serious bodily injury.
- During the term of this Agreement, the District and the Association shall consult regarding the possible utilization of site sale money for building/safety repairs.

## 11.6 <u>Professional Development</u>

The District shall provide professional development trainings on an annual basis for UTP bargaining unit members on PUSD Board Policies, Administrative Regulations, Legal Terms and Procedures, and Safety Protocols that impact Article XI, Safety.

#### ARTICLE XII

# NON-DISCRIMINATION

12.1 The District and the Association agree that by law the District cannot, in the administration of the Articles contained in this contract, discriminate against any unit member because of race, religious creed, color, national origin, ancestry, age, physical disability, mental disability, medical condition, marital status, sex, sexual orientation, domicile, participation in lawful political affiliations, or because of membership, non-membership or participation in lawful activities of any employee organization.

Allegations by a unit member that he/she has been discriminated against by the District may be resolved via District complaint procedures and/or by the appropriate state and/or federal agency. The grievance procedures, Article V, shall not apply to this Article.

#### ARTICLE XIII

## SEPARABILITY AND SAVINGS

- 13.1 If any provision of the Agreement should be held invalid by operation of law or by any tribunal of competent jurisdiction, or if compliance with or enforcement of any provision should be restrained by any tribunal of competent jurisdiction pending a final determination as to its validity, the remainder of this Agreement or the application of such Article or section as to persons or circumstances other than those to which it has been held invalid, or as to which compliance with or enforcement of has been restrained, shall not be affected thereby.
- 13.2 If any such decision or change in law occurs, the parties hereto shall, upon request, commence, within ten (10) working days of receipt of such request, meeting and negotiating with respect to the means of compliance therewith.

#### ARTICLE XIV

### SALARY AND SALARY SCHEDULE RULES AND REGULATIONS

[ratified 10/31/2019 by UTP and 11/21/2019 by PUSD]

## 14.1 General

- 14.1.1 Unit members who serve less than the required annual number of working days for regular full-time unit members in their classification, shall receive salary in the ratio that the number of days actually served bears to the total number of annual working days for that classification. Notwithstanding the above, unit members who serve for one full school semester, shall receive not less than one-half the annual salary applicable to their class and step. A complete year of service will have been earned whenever a unit member works seventy-five (75%) of the number of days of required service for his/her particular assignment in the District.
- 14.1.2 Salary warrants for unit members shall be issued as stated in Section 14.3 below, with appropriate deductions.
- 14.1.3 Mandatory deductions from gross earnings are those required by law and include Federal and State Income Tax, and State Teachers Retirement System.
- 14.1.4 Optional deductions are those deductions the unit member may elect to have taken from his/her gross earnings. Optional deductions must be initiated in writing by the unit member. This authorization shall remain in effect continuously until the District receives from the unit member written notice withdrawing the authorization for a particular deduction.

#### 14.2 Salary Schedules

### **Definitions**

- 14.2.1 Unit members assigned on a ten (10) month basis shall work one hundred eighty-six (186) days, as determined by the calendars found in Appendix D. These unit members are paid in accordance with the salary schedule attached as Appendix A. (See Appendix A-2 regarding Staff Development Buy-Back Days.)
- 14.2.2 Unit members assigned on a ten and one-half (10.5) month basis shall work one hundred ninety-six (196) days as determined by the calendar found in Appendix D. These unit members are paid in accordance with the salary schedule attached as Appendix A. (See Appendix A-2 regarding Staff Development Buy-Back Days.)

- 14.2.3 Unit members assigned on an eleven (11) month basis shall work two hundred three (203) days as determined by the calendar found in Appendix D. These unit members are paid in accordance with the salary schedule attached as Appendix A. (See Appendix A-2 regarding Staff Development Buy-Back Days.)
- 14.2.4 Unit members assigned to extra duty paid positions shall be paid in accordance with the extra pay schedule attached as Appendix A.
- 14.2.5 Effective July 1, 2017, the District shall provide a 0% salary schedule increase for the 2017-2018 school year.
- 14.2.6 Effective July 1, 2018, the District shall provide a 2.0% off-schedule payment for the 2018-2019 school year, tied to base salary to be paid by December 31, 2019, for unit members employed as of May 31, 2019.
- 14.2.7 The current salary schedules are contained in Appendix A. Appendix A shall be updated accordingly as follows:
  - 14.2.7.1 Effective January 1, 2019, the District shall provide a 3.0% increase on all salary schedules contained in Appendix A.
    - 14.2.7.1.1 For the 2019-2020 school year, Children's Center and Permit Teachers with a bachelor's degree or higher who are employed by the District as of May 31, 2019, shall receive an off-schedule one-time payment of \$1,000.00.
    - 14.2.7.1.2 For the 2019-2020 school year, special education teachers holding a full and clear Education Specialist Credential or the equivalent, and assigned to a classroom or carry a caseload at a school site and are employed by the District as of May 31, 2019, shall receive an off-schedule one-time payment of \$1,000.00.
  - 14.2.7.2 Beginning in school year 2019-2020 and thereafter, the District and the Association shall complete the public notice process for negotiations pursuant to Government Code section 3547 on or before February 1<sup>st</sup> of the prior school year, unless otherwise limited by the terms of this Agreement.
- 14.2.8 A classification of BCC/BCLAD Teacher shall be created as described below:
  - 14.2.8.1 All unit members holding the full Bilingual Competence Certificate/Bilingual Cross Cultural Language and Academic Development Certificate whose job assignment normally requires contact

- with LEP students shall be given the opportunity to serve in the BCC/BCLAD teacher classification.
- 14.2.8.2 The BCC/BCLAD teacher shall be paid pursuant to Appendix A, above his/her salary placement and any other supplemental District earnings. The payment to a BCC/BCLAD teacher shall be prorated, in a proportionate ratio, for partial year service in the BCC/BCLAD teacher class.
- 14.2.8.3 The BCC/BCLAD teacher shall perform additional duties as prescribed by the District, after input from teachers assigned to bilingual classes and by the Association. The establishment of the duties shall be coordinated by the Director, Human Resources. The duties shall primarily involve assistance to teachers of bilingual classes who do not hold the full BCC/BCLAD certificate, with particular emphases on new teachers in the program.
- 14.2.8.4 Prior to the start of a BCC/BCLAD assignment year, a teacher holding the full BCC/BCLAD certificate shall be given notification of placement in said BCC/BCLAD class by the Director, Human Resources. The notification shall also describe the thirty (30) calendar day period during which the teacher can decline BCC/BCLAD placement, and the form for withdrawing from the classification.
- 14.2.9 The following provisions shall govern bilingual compensation:
  - 14.2.9.1 The annual compensation for a BCC teacher working with a non-bilingual teacher shall be \$1,000. The work shall be similar to the way in which a support teacher currently works.
  - 14.2.9.2 The \$1,000 compensation shall not be paid to a BCC teacher who is already receiving extra support teacher compensation.

## 14.3 Pay Days

Effective August 1, 2011, Monthly salary payments for unit members are made on the first (1st) working day after the close of the calendar month for which payment is due except as otherwise indicated below:

14.3.1 Ten (10) month unit members working their entire year receive their first salary warrants for work performed in the fiscal year on the first (1st) working day in September and their last salary warrants on the first (1st) working day in July. The monthly salary is one-eleventh (1/11) of the annual salary.

- 14.3.2 Eleven (11) month unit members working the entire year receive their first salary warrants on the first (1st) working day in August and their last on the first (1st) working day in July. The monthly salary is one-twelfth (1/12) of the annual salary.
- 14.3.3 Twelve (12) month unit members working the entire fiscal year receive their first salary warrants on the first (1st) working day in August and their last on the first (1st) working day in July. The monthly salary is one-twelfth (1/12) of the annual salary.
- 14.3.4 Extra duty pay assignments will be paid within sixty (60) days of the completing of the assignment.
- 14.4 Daily Rate of Pay is the unit members' annual salary divided by their required days of service.

## 14.5 <u>Initial Placement on Schedules</u>

- 14.5.1 Credit for service outside the District for teachers hired prior to July 1, 1994 shall be allowed on the salary schedule at the rate of one increment (step) for one (1) year of comparable service up to a maximum of seven (7) years of service, but in no event shall the maximum entry step placement be higher than step nine (9).
- 14.5.2 Effective July 1, 1994, a credit for service outside the District shall be granted pursuant to Appendix A. Also effective date, and only upon initial employment in the District a new hire assigned to a position for which he/she is eligible for probationary status in the District shall be placed on the salary schedule at one (1) step higher than the regular entry placement provisions. However in no event shall initial placement on the salary schedule exceed the maximum entry credit for prior experience.
- 14.5.3 Service is earned by any combination of the following: suitable teaching experience, active military service, Peace Corps or Vista service performed in the teaching of children, preschool experience if at least four (4) hours per day, and vocational experience exceeding that required for vocational credentials defined on the salary schedule. Private school experience for step increment on the salary schedule will be accepted, providing the private school was state accredited, and the unit member in question held a valid credential at the time of teaching. All previous experience shall be verified by official statements by prior employers before experience credit shall be allowed.
- 14.5.4 Employment as a day-to-day substitute shall not be used in computing years of service for salary placement or advancement.

- 14.5.5 All course work approved for initial placement must be verified by official transcripts. Obtaining official transcripts is the responsibility of the unit member. All transcript verifications must be received within thirty (30) days of the signing of the unit member's initial contract. Failure to do so will result in the District withholding salary warrants until such documents are placed on file. Earned degrees received and units of study in an accredited institution of higher learning shall be allowed for initial placement and subsequent horizontal movement on the salary schedule.
- 14.5.6 Only those units earned subsequent to obtaining a Bachelor's Degree shall be applicable for placement on the salary schedule.
- 14.5.7 The accreditation status of a college, university, or private school at the time of the unit member's enrollment shall prevail. Previous or subsequent accreditation shall not be considered. Unit members who resign from the District, and are subsequently re-employed, will be placed on the salary schedule as provided in Section 14.5.2 above for teachers initially hired on/or after July 1, 1994, or as provided for in Section 14.5.1 for teachers initially hired prior to July 1, 1994, their previous experience notwithstanding. However, permanent unit members who resign and are subsequently re-employed within thirty-nine (39) calendar months from the time of resignation, shall be restored to their previous schedule status.
- 14.5.8 Unit members whose initial District employment was in programs conducted under contract with public or private agencies or other categorically funded projects, and then were subsequently employed as probationary unit members with no break in service, shall be credited with the time served in the specially funded program for salary schedule placement and advancement purposes.

## 14.6 Vertical Movement

All unit members shall advance one vertical step on the salary schedule for each year of service, except those whose placement is at the maximum step for their class; provided the most recent written evaluation is satisfactory or better.

## 14.7 Horizontal Movement

14.7.1 Course credit for salary placement and movement shall be given for post-graduate, upper division or graduate course work taken at four-year colleges, universities or graduate schools which are accredited by a recognized regional accrediting commission and which are related to the unit members' current or anticipated assignment.

- 14.7.1.1 Effective June 1, 1988, a unit member will be allowed salary schedule credit for participation in priory approved workshops in addition to District sponsored and designated in-service training programs. Said credit shall be granted on the basis of one (1) unit of salary schedule credit for each fifteen (15) hours of in-service program participation by the unit member. A unit member may not accumulate more than a career total of eighteen (18) of said salary schedule units.
- 14.7.2 Semester hours (units), as defined by the particular accredited college, university or graduate school will be acceptable for placement on the salary schedule. Quarter hours (units) shall be converted to semester hours (units) by multiplying the total of such hours (units) by two-thirds (2/3).
- 14.7.3 Unit members requesting reclassification from one class to another may file such requests at any time on the appropriate form with supporting documents attached with Certificated Personnel Office. The form shall not be changed by the District without prior consultation with the Association. The effective date for the retroactive pay for reclassification is the date of filing the form with supporting documents. Supporting documents verifying the completed units that are to apply towards the reclassification can be official notices in the form of a grade card or letter from the college, university or institution. Such temporary verifications which indicate satisfactory completion of the course(s) shall be sufficient evidence to meet the above requirements. Payment for reclassification shall occur within three (3) months or within three (3) pay periods, whichever is longer, after the employee files official transcripts for the increase. If the salary increase is not paid within three (3) months or three (3) pay periods, whichever is longer, the district is required to pay the unit member interest in accordance with statutory requirements. The burden of proof of units taken shall lie with the unit member. Any error in classification shall be corrected as soon as the error is verified.
- 14.7.4 Credit will not be accepted for course work taken in the armed services, except as it was taken in conjunction with an accredited college or university and can be verified through official transcripts. Course work taken through a foreign university or other institution which sponsors travel tours for credits must be assigned upper division or graduate status, assigned a course title, and be given unit value.
- 14.7.5 Such foreign university or other institution must be listed in the current edition of accredited institutions of higher learning or one of its regional accrediting commissions.

- 14.7.6 If a unit member believes that participation in a lower division course will be of direct benefit to the District, such unit member may petition the District for a waiver.
- 14.7.7 Such waiver, if granted would allow the units so approved to be counted for advancement on the salary schedule. Prior to the date of enrollment in lower division courses, the unit member must make formal application to the District and receive approval in the form of the aforementioned waiver.
- 14.7.8 In lieu of formal academic units, it is possible to earn a maximum of eighteen (18) equivalent units, provided not more than nine (9) may be used at any one time to change from one class to the next higher one.
- 14.7.9 These eighteen (18) units may be earned in three (3) major categories of six (6) units each.
  - 14.79.1 One year of successful non-teaching paid work experience (may be cumulative) related to the current assignment upon prior approval by the Director of Personnel Services (two (2) months = one (1) unit); and
  - 14.7.9.2 Travel which is specially related to improving the unit member's service and taken after initial employment in the District must have prior approval by the Director of Personnel Services. Upon completion of prior approved travel, unit members must submit verification of travel, i.e., receipts for airline tickets, hotel accommodations, etc. (two (2) weeks = one (1) unit); and
  - 14.7.9.3 Professional Service: supervising a student teacher (one (1) unit for each complete assignment).
- 14.8 A Masters Degree is required for placement on Class E or Class F.

## 14.9 Service Increment

- 14.9.1 Step 16 a service increment of five percent (5%) calculated on the tenth (10) step in Class A and Class B, the eleventh (11) step in Class C through E and the fourteenth (14) step in Class F (awarded to the nearest dollar) shall be paid after fifteen (15) years of full time service in the District provided the most recent written evaluation is satisfactory or better. This increment is a flat dollar amount without regard to the number of months served.
- 14.9.2 Step 21 a second service increment of a second five percent (5%) calculated on the tenth (10) step of Class A and Class B, the eleventh (11) step in Class C through E and the fourteenth (14) step in Class F (awarded to the nearest dollar)

shall be paid after twenty (20) years of full-time service in the District provided the most recent written evaluation is satisfactory or better. This increment is a flat amount without regard to the number of months served.

## 14.10 Doctorate Degree

A unit member with an earned Doctorate degree from an accredited institution shall be paid a five percent (5%) increment above Class F of the salary schedule found in Appendix A.

14.10.1 Effective July 1, 1995, a unit member with a qualifying doctorate degree from an accredited institution shall be paid a five percent (5%) increment above his/her regular salary schedule placement. Effective November 3, 2014, the Doctorate Degree increment shall be awarded to the nearest dollar.

## 14.11 National Board Stipend

An annual stipend of \$2,500.00 will be paid to teachers, counselors, librarians, nurses, school/clinical psychologists, and speech-language pathologists holding a national board certification. This stipend will be paid at the rate of \$250.00 per month for ten (10) months effective the 2015-2016 school year.

## 14.12 Counselors Salary

Effective July 1, 2019, Counselors shall receive 1.075 times their placement on the Basic Monthly Salary Schedule in Appendix A. Effective November 3, 2014, the Counselor Salary Ratio shall be awarded to the nearest dollar.

### 14.13 Librarians Salary

Effective July 1, 2019, Secondary School Librarians shall receive 1.075 times their placement on the monthly Salary Schedule in Appendix A. Effective November 3, 2014, the Librarian Salary Ratio shall be awarded to the nearest dollar.

## 14.14 Psychologists Salary

- 14.14.1 In accordance with the Settlement Agreement dated September 25, 2014, regarding all classifications of school psychologists, there should be no change (status quo) in existing salary of unit members in the Subject Classifications until such time as an agreement is reached at the bargaining table and ratified appropriately.
- 14.14.2 In the meantime, any salary increases to the UTP unit members shall apply to the Subject Classifications.

## 14.15 Mileage Reimbursement

Unit members required and directed to use a private vehicle in the performance of District duties shall be reimbursed at the allowable IRS rate.

## 14.16 <u>Business Expenses</u>

The District shall pay all expenses, including, but not limited to fees, travel, lodging, and incidentals, incurred when the unit member is involved in an activity at the discretion of or authorized by a District administrator when such activity is away from the unit member's primary work location.

The District shall provide or pay for meals when the unit member is involved in an activity at the discretion of or authorized by a District administrator when such activity is away from the District. The maximum amount reimbursable for unit member meals is:

Breakfast \$10.00 Lunch \$15.00 Dinner \$25.00

14.17 The District and the Association acknowledge the need to increase the District's ability to recruit and retain highly qualified employees in the areas of Speech and Language Therapy. The purpose of this Section is to set forth the parties' agreement establishing stipends to meet these goals.

### 14.17.1 Newly Hired Speech and Language Therapists

- 14.17.1.1 Speech and Language Therapists (hereafter referred to as "therapists") initially employed for or after the 2009-2010 school year shall receive reimbursement for the annual state licensing fee, reimbursement for attending seminars for license renewal, and a stipend of \$6,000.00 to be paid in equal increments of \$2,000.00 for each of the first three (3) years of satisfactory service.
- 14.17.1.2 Following satisfactory completion of the first three (3) years of service, such employees shall receive reimbursement for the annual state licensing fee, reimbursement for attending seminars for license renewal, and a stipend equivalent to five percent (5%) of his/her salary for every five (5) years of satisfactory service in the positions described in Section 14.17.1.1 above. For example, the first 5% stipend would accrue to an employee following eight (8) years of qualifying service.

### 14.17.2 Currently Employed Therapists

Any Speech and Language Therapists shall receive reimbursement for the annual state licensing fee, reimbursement for attending seminars for license renewal, and a stipend of five percent (5%) of his/her salary for every five (5) years of satisfactory service in a therapist position in the District. For example, the first 5% stipend would accrue to an employee following five (5) years of qualifying service. Any Speech and Language Therapists who has performed five (5) or more years of satisfactory service as of the end of the 2009-2010 school year shall receive a five percent (5%) stipend. Any Speech and Language Therapists who has performed four (4) or less years of satisfactory service as of the end of the 2009-2010 school year shall receive a five percent (5%) stipend upon completion of his/her fifth year of satisfactory service.

## 14.17.3 General Conditions and Definitions

- 14.17.3.1 As used in this Section, "years of satisfactory service" shall mean that the employee has received an "Overall Satisfactory Evaluation" rating on the most recent Evaluation prior to the year for which the stipend would be received.
- 14.17.3.2 All stipends set forth in this Section shall be prorated according to the employee's FTE.
- 14.17.3.3 Payment of all stipends set forth in this Section will be made in the monthly pay warrants.
- 14.17.3.4 As used in this Section, any stipends ("5% of salary" or \$6,000) shall mean gross salary, subject to all deductions required by law.
- 14.17.3.5 As used in this Section, "reimbursement for attending seminars for license renewal" shall not exceed four hundred dollars (\$400) per school year.

#### ARTICLE XV

### **HEALTH AND WELFARE BENEFITS**

[ratified 5/8/2019 by UTP and 8/1/2019 by PUSD]

- 15.1 District Contribution to Health Insurance
  - 15.1.1 Plan Year 2014 and each Plan Year thereafter:
    - 15.1.1.1 As of April 1, 2014, the following Health plans are in effect: SISC HMO Blue Shield of California with Navitas Health Solutions Prescription Coverage Group 000HSC2470001, SISC PPO Blue Shield of California with Navitus Health Solutions Prescription Coverage Group 000SC13550001, SISC Kaiser Group 225543-1001, and Delta Dental DPO.
    - 15.1.1.2 As of January 1, 2014, Delta Dental DPO insurance coverage, and life insurance coverage in the amount of \$10,000 for each covered employee, shall also be provided.
      - 15.1.1.2.1 Effective July 1, 2019, the District shall provide the following provisions to the Delta Dental DPO insurance coverage:
        - 1. Diagnostic and Preventative
        - 2. Prosthodontic Services
        - 3. Orthodontics
    - 15.1.1.3 Effective Plan Year 2014, the amount of out-of-pocket expenses per unit members for the SISC Kaiser health benefit plan (based on a tenthly contribution) shall be:

Single \$13.00 2-Party \$28.00 Family \$68.00

15.1.1.4 Effective Plan Year 2014, the amount of out-of-pocket expenses per unit members for the SISC Blue Shield health benefit plans with Navitus Health Solutions Prescription Coverage (based on a tenthly contribution) shall be:

Blue Shield HMO

Single \$13.00 2-Party \$28.00 Family \$68.00

Blue Shield PPO

Single \$117.00 2-Party \$160.00 Family \$305.00

- 15.1.1.5 The District shall pay the cost of any increases to Health and Welfare Benefits premiums for the period October 1, 2018, through September 30, 2019. Negotiations for health and welfare benefits for 2019-2020 shall commence prior to March 31, 2019.
  - 15.1.1.5.1 United Teachers of Pasadena retains the right to apply some or all of the increased cost of the Health Benefits premiums as a percentage equivalent increase on all UTP bargaining unit Salary Schedules instead. If UTP invokes this right, the proportionate increased cost of the premium would be passed on to bargaining unit members, and the District shall increase all bargaining unit Salary Schedules by that proportionate amount.
  - 15.1.1.5.2 This increase to the salary schedules is separate and apart from a salary schedule increase under Article XIV, Salary and Salary Schedule Rules and Regulations.

## 15.1.2 Holiday Premium Reduction

Effective Plan Year 2014, and thereafter, the District shall share "Holiday Premium Reductions" with UTP members on a pro-rata basis to offset increased out-of-pocket expenses per unit member.

### 15.1.3 Health Plan Rebates

Effective Plan Year 2013, and thereafter, the District shall share rebate monies from health plan providers with UTP members on a pro-rata basis. This proration shall be based on the percentage of contribution by bargaining unit and District. The monetary equivalent of the health plan rebate(s) prorated on the percentage of contribution of UTP members shall be applied to UTP members enrolled in the respective plan(s) at the time of the rebate(s). UTP shall determine the dollar distribution.

(EXAMPLE: Based on the Blue Shield December 2011 "Rebates," the proration is based on the percentage of contribution by bargaining unit. The District paid 89.4% of Blue Shield costs, and the employees paid 10.6%. Based on UTP representing 62.2% of the employee share of expenses, the total UTP amount of the rebate is \$26,911.90. On an annual Premium Credit per Employee, this represents \$47.30.)

## 15.1.4 Health Plan Wellness Program Funds

The District and the Association agree to determine the distribution of Health Plan Wellness Program funds no later than March 31 of each year. The language of the agreement shall be contained in a Memorandum of Understanding between the two parties no later than March 31 of each year.

- 15.2 Each unit member is required to enroll in one of the following Health plans:
  - 15.2.1 SISC Kaiser Group 225543-1001
  - 15.2.2 SISC Blue Shield of California HMO Group 000HSC2470001, with Navitus Health Solutions Prescription Coverage
  - 15.2.3 SISC Blue Shield of California PPO Group 000SC13550001, with Navitus Health Solutions Prescription Coverage
  - 15.2.4 UTP unit members, whose spouse or domestic partner is also a UTP unit member, shall not be required to enroll in one of the Health plans above in Sections 15.2.1, 15.2.2, and 15.2.3, provided that he/she is covered in the Health plan of his/her spouse or domestic partner. Once Open Enrollment is concluded, the District shall apply the cost savings to the amount of out-of-pocket per unit members.
- 15.3 Each member is required to enroll in the Delta Dental Plan (0710-1010).
  - 15.3.1 UTP unit members, whose spouse or domestic partner is also a UTP unit member, shall not be required to enroll in the Delta Dental Plan above in Section 15.3, provided that he/she is covered in the Delta Dental Plan of his/her spouse or domestic partner. Once Open Enrollment is concluded, the District shall apply the cost savings to the amount of out-of-pocket per unit members.
- 15.4 Each member may by payroll deduction, enroll in one or more of the following programs as offered by the District:
  - 15.4.1 Vision Care
  - 15.4.2 Additional Life Insurance Coverage

- 15.4.3 Income Protection Plan
- 15.4.4 Tax-Shelter Annuity program per various plans approved by the District.
- 15.4.5 An IRC 125 premium contribution plan is available for all unit members. Those who do not choose to participate in said plan, permitting employee pre-tax contributions for medical/dental benefits, as described herein, shall submit the annual notice form to the district declining participation.
- 15.5 Pasadena Unified School District and United Teachers of Pasadena agree that both parties must, not later than August 1 (unless this is not possible due to the action or inaction of an outside third party), approve of the complete text of the Evidence of Coverage (E.O.C.) and the Summary of Health Benefits Plans for each of the mutually agreed to health care providers (e.g. Blue Shield and Kaiser) prior to their implementation. Approval shall require the signatures of both the UTP President and Bargaining Chairperson and that of the District Superintendent and/or designee.

Once the two parties have committed to the signatures of approval as referenced above, then, the provisions of the health benefits plan coverage are established as approved. It is the express intent of the District and the Association that the referenced Agreement be executed prior to Open Enrollment (See Appendix F). Open Enrollment Period shall occur not later than August 31 for a period of not fewer than ten (10) days.

In the absence of the complete text of the Evidence of Coverage, Kaiser, Blue Shield, and/or the current insurance broker (e.g. Alliant Insurance Services) must provide the District and the Association with a letter of assurance that attests to the continuity of the provisions from the prior year and notify UTP and District of any carrier imposed changes; unless such provisions are changed by legislative mandate or through contract negotiations. It is the expressed intent of the District and the Association to hold Blue Shield and Kaiser accountable for providing the exact coverage that the parties have negotiated.

- 15.6 Unit members who work seventy-five percent (75%) or more of a daily or weekly full-time assignment shall be entitled to full health and welfare coverage as described in Section 15.1-15.4, above. Unit members who work less then seventy-five (75%) of a daily or weekly full-time assignment shall be excluded from receiving any health or welfare benefits.
- 15.7 Unit members who work a complete school year shall receive health and welfare benefits effective through the last day of August. Unit members who are employed subsequent to the first day of the school year shall have health and welfare benefits.

- 15.8 Unit members who terminate their employment prior to the close of the school year shall be covered by their health and welfare benefits through the last day of the month for which the health and welfare benefits have been paid.
- 15.9 Unit members shall have health and welfare benefits effective through the last day of August during the year in which this Agreement expires.

## 15.10 Early Retirement Incentive

15.10.1 The following Early Retirement Incentive Program (ERI) shall be in effect for qualifying employees retiring on or after October 31, 1985, and only for qualifying employees who submit a non-revocable letter of retirement to the District prior to June 6, of any year.

## 15.10.1.1 Eligibility/Qualification Requirements

To be eligible for the ERI described herein, an employee shall meet all of the following conditions:

- 15.10.1.1.1 have attained age 55, or older, as of September 1, of the year of retirement:
- 15.10.1.1.2 have rendered fifteen (15) years of service in the District; and
- 15.10.1.1.3 be at the maximum step of his/her salary column placement at retirement.

### 15.10.1.2 Benefits

- 15.10.1.2.1 for a qualifying employee who has attained age fifty-eight (58) or older, the District shall pay eighty percent (80%) of the District contribution for employee medical benefit coverage, for the current school year as provided for in Section 15.1. The contribution amount shall be increased annually during the period ERI to whatever the District contribution in existence for the 1986-87 school year.
- 15.10.1.2.2 for qualifying employee who has attained age fifty-seven (57), the District shall pay seventy percent (70%) of the District contribution for employee medical benefit coverage for the current school year as provided for in Section 15.1. The contribution amount shall be increased annually during the period of the ERI to whatever the District contribution level becomes for the medical program in existence for the 1986-87 school year.

- 15.10.1.2.3 for a qualifying employee who has attained age fifty-six (56), the District shall pay sixty percent (60%) of the District contribution for employee medical benefit coverage for the current school year, as provided for in Section 15.1. The contribution amount shall be increased annually during the period of the ERI to whatever the District contribution level becomes for the medical program in existence for the 1986-87 school year.
- 15.10.1.2.4 for a qualifying employee who has attained age fifty-five (55), the District shall pay fifty percent (50%) of the District contribution for employee medical benefit coverage for the current school year, as provided for in Section 15.1. The contribution amount shall be increased annually during the period of the ERI to whatever the District contribution level becomes for the medical program in existence for the 1986-87 school year.

### 15.10.1.3 Duration of Benefits

The ERI benefits for qualifying employees, as described herein, shall continue for the retiring employee until whatever of the following conditions occurs first: attains age sixty-five (65); or becomes eligible for Medicare; or becomes eligible for a national health insurance program that may be enacted. Pursuant to the Omnibus Budget Reconciliation Act of 1993 (OBRA 1993), upon entitlement to Medicare due to disability, Medicare coverage becomes primary and District coverage becomes secondary. In the event, the combination of Government and District provided coverage will not be less than current District coverage provided to retirees. This provision may be subject to change based upon the changes to inapplicable federal law.

- 15.10.1.4 The District contribution levels provided for early retirees in Section 15.10.1.2, above, shall also be extended to one dependent of the retiree who leaves the District service on or after June 30, 1985, provided the dependent was covered by the District health coverage at the time the retiree left service with the District. The dependent contribution shall continue until the retiree coverage expires pursuant to Section 15.10.1.3 and 15.10.1.5 herein.
- 15.10.1.5 The retiree dependent coverage shall be in effect for the period provided for in Section 15.10.1.3, above; however, should the retiree become

deceased prior to age sixty-five (65), or the eligibilities provided for in Section 15.10.1.3, the dependent coverage shall cease at the end of the first full month following the death of the retiree. No dependent coverage of a retiree shall extend beyond the period of child coverage for an active employee.

15.10.1.6 The medical benefits described in Section 15.10.1.2, above, shall include the retiring unit member's dependent, if any, who was covered by a District medical plan at the time of the unit member's retirement.

# 15.11 <u>Domestic Partners</u>

The rights and responsibilities under this Article include Domestic Partners as defined by California law.

15.12 The Prescription Plan of active members will be made available to current and ongoing retirees over sixty-five (65), including one dependent, at the unit member prescription rate.

### **ARTICLE XVI**

## **CHILD DEVELOPMENT PROGRAMS**

[ratified 5/8/2019 by UTP and \_\_\_\_\_ 2019 by PUSD]

- 16.1 The provisions of this Article shall apply to unit members assigned to Child Development Program positions, including ECP permit teachers, inclusion ECP permit teachers, children's center permit teachers, school age permit teachers, and site supervisors.
  - 16.1.1 Child Development Program unit member's hours shall comply with State and Federal statutes. A full-time assignment for Child Development Program unit members is eight (8) hours, inclusive of two fifteen (15) minute breaks and a thirty (30) minute duty-free lunch. Part time unit members shall be paid prorata of a full-time salary in the same ratio as the hours in an eight (8) assignment. The six (6) hour day for Child Development Program unit members will include one fifteen (15) minute physical relief break and a thirty (30) minute duty free lunch. Child Development unit members working a four (4) hour day will receive one fifteen (15) minute physical relief break.
  - 16.1.2 It is the District's intent to minimize the use of split shifts. It is understood that the minimizing of split shifts is not to involve additional costs or unnecessarily reduce the number of hours of Child Development Program unit members.
  - 16.1.3 Whenever it is necessary to reduce the number of hours of Child Development Program unit members, those unit members with the fewest number of years of teaching within the District shall have their hours reduced before those with a greater number of years of teaching with the District.
  - 16.1.4 Class size as it relates to the Child Development Program shall be in accordance with guidelines established by the State, Federal and County regulations.
  - 16.1.5 Full time unit members shall accumulate sick leave on the basis of one day per month. Unit members assigned less than full time accumulate sick leave on a prorated basis.
    - 16.1.5.1 Ten (10) month Child Development bargaining unit members serving in the twelve (12) month Child Development Program during the summer break
      - a. shall accrue one (1) day of sick leave, which is available for use during the twelve (12) month Child Development Program during the summer break; OR

b. as a result of perfect attendance, shall accrue one (1) day of sick leave, which shall accumulate from school year to school year. [MOU dated 5/23/2014; ratified by UTP on 5/14/2015 and by PUSD on 5/21/2015]

- 16.1.5.2 Ten (10) month Child Development bargaining unit members serving in the twelve (12) month Child Development Program during the summer break shall be entitled to use their regular accumulation of sick leave and other leaves provided by the Collective Bargaining Agreement during the summer break. [MOU dated 5/23/2014; ratified by UTP on 5/14/2015 and by PUSD on 5/21/2015]
- 16.1.6 The Children's Centers and School Age Sites shall be open for the number of days required by the State. The centers and sites shall be closed for the following fifteen (15) holiday observances:

Independence Day

Labor Day

**Admission Day** 

Veterans Day

Thanksgiving Day and the day preceding and following\*

Christmas Eve\*

Christmas Day

New Year's Eve

New Year's Day

Martin Luther King, Jr. Day

Lincoln's Day

President's Day

Memorial Day

[ratified 1/31/2013 by UTP and 5/14/2013 by PUSD]

- 16.1.6.1 Additional holidays may be observed in any given year in order to make the unit member work year conform to the number of days needed for the District to be in compliance with the State requirement; the preferences for observing additional holidays shall be the days adjacent to a recess period, or holiday observance.
- 16.1.6.2 If the State Children's Center requirement in any year is less than the District's 12-month employee work calendar, Children Center personnel shall work the same number of days as other 12-month employees in order to receive a full salary. The Children's Center employee will report for duty on the day that the Children's Centers are closed in order to meet the

- 12-month employee work calendar requirement, unless the District and employee mutually agree to a vacation day instead.
- 16.1.7 The work year for the 10-month Child Development bargaining unit members shall be 186 days including three (3) days of non-student, non-ADA status.
  - Children's Center permit teachers and all site supervisors shall be twelve (12) month employees and their work year shall consist of 246 days or the state-funded minimum number of days of operation for that year, including two (2) days of non-student, non-ADA status.
  - \*If in a given school year the work year would be less than 246 days, then the day preceding Thanksgiving Day will be a workday for that school year. If in a given school year the work year would be more than 246 days, then the day preceding Christmas Eve would not be a workday for that school year.
  - 16.1.7.1 All incumbent Child Development Permit Teachers shall be entitled to apply for the 12-month Children's Center Permit Teacher positions referred to herein. If additional days of operation are scheduled, the following procedure shall apply: [ratified 6/12/2012 by PUSD and 9/20/2012 by UTP]
  - 16.1.7.2 The District shall identify tentative assignment needs as early as possible.
  - 16.1.7.3 The District shall solicit volunteers to fill assignments no later than twenty (20) workdays prior to the effective date of the assignment.
  - 16.1.7.4 Among volunteers with a satisfactory rating for the most recent evaluation, the employee with the greatest District seniority shall be selected.
  - 16.1.7.5 Employees selected for the assignments shall be notified no later than ten (10) working days prior to the effective date of the assignment.
  - 16.1.7.6 Payment for such additional day(s) shall be at the unit member's daily rate of pay.
- 16.1.8 Effective July 1, 2008, unit members who work twelve (12) months shall accrue one and two-thirds (1.67) vacation days for each month worked per year for a total of twenty (20) days per work year. Any unused vacation days shall accumulate from year to year, up to twenty (20) days. By the August 1st pay warrant each year, the District shall provide each unit member with a written statement of his/her total number of unused vacation days. Upon separation, any unused vacation days shall be paid based on the unit member's daily rate of pay.

Teachers will submit a vacation plan to the Child Development Coordinator no later than forty-five (45) calendar days prior to the vacation. If two (2) or more unit members from the same site or two (2) or more site supervisors select overlapping vacation dates, then the Child Development Coordinator will approve vacation based on the needs of the program with consideration given to seniority.

- 16.1.9 When it becomes necessary to reassign a full-time Child Development unit member from one site to another site, the full time unit member with the fewest number of years in the District shall be reassigned prior to those with greater number of years of service to the District.
- 16.1.10 The salary schedule for Child Development unit members is attached as Appendix A.
  - 16.1.10.1 Effective July 1, 2008, a designated Site Supervisor shall be paid a ratio of 1.15 above their placement on the Children's Centers and Permit Teachers Monthly salary schedule.
  - 16.1.10.2 Effective July 1, 1995, if a teacher in the District's Child Development program is hired as a credentialed teacher in the District's K-12 program, he/she shall be allowed credit on the certificated salary schedule at the rate of one (1) year of credit for each two (2) years of full Child Development program experience in the District if the experience was rendered prior to obtaining a Bachelor's Degree; services rendered after obtaining a Bachelor's Degree shall be credited on a year for year basis up to the maximum credit allowable.
  - 16.1.10.3 Effective July 1, 1995, A newly hired unit member who has previously worked on an hourly and/or substitute basis in the District's Child Development Program and who is subsequently hired as a regular Child Development Program teacher shall receive one (1) year of credit on the salary schedule, if the following conditions have been met:
    - 16.1.10.3.1 Unit members assigned on a ten (10) month basis shall have worked 140 days for at least six (6) hours per day; or
    - 16.1.10.3.2 Unit members assigned on a twelve (12) month basis shall have worked 185 days for at least six (6) hours per day.
- 16.2 If a Children's Center permit teacher is required to remain at the site beyond contract hours due to the late pick up of students and the absence of the sites supervisor, he/she shall be paid at his/her prorata per diem rate of pay.

- 16.3 If all regular and cumulative sick leave has been exhausted and a Child Development unit member continues to be absent on account of illness or accident, the bargaining unit member shall be entitled to an additional period of one hundred (100) work days per each illness or accident. Compensation to the bargaining unit member for each of these one hundred (100) work days shall be at a rate that would have been paid to a Class I substitute. A bargaining unit member shall not be provided more than the one hundred (100) day period per illness or accident. However, if a school year terminates before the one hundred (100) day period for the same illness is exhausted, the bargaining unit member may take the balance of the one hundred (100) day period during the subsequent school year. If a bargaining unit member, having exhausted all available sick leave, continues to be absent on account of illness or accident beyond the one hundred (100) day period and the bargaining unit member is not medically able to resume the duties of his/her position, the bargaining unit member, if not placed in another position, shall be placed on a reemployment list for a period of twenty-four (24) months (Probationary employee) or thirty-nine (39) months (Permanent employee). The twenty-four (24) month or thirty-nine (39) month period shall commence at the expiration of the one hundred (100) day period. When the bargaining unit member is medically able during the twentyfour (24) month or thirty-nine (39) month period, the bargaining unit member shall be returned to employment in a position for which he/she is credentialed and qualified.
- 16.4 A teacher shall have access to information in a student's school records regarding specific behavior or medical conditions that may adversely affect a student's development; information shall be kept in strict confidence by the teacher.

### **ARTICLE XVII**

## SUPPLEMENTAL PROGRAMS

[ratified 12/12/2013 by UTP and 12/12/2013 by PUSD]

The provisions contained in this article shall apply to all summer school and supplemental programs offered by the District for the benefit of students. Further, the provisions contained herein shall apply to all supplemental programs regardless of when the program is offered, including, but not limited to, before or after the regular school day, on Saturdays, during year-round school intersessions, and /or on any other non-regular work day.

- 17.1 Selection and appointment of bargaining unit members serving in summer school/supplemental programs shall comply with this Article.
  - 17.1.1 Regularly employed unit members of the District shall be given preference over outside applicants for summer school/supplemental programs placement.
  - 17.1.2 Any regularly employed bargaining unit member shall be considered as a qualified applicant for a summer school/supplemental programs assignment and may make application to the District for a summer school/supplemental programs position. The District shall establish a summer school/supplemental programs seniority list, which shall be maintained from year to year. The most senior member with an appropriate credential, with prior year satisfactory evaluation, and skills and trainings as determined necessary for the successful implementation of the position shall receive the assignment. After serving a year in a summer school/supplemental programs assignment, the next senior unit member with appropriate credential, not already serving in a summer school/supplemental programs, shall be appointed to the position. Unit members rotating out shall be placed at the bottom of the summer school/supplemental programs seniority list. A unit member may decline an assignment and maintain standing on the seniority list until acceptance of a summer school/supplemental programs opening. New applicants for summer school/supplemental programs shall be placed at the bottom of the seniority list.
    - 17.1.2.1 Summer school assignments shall only be offered to temporary candidates or candidates from outside the District if a summer school assignment cannot properly be filled from existing staff.
  - 17.1.3 For summer school assignments specifically, the District shall conduct an application process prior to April 1. By April 30, all applicants shall be notified of the tentative selection or non-selection. A listing of those tentatively selected shall

be updated on a weekly basis and posted in the Human Resources Office for inspection which shall include:

- 17.1.3.1 A list of all applicants
- 17.1.3.2 Credentials of each applicant
- 17.1.3.3 Summer school seniority-rotation rank of each applicant
- 17.1.3.4 Year that applicant last taught summer school
- 17.1.3.5 The assignment of those tentatively selected for summer school employment.
- 17.1.4 Upon knowledge of openings/vacancies for all other supplemental programs employment, the District's Human Resources Department shall send to the Association and all bargaining unit members via the District's email server a list of all openings/vacancies which occur during the work year and for the following work year. The list shall contain the following:
  - 17.1.4.1 A closing date which is at least ten (10) working days following the posting date.
  - 17.1.4.2 A job description.
  - 17.1.4.3 Credentials and skills and trainings necessary to meet the requirements of the position.
- 17.1.5 Applications and all District informational bulletins shall distinguish ADA generating programs from the non-ADA generating summer school programs.
- 17.1.6 The District should have the ability to release unit members from summer school/supplemental program assignments only if there is a decrease in the number of students which requires a decrease in the number of unit members pursuant to Article X, Class Size.
- 17.1.7 A unit member released from a summer school/supplemental program assignment due to declining enrollment shall maintain standing on the seniority list until acceptance of another summer school/supplemental program opening.
- 17.2 The hourly rate of pay for summer school/supplemental programs unit members, except for the Twilight Instructional Program, is contained in Appendix A, Certificated Salary Schedules.
  - 17.2.1 The Independence Day holiday (as contained in Appendix D, Official Calendar for the School Year) shall be paid for Extended School Year (ESY) only.

- 17.2.2 The hourly rate of pay for the Twilight Instructional Program unit members shall be the Summer School/Saturday Scholars hourly rate of pay contained in Appendix A, Salary Schedules, of the Collective Bargaining Agreement.
- 17.2.3 The hourly rate of pay for summer school/ESY school psychologists shall be their pro rata rate of pay. [ratified by UTP on 5/14/2015 and by PUSD on 5/21/2015]
- 17.3 Bargaining unit members serving in summer school/supplemental programs, except for LEARNS, shall accrue
  - (a) one (1) day of sick leave, which is available for use during the summer school session; OR
  - (b) as a result of perfect attendance, bargaining unit members shall accrue one (1) day of sick leave, which shall accumulate from school year to school year.

Unit members serving in summer school shall be entitled to use their regular accumulation of sick leave and other leaves provided by this Agreement during summer school.

# 17.4 Class Size Limitations for Summer School and Instructional Programs

A proper setting for remediation will require limits on summer school and supplemental program class sizes if remediation is to be successful. It makes little sense to put students in classes larger than those they experience during the regular school year.

- 17.4.1 The District shall maintain no more than the maximum staffing ratios or formulas for the allocation of classroom teaching positions during summer school and other supplemental remediation programs as contained in Section 10.1 of Article X, Class Size.
- 17.4.2 In addition to summer school, "other supplemental remediation programs" refers to any remediation program offered by the District after-school, in the evening, on Saturdays, during school recess breaks, or any other time during the regular work year.
- 17.4.3 The District shall maintain no more than the maximum staffing ratios or formulas for the allocation of classroom teaching positions during the Twilight Instructional Program as contained in Section 10.1 of Article X, Class Size.
- 17.5 The length of the teacher workday for ADA generating summer school and Extended School Year programs shall be 5 hours, 50 minutes per day.
  - 17.5.1 The onsite workday for teachers during summer school shall be structured as follows:

- a. The onsite workday shall begin 15 minutes before the site's student instructional day.
- b. Unit members shall have a duty-free nutrition break of at least 20 consecutive minutes, exclusive of passing periods.
- c. Bargaining unit members may leave 15 minutes after instruction time ends.
- 17.5.2 The onsite workday for teachers during Extended School Year shall be structured as follows:
  - a. The onsite workday shall begin 15 minutes before the site's student instructional day.
  - b. Unit members shall have a duty-free nutrition break of at least 20 consecutive minutes, exclusive of passing periods.
  - c. Bargaining unit members may leave 15 minutes after the completion of their last class.
- 17.5.3 The length of the school psychologists' workday for ADA-generating summer school and Extended School Year programs shall be at least six (6) hours per day and no more than seven (7) seven hours per day. [ratified by UTP on 5/14/2015 and by PUSD on 5/21/2015]
  - 17.5.3.1 The onsite workday for school psychologists during summer school/ESY shall be structured as follows:
    - a. The onsite workday shall begin 15 minutes before the site's student instructional day.
    - b. School psychologists shall have a duty-free morning nutrition break of at least 15 consecutive minutes, exclusive of passing periods.
    - c. School psychologists shall have a duty-free lunch of at least 30 consecutive minutes, exclusive of passing periods. [ratified by UTP on 5/14/2015 and by PUSD on 5/21/2015]
- 17.6 The length of the teacher workday for non-ADA generating Summer School programs shall be four (4) hours to eight (8) hours depending on program and student enrollments. The workday for teachers during non-ADA generating Summer School programs shall be structured as follows:
  - a. The on-site workday shall begin 15 minutes before instruction time begins.

- b. Unit members working four (4) or more hours per day shall have a duty-free nutrition break of 15 minutes.
- c. Unit members working six (6) or more hours per day shall have a duty-free lunch of 30 minutes.
- d. The on-site workday shall end 15 minutes after instruction time ends.
- 17.6.1 The following non-ADA generating summer school programs shall comply with the legal requirements of the California Education Code:
  - a. High School Credit Recovery
  - b. Rose City Continuation High School
  - c. RISE (Readiness through Integrated Studies)
  - d. LEARNS
  - e. Other programs not otherwise identified
- 17.6.2 Non-ADA generating Summer School programs shall first be filled with permanent and probationary bargaining unit members who fulfill the criteria set forth in Section 17.1.2. Temporary candidates or candidates from outside the District shall fill a summer school assignment that cannot be filled by existing bargaining unit members.
- 17.6.3 Selection Criteria in selecting employees for non-ADA generating summer school programs shall be prioritized in the following order:
  - a. Appropriate credentials;
  - b. Multiple grade levels and/or content areas experience;
  - c. Documented experience with technology;
  - d. Documented experience working with at-risk students;
  - e. Seniority;
  - f. Skills and trainings as determined necessary for the successful implementation of the position.
- 17.6.4 The pay rate for non-ADA generating summer school credit recovery programs shall be the summer school pay rate as contained in Appendix A, Certificated Salary Schedule, except the pay rate for LEARNS shall be the pay rate for

- supplemental work not otherwise identified as contained in Appendix A, Certificated Salary Schedule.
- 17.7 The length of the teacher workday for the Twilight Instructional Program shall be:
  - a. 3 hours, 30 minutes per day for two (2) days per week; OR
  - b. 1 hour, 45 minutes per day for four (4) days per week
  - 17.7.1 The onsite workday for teachers during the Twilight Instructional Program shall be structured as follows:
    - a. The onsite workday shall begin 30 minutes before the program's student instructional day;
    - b. Unit members working 3 hours, 30 minutes per day shall have a duty-free nutrition break of at least 10 consecutive minutes, exclusive of passing periods; and
    - c. Bargaining unit members may leave at the completion of their last class.

## 17.8 Professional Development Workshops

- 17.8.1 Prior to filling presenter positions in a District-sponsored/District-wide workshop involving compensation of \$1,000 or more for a unit member, the District shall post at each of its regular school sites, the types of assignments that are anticipated, such as: nature of assignment, scope of tasks, interpersonal skill requirements, desired experience and training, necessary certification, programmatic expertise, compensation and application procedures.
- 17.8.2 Qualified bargaining unit members with current satisfactory District evaluation, may apply for said the assignments and shall be given administrative consideration before the assignments are filled.
  - 17.8.2.1 Assignments that arise during the summer, for employment that summer, will be posted in the Human Resources Office.
- 17.8.3 The rate of compensation for the assignments is contained in Appendix A.
- 17.8.4 Timesheets shall be turned in to Payroll no more than ten (10) working days after the conclusion of each workshop. Participants should be paid during the next pay cycle.

### **ARTICLE XVIII**

## PEER ASSISTANCE AND REVIEW

[ratified 6/26/2014 by PUSD and 9/11/2014 by UTP]

## 18.1 Purpose

The Peer Assistance and Review (PAR) Program with its emphasis on enhancing the skills of permanent teachers adds a significant dimension to the continuum of teacher professional development and improvement. Therefore, the parties agree to cooperate in the design and implementation of PAR as a program to improve the quality of instruction through peer assistance and professional development for permanent teachers.

The PAR Program creates roles for the Joint Panel, Consulting Teacher, Participating Teacher, and the Principal. Teachers referred to the program shall be viewed as professionals who are entitled to have resources available as they strive for performance improvement.

### 18.2 Joint Panel

- 18.2.1 The PAR program is implemented and evaluated by a Joint Panel. The Joint Panel shall consist of five (5) members. There shall be two (2) administrators selected by the Superintendent, and three (3) teachers selected by the Association. Site administrator assigned to the Joint Panel shall have been employed in the District for at least three years. Each teacher shall possess permanent status in the District.
- 18.2.2 Members will serve a three (3) year term for not more than two (2) consecutive terms. For the first term, one (1) teacher and one (1) administrator will serve a two (2) year term while the other members will serve three (3) year terms. If a member cannot complete his or her term, the replacement appointee shall serve the remainder of that member's unexpired term.
- 18.2.3 The Joint Panel shall establish its own meeting schedule. Teacher-members shall be released from their regular duties, without loss of pay or benefits, to attend meetings scheduled during the regular teacher workday.
- 18.2.4 Members of the Joint Panel shall receive \$40.00 per logged hours of additional hours of service will be given beyond the workday/work year. In no event, however, shall total compensation for Panel Members exceed \$2,200.00 annually.
- 18.2.5 A quorum will consist of at least two (2) teachers and one (1) administrator.
- 18.2.6 The Joint Panel shall:

- 18.2.6.1 Administer the PAR Program.
- 18.2.6.2 Use a consensus model for decision making. If the Joint Panel fails to reach consensus, any majority vote must include at least one (1) affirmative vote from both segments of the Committee.
- 18.2.6.3 Establish its own rules of procedure, including the method for the selection of a Chairperson.
- 18.2.6.4 Establish operating timelines.
- 18.2.6.5 Establish operating Rules and Procedures to effect the provisions of this article. The Rules and Procedures shall be consistent with the provisions of this Agreement, and to the extent there is inconsistency, the Agreement shall prevail. A copy of the Rules and Procedures shall be given to each Participating Teacher, and a copy shall be available at each school site.
- 18.2.6.6 Participate in training required to implement the program.
- 18.2.6.7 Determine the number of Consulting Teachers and their caseload in any school year, based upon participation in the PAR Program, the budget available, and other relevant considerations.
- 18.2.6.8 Consistent with State, County, and District requirements, submit for Board approval, a Program budget that shall not exceed the allotted PAR state funding.
- 18.2.6.9 Utilize appropriate teacher support programs offered by the District.
- 18.2.6.10 Select and assign Consulting Teachers.
- 18.2.6.11 Determine training schedule, select training programs and trainers for training of Consulting Teachers.
- 18.2.6.12 Assess the effectiveness of each Consulting Teacher.
- 18.2.6.13 Review the final report prepared by the Consulting Teacher and make a recommendation to the Board of Education through the Superintendent regarding the Referred Participating Teacher's progress in the PAR Program.
- 18.2.6.14 Evaluate annually the impact of the PAR Program in order to improve the Program. The Joint Panel shall submit recommendations for improvement to the Board of Education through the Superintendent.

18.2.7 All materials related to evaluations, reports, deliberations and other personnel matters shall be strictly confidential. Only the final report of the Consulting Teacher (18.3.1.1.4) and the Joint Panel Recommendation (18.3.1.1.5) may be used by the District in an employment action.

## 18.3 Participating Teachers

18.3.1 A Participating Teacher is a teacher with permanent status who receives assistance to improve his or her instructional skills, classroom management, knowledge of subject, and/or related aspects of teaching performance. There are two categories of Participating Teachers.

# 18.3.1.1 Referred Teacher Participants

- 18.3.1.1.1 The purpose of participation in the PAR Program is to assist the permanent teacher in improving performance. Permanent teachers who receive an unsatisfactory evaluation on their Certificated Teacher Summative Evaluation shall be required to participate in the PAR Program. Referred Participants shall be notified of the assigned Consulting Teacher no later than the last instructional day of the school year in which he/she was referred. If this time line is not met, the District, UTP, and unit member shall confer on an adjusted schedule, as necessary to PAR and Evaluation processes.
- 18.3.1.1.2 The Consulting Teacher shall provide assistance to the Referred Participant. An assistance plan to meet performance goals will be developed collaboratively among the Referred Participant, Consulting Teacher, and principal or designated evaluator.
- 18.3.1.1.3 Within thirty days of the assignment, Referred Participants may request from the Joint Panel consideration for a change of assigned Consulting Teacher.
- 18.3.1.1.4 The Consulting Teacher shall prepare a peer review reports per school year on each Referred Participant he or she assists. The reports shall be submitted to the Referred Participant, the Joint Panel, and the Referred Participant's principal or designated evaluator. The report will be submitted no later than November 15. If the December summative evaluation is less than satisfactory, the Consulting Teacher shall prepare a second peer review report by March 15. The Referred Participant shall have the right to submit to the Joint Panel a written response to the Consulting Teacher's report(s), the right to request a meeting of the Joint Panel, and the

right to be represented at this meeting. The report, with the written response, shall be made available for placement in the Referred Participant's personnel file, and, in accordance with Education Code section 44662, subdivision (d), shall be made available as part of the evaluation of the Referred Participant.

- 18.3.1.1.5 By March 31, the Joint Panel shall review reports submitted by the Consulting Teacher and shall recommend in writing to the Governing Board through the Superintendent (and provide copies simultaneously to the Referred Participant, Consulting Teacher, and Evaluator) one of the following:
  - a) That the assistance provided through the PAR Program has been completed and that the Referred Participant is demonstrating a satisfactory level of performance; OR
  - b) That despite sustained assistance for at least two years in the PAR Program, the Referred Participant is not able to demonstrate satisfactory performance, and further assistance through the PAR Program will not be successful.
  - c) That continued participation in the PAR Program is recommended. The length of continuation in the PAR Program shall be set by the Joint Panel but shall not exceed one year and shall be on a one-time basis. Following this period, the Joint Panel shall receive a subsequent report(s) from the Consulting Teacher pursuant to Section 18.3.1.1.4, after which the Joint Panel shall recommend in writing to the Governing Board either finding a) or b) in this section. The Joint Panel may instead recommend an additional year in the PAR Program, which shall be subject to the mutual agreement between the UTP President and PUSD Superintendent/designee. In no event shall a Referred Participant continue in the PAR Program in excess of three (3) years.
- 18.3.1.1.6 The Referred Participant shall continue in the PAR Program until he or she receives a satisfactory summative evaluation from his or her principal or designated evaluator no later than December 15. If the December summative evaluation was less than satisfactory, the Referred Participant shall continue in the PAR Program until he or she receives a satisfactory summative evaluation from his or her principal or designated evaluator no later than April 15. By May 1, the Referred Participant will be notified by the Joint Panel regarding his or her continued participation in the PAR Program.

18.3.1.1.7 Any grievance shall be limited to a claim that procedural provisions of this Article have been violated. The judgment and recommendations of the Joint Panel and Consulting Teacher may not be grieved.

## 18.4 <u>Volunteer Teacher Participants</u>

- 18.4.1 The Voluntary Teacher Participant portion of the PAR program shall be referred to as Peer Assistance and Support System (PASS).
- 18.4.2 PASS is designed to serve the Voluntary Participant who does not qualify for the BTSA program. The purpose of voluntary participation in the PASS program is to assist the teacher who seeks to improve his or her teaching performance through assistance of a Consulting Teacher and/or staff development opportunities.
- 18.4.3 Volunteers will request the Joint Panel to assign a Consulting Teacher to provide peer assistance. The Voluntary Participant's request shall indicate area(s) in which he or she seeks assistance. The Voluntary Participant may terminate his or her participation in the PASS program at any time without a requirement to give a reason for the request.
- 18.4.4 If there are no available Consulting Teachers for a Voluntary Participant, participation in the PAR program will be made available for professional development opportunities. If the resources of the PAR program are insufficient to serve all potential Voluntary Participants for the PASS program, priority shall be given to Permanent teachers who request the assistance of a Consulting Teacher and/or staff development opportunities.
- 18.4.5 The purpose of voluntary participation is to provide peer assistance; therefore, the Consulting Teacher shall play no role in the evaluation of the teaching performance of a Voluntary Participant.
- 18.4.6 All communication, assessment of participation, and/or reports between the Consulting Teacher and the Voluntary Participant shall be confidential, and absent the written consent of the Volunteer, shall not be shared with others, including the site principal, the evaluator, or the Joint Panel.
- 18.4.7 Any grievance shall be limited to a claim that procedural provisions of this Article have been violated. The judgment and recommendations of the Consulting Teacher may not be grieved.

## 18.5 <u>Consulting Teachers</u>

- 18.5.1 A Consulting Teacher is a permanent certificated teacher who provides assistance to a Participating Teacher enrolled in the PAR Program.
- 18.5.2 Consulting Teachers shall:
  - 18.5.2.1 Possess a clear California teaching credential.
  - 18.5.2.2 Have successfully taught in a full-time position providing classroom instruction for at least five (5) years, the last three (3) years in Pasadena Unified School District. Consulting Teachers must have been employed in at least 60% of a full-time position providing instruction to students, or providing instruction to teachers through the Professional Development Center.
  - 18.5.2.3 Demonstrate exemplary teaching ability.
  - 18.5.2.4 Demonstrate ability to communicate effectively both orally and in writing.
  - 18.5.2.5 Demonstrate ability to work cooperatively and effectively with others.
  - 18.5.2.6 Have extensive knowledge of subject matter and mastery of a range of teaching strategies including classroom management and instructional techniques.
- 18.5.3 Consulting Teachers shall be selected as follows:
  - 18.5.3.1 The Human Resources Department shall send to the Association and all bargaining unit members via the District's email server notice of open positions as needed.
  - 18.5.3.2 Applicants shall submit the required application form along with all required supporting documents as listed on the application form to the Human Resources Department. All applications shall be subject to a screening process established by the Joint Panel to ensure that candidates meet minimum qualifications.
  - 18.5.3.3 The Human Resources Department shall notify all applicants of the disposition of their application within ten (10) days after the closing date of the posting.
  - 18.5.3.4 Consulting Teachers shall be released as needed or may job-share.

- 18.5.4 Consulting Teachers shall receive an annual base stipend of \$1000. Consulting Teachers shall receive an additional \$40.00 per logged hour in the performance of consulting teacher activities.
- 18.5.5 A full-time release Consulting Teacher shall serve no more than ten (10)

  Participating Teachers; a half-time release or job share Consulting Teacher shall serve no more than five (5) Participating Teachers; a Consulting Teacher who carries more than a fifty percent (50%) teaching load shall not be assigned to work with more than one Participating Teacher.
- 18.5.6 The Consulting Teacher shall continue to earn his or her annual stipend(s) by providing professional development activities as determined by the District and the Joint Panel if there is no Participating Teacher assigned to the Consulting Teacher in the second or third year of his or her term, or if a Voluntary Participant discontinues participation during the year.
- 18.5.7 Consulting Teachers shall:
  - 18.5.7.1 Attend all required training.
  - 18.5.7.2 Meet with the Participating Teacher and site principal or designated evaluator to discuss the PAR Program and to establish mutually agreed upon assistance goals.
  - 18.5.7.3 Conduct multiple observations of the Participating Teacher during classroom instruction and provide specific immediate feedback.
  - 18.5.7.4 Conduct model lessons, staff development, and seek appropriate resources as needed.
  - 18.5.7.5 Maintain a written record of contacts, observations, visitations, meetings, and specific support given to each Participating Teacher.
  - 18.5.7.6 Provide each Participating Teacher bi-monthly written or oral reports, as requested by the Participating Teacher, of his or her progress in the PAR Program.
  - 18.5.7.7 Make periodic oral status reports to the Joint Panel for a Referred Participating Teacher.
  - 18.5.7.8 Subject to section 18.3.1.1.5 continue to provide assistance until the Joint Panel directs the Consulting Teacher to cease support because it has determined that further assistance will not be productive or the teaching performance of the Referred Participating Teacher is satisfactory.

- 18.5.7.9 Submit the Final Report to the Referred Participating Teacher to receive his or her signature to verify delivery to the Referred Participant and to allow the Referred Participating Teacher the opportunity to submit a written response.
- 18.5.7.10 Participate in an annual review of the PAR Program with the Joint Panel.
- 18.5.8 The Consulting Teacher shall have the right to present reasons in writing to the Joint Panel why their assigned Participating Teacher should be reassigned to another Consulting Teacher.
- 18.5.9 The Consulting Teacher term shall routinely be three (3) years in length. The Joint Panel shall annually review the Consulting Teacher's effectiveness in dealing with Participating Teachers. After a three (3) year term, a Consulting Teacher must return to the classroom for one (1) year before he or she may reapply a Consulting Teacher position. If, at the annual review, the effectiveness of the Consulting Teacher is found to be deficient, the Joint Panel may remove the Consulting Teacher from this role at that time.
- 18.5.10 Upon completion of service as a Consulting Teacher, he or she shall have return rights to the position he or she held prior to becoming a Consulting Teacher. If that position no longer exists, he or she shall be provided a similar position that he or she is credentialed to teach.

### 18.6 General Provisions

- 18.6.1 Functions performed pursuant to this Article by bargaining unit members shall not constitute either management or supervisory functions. Teacher-members of the Joint Panel and Consulting Teachers shall retain all rights of bargaining unit members.
- 18.6.2 Expenses for PAR shall not exceed the available PAR revenues received from state funding sources. If PAR income from the State is reduced in future years, the PAR Program's expenses shall be reduced proportionately.
- 18.6.3 Indirect/administrative costs shall not exceed five percent (5%) of the total PAR budget and shall be itemized in the District budget documents. In the event the Program is no longer funded, the Program shall be cancelled.
- 18.6.4 The teacher-members of the Joint Panel and the Consulting Teachers will be covered under the District's basic liability coverage.

### ARTICLE XIX

### **CONTRACT WAIVERS**

## 19.1 Waiver of the Collective Bargaining Agreement

If a school site requests a waiver of any provision(s) of the Collective Bargaining Agreement, the following procedures shall be followed:

- 19.1.1 In no event shall a requested waiver be forwarded with less than a ninety percent (90%) secret ballot vote of the affected bargaining unit as conducted by the Association.
- 19.1.2 After such request is approved in 19.1.1 above, the proposed waiver of the Collective Bargaining Agreement shall be submitted in writing to the District's Superintendent and Board of Education and the Association's President and Executive Board for final approval. If a waiver is approved by the Association and adopted by the District, contract waiver language shall be drafted by the parties and the Collective Bargaining Agreement shall be deemed amended accordingly.
- 19.1.3 Such waiver of the Collective Bargaining Agreement shall be for a specified period of time and shall be limited to a specific work site or location. Waivers shall not be construed as precedent setting.
- 19.1.4 Such waiver to the Collective Bargaining Agreement shall be subject to Article V (Grievance Procedure) of the Agreement.

#### ARTICLE XX

### RETIREE EMPLOYMENT

- 20.1 Article VII (Transfers and Reassignments) shall not apply to retired employees rehired in accordance with Education Code sections 24214, 24216.5 or 24216.6. Rather, the employment, assignment and transfer decisions regarding the employees shall be made on a case-by-case basis by the District's chief personnel officer. If practical, the officer may seek volunteers in lieu of the involuntary transfer of a retiree. The decision of the chief personnel officer shall be final and binding on all parties.
- 20.2 The only leave portions of Article IX (Leaves) that shall apply to retirees are:
  - 9.1 (General Provisions)
  - 9.2 (Illness/Injury)
  - 9.4 (Personal Necessity)
  - 9.5 (Bereavement)
  - 9.6 (Quarantine)
  - 9.7 (Subpoena and Jury)
  - 9.10 (Industrial Injury and Illness)
  - 9.12 (Catastrophic)
  - 9.13 (Family)
  - 9.14 (Disaster Related Personal Necessity)
- 20.3 Except as set forth below, Article XIV (Salary and Salary Schedule Rules and Regulations) shall not apply to retired employees rehired in accordance with Education Code sections 24214, 24216.5 or 24216.6. Retirees will be given year for year credit up to step 7 on the salary schedule (Classes A F). Retirees will be given all negotiated increases to the salary schedules. Retirees shall advance one vertical step on the salary schedule for each year of service, except those whose placement is at the maximum step for their class, provided the most recent written evaluation is satisfactory or better. The retiree's school year of employment shall be equivalent to that of a full-time credentialed teacher. In addition, earnings limits and other limitations on services provided shall be as set forth in the above referenced code sections and related state regulations.
  - 20.3.1 The District reserves the right, at its sole and exclusive discretion, to rescind the employment status of a retiree by providing ten (10) days written notice, in advance, that the retiree's service is no longer needed by the District.
  - 20.3.2 Retirees hired pursuant to these provisions shall not be offered supplemental employment (Article XVII, Selection Procedure for Supplemental Employment) in lieu of the employment being offered to other bargaining unit members.

- 20.4 Article XV (Health and Welfare Benefits) shall not apply to retired employees rehired for CSR. Rather, the following provisions shall apply:
  - 20.4.1 If the retiree is receiving an Early Retirement Incentive (ERI) fringe benefit contribution from the District at the time of reemployment, the contribution will be suspended in lieu of a full contribution if the retiree is reemployed on a full time basis. If the retiree subsequently retires again prior to age 65, the ERI he/she was receiving prior to reemployment will be reinstated, at the original percentage, until age 65.
  - 20.4.2 A retiree from another district who is reemployed in the Pasadena Unified School District will not be allowed to receive more than a one hundred percent (100%) combined contribution when the amount of his/her ERI (if any from the previous employer) is combined with a PUSD fringe benefit contribution. For example, a retiree receiving an eighty percent (80%) ERI fringe benefit contribution from his/her former employer, would only be eligible for a twenty percent (20%) contribution from PUSD.
  - 20.4.3 The District's medical insurance consultants shall be asked to provide recommendation regarding procedures and details to properly implement items 25.4.1 and 25.4.2, above.
- 20.5 Article XXI (Job Sharing) shall not apply to retirees hired for CSR.

### ARTICLE XXI

### **JOB-SHARING**

- 21.1 Unit members may elect to participate in a job-sharing plan at grades ECP to 12 subject to the recommendation of the principals-supervisors involved, and the approval of the Superintendent at his/her sole discretion. Upon written request of an employee whose request for a shared job assignment has been denied, the District shall provide the employee with a written statement of the reason(s) for denial.
- 21.2 For any school year the job-sharing plan shall be limited to twenty (20) unit members occupying ten (10) full-time positions.
- A job-sharing plan previously approved for the full school year may be terminated at the end of the first semester, at the District's sole and exclusive discretion, if the principal/supervisor determines that the job sharing is not in the best interest of students. Upon the written request of an employee in a shared job assignment that has been cancelled pursuant to this provision, the District shall provide said the employee with a written statement of the reason(s) for cancellation. An employee in a job sharing plan at the end of first semester termination by the District shall be offered an appropriate full-time position.
- 21.4 Unit members occupying shared jobs shall be required to provide the complete range of adjunct duties required of unit members, and the normal conference period availability provided by unit members.
- 21.5 Unit members occupying a shared job shall receive: prorated salary, prorated fringe benefits, and prorated salary schedule step increment credit provided he/she renders service for seventy-five percent (75%) of the time required in his/her job-sharing plan.
- 21.6 Unit members requesting permission to enter the job-sharing plan for any school year shall submit an appropriate application letter to the District by April 15 of the previous school year. The application shall include a detailed plan of how the proposed job sharing will function and its design to avoid the impairment of educational opportunities/experiences for students in the job shared classes.

### ARTICLE XXII

### LAYOFF ACTIONS & EFFECTS RELATED THERETO

- 22.1 The District and the Association agree that all Education Code procedural requirements and provisions for layoff and recall of unit members shall be observed if the District determines that reductions in force are necessary as a result of declining enrollment or that there will be a reduction or discontinuance of a particular kind of service not later than the beginning of the following year.
  - 22.1.1 The services of no unit member may be terminated under the provisions of Education Code Section 44955 while any other employee with less seniority is retained to render any service which the unit member is certificated and competent to render.
- 22.2 Pursuant to Education Code Section 44955, as between employees who first rendered paid service to the District on the same date, the governing board shall determine the order of termination solely on the basis of needs of the District and the students thereof.
  - 22.2.1 Upon the written request of the Association, the governing board shall furnish in writing no later than five (5) days in advance of the Hearing (Section 44949) a statement of specific criteria used in determining the order of termination and the application of the criteria in ranking each employee relative to other employees referred to in Section 22.2, above.
- 22.3 Article XV, Health and Welfare Benefits, shall provide coverage through August 31 for those unit members who have worked a full school year and who are given layoff notice as a result of a reduction-in-force action by the Board on or before May 15 of the previous school year. [ratified 4/26/2011 by PUSD and 5/5/2011 by UTP]
- 22.4 During the thirty-nine (39) month period of his/her preferred right of reappointment, a laid-off permanent employee shall, in the order of original employment, be offered prior opportunity for substitute service during the absence of any other employee who has been granted a leave of absence or who is temporarily absent from duty; provided that the laid-off employee's services may be terminated upon the return to duty of the other employee, that the compensation he/she receives shall be not less than the amount he/she would receive if he/she were being reappointed, and that substitute service shall not affect the retention of his/her previous classification and rights.
- During the twenty-four (24) month period of his/her preferred right of reappointment, a laid-off probationary employee shall in the order of original employment, and subject to the rights of permanent employees as provided for in Section 22.4, above, be offered prior opportunity for substitute services during the absence of any other employee who

has been granted a leave of absence or who is temporarily absent from duty; provided, that his/her services may be terminated upon a return to duty of such other employee, that such substitute service shall not affect the retention of his/her previous classification and rights, and such an employee shall be given priority over employees whose right to a substitute position is derived from Education Code 44918.

- 22.6 A laid-off employee shall be eligible to purchase fringe benefit coverage for him/herself and dependents for the first quarter following layoff provided that he/she is not eligible for health insurance coverage elsewhere and also provided that he/she agrees to serve the District as a substitute teacher if requested. Beginning with the second quarter of the school year following layoff and continuing for the period of reemployment rights provided for in Education Code Sections 44956 and 44957, a laid-off employee may only continue to purchase fringe benefit coverage for him/herself and dependents provided that he/she is not eligible for health insurance coverage elsewhere and has accepted seventy-five percent (75%) of the verifiable substitute teacher service opportunities offered by the District during the preceding school quarter; failure in any school quarter to accept seventy-five percent (75%) of verifiable substitute assignments offered by the District shall cancel the fringe benefit purchase opportunities herein.
  - 22.6.1 The purchase fee for vision service insurance and health insurance (as provided for by Cigna and Kaiser, for example) shall be subject to insurance carrier approval and provisions, and further subject to procedure for payment established by the District.
- 22.7 Employees who have been laid-off by the District under the provisions of Education Code Section 44955 and who are permanent employees at the time of layoff, shall have preferred right for reappointment to fill any vacancies, as provided for in this section, which occur during the thirty-nine (39) month period following the effective date of the affected employees' termination.
  - 22.7.1 Those employees who wish to take advantage of the preferred right to reappointment shall keep the District apprised in writing of their current mailing address(es), and of any changes in the credentials they hold.
  - 22.7.2 During the thirty-nine (39) month reappointment period, the District shall maintain a current file of all laid-off employees' mailing addresses, together with the credentials held by each such laid-off employee.
  - 22.7.3 Preference for reappointment to a vacant position shall be given to the qualified laid-off employee with the first date of paid District service in a probationary status.

- 22.7.3.1 In the event that two (2) or more laid-off employees who are qualified to fill a vacant position first rendered paid probationary service to the District on the same date, the preferred right to reappointment shall be determined by the District on the basis of the needs of the District and the students thereof as referred to in Section 22.2, above.
- 22.7.4 The term "qualified" as used in Section 22.7, and its various sub-sections, shall be based upon the laid-off employees' certification and competency, and upon the affirmative action goals of the District.
- 22.7.5 When any vacancy occurs in a position which one or more of the laid-off employees is/are qualified to fill, the District shall notify qualified employees of the vacancy.
  - 22.7.5.1 Notification of vacancies, as provided for in Section 22.7.3, above, shall consist of written notice sent by the District via certified mail, return receipt requested, to the employee's last known address(es).
- 22.7.6 Each laid-off employee notified of a vacancy, pursuant to Sections 22.7.3 and 22.7.3.1, above, which he/she is qualified to fill shall be allowed ten (10) calendar days following mailing of such notice to signify whether he/she will accept reappointment to the vacant position contained in the District notice.
  - 22.7.6.1 Signification by the laid-off employee shall be made in writing and either delivered in person, or by certified mail, to the Certificated Personnel Services Office.
- 22.7.7 As to any such employee who is reappointed, the period of his/her absence shall be treated as a Leave of Absence and shall not be considered as a break in the continuity of his/her service. He/she shall retain the classification and order of employment held when his/her services were terminated. Credit for prior service under any state or district retirement system shall not be affected by such termination, but the period of layoff shall not count as a part of the service required for retirement.
- 22.8 Employees who have been laid-off by the District under the provisions of Education Code Section 44955 and who are probationary employees at the time of layoff, shall have preferred right for reappointment, subject to the reappointment rights of laid-off permanent employees described in Section 22.7, above, to fill any vacancies, as provided for in this section, which occur during the twenty-four (24) month period following the date of the affected employees' termination.

- 22.8.1 Those employees who wish to take advantage of the preferred right to reappointment shall keep the District apprised, in writing, of their current mailing address(es) and of any changes in the credentials they hold.
- 22.8.2 During the twenty-four (24) month reappointment period, the District shall maintain a current file of all laid-off employees' mailing address(es), together with the credentials held by each such laid-off employee.
- 22.8.3 When any vacancy occurs in a position which one or more of the laid-off employee(s) is/are qualified to fill, the District shall notify qualified employees of the vacancy.
  - 22.8.3.1 Notification of vacancies as provided for in Section 22.8.3, above, shall consist of written notice sent by the District via certified mail, return receipt requested, to the employee's last known address(es).
- 22.8.4 Each laid-off employee notified of a vacancy, pursuant to Section 22.8.3 and 22.8.3.1, above, which he/she is qualified to fill shall be allowed ten (10) calendar days following mailing of such notice to signify whether he/she will accept reappointment to the vacant position contained in the District notice.
  - 22.8.4.1 Signification by the laid-off employee shall be made in writing and either delivered in person, or by certified mail, to the Certificated Personnel Services Office.
- 22.8.5 Preference for reappointment to a vacant position shall be given to the qualified laid-off employee with the first date of paid District service in a probationary status.
  - 22.8.5.1 In the event that two (2) or more laid-off employees who are qualified to fill a vacant position first rendered paid probationary service to the District on the same date, the preferred right to reappointment shall be determined by the District on the basis of the needs of the District and the students thereof, as referred to in Section 22.2, above.
- 22.8.6 The term "qualified" as used in Section 22.8, and its various subsections, shall be based upon the laid-off employee's certification and competency, and upon the affirmative action goals of the District.
- 22.8.7 As to any such employee who is reappointed, the period of his/her absence shall be treated as a leave of absence and shall not be considered as a break in the continuity of his/her service. He/she shall retain the classification and order of employment held when his/her services were terminated. Credit for prior service under any state or district retirement system shall not be affected by such

- termination but the period of layoff shall not count as a part of the service required for retirement. The period of his/her layoff shall not be counted as a part of service required to attain permanent status.
- Any laid-off employee who is offered reappointment to a vacant position pursuant to the provisions of Sections 22.7 or 22.8, above, may for not more than one (1) school year decline the offer to reappointment without jeopardizing his/her preferred right to reappointment for any subsequent vacant position for which he/she is qualified, as defined in Sections 22.7.6 and 22.8.6, above.
- 22.10 Employees given a March 15 notice of intent not to reemploy shall be entitled to use six (6) full days or six (6) half days of available Personal Necessity Leave for purposes of bonafide job interviews with other prospective employers, provided that they give at least three (3) days advance notice to their immediate supervisors.
- 22.11 The District and the Association agree that any alleged violation of this Article, except for Section 22.10, above, shall be excluded from the provisions of Article V, Grievance Procedure, of this Agreement.
- 22.12 This represents a completion of negotiations of the matter of implementation, impact and effects of the layoff of unit members. Neither party is required to negotiate any further on the matters referred to in this Article. Therefore, the provisions of this Article shall be interpreted as full settlement of all negotiations on the matter of unit member layoffs, reemployment and the impacts and effects of those matters.

### ARTICLE XXIII

### **WORK STOPPAGE**

- Apart from and in addition to existing legal restrictions upon work stoppages, the Association hereby agrees that neither it nor its officers, agents or representatives shall incite, encourage, or participate in any strike, walkout, slowdown, or other work stoppage of any nature whatsoever against the District during the life of this Agreement for any cause or dispute whatsoever or wheresoever located, including but not limited to disputes which are subject to the grievance provisions of Article V, disputes which are not subject to the grievance provisions of Article V, disputes concerning matters not mentioned in this Agreement, disputes contending that the District has committed unfair employment practices, disputes with other labor organizations, persons or employers, or jurisdictional disputes. In the event of any strike, walkout, slowdown, or work-stoppage or threat thereof, the Association and its officers, agents and representatives will do everything reasonably within their power to end or avert the same.
- 23.2 Any unit member engaging in any strike, walkout, slowdown or work stoppage of any nature whatsoever against the District in violation of this Article shall receive no pay for the days involved and shall be subject to discipline or termination pursuant to applicable Education Code procedures.
- 23.3 In the event that this Article is violated over a grievance or a dispute which would otherwise properly be subject to resolution by submission to the grievance provisions of Article V, the Association (and the unit members) shall be deemed to have waived the right to process the grievance or dispute through the grievance procedures and the grievance or dispute shall be deemed as having been finally settled, with prejudice, in accordance with the District's last stated position with respect thereto.
- 23.4 The provisions of this Article shall be automatically suspended in the event that the District and the Association mutually and jointly declare impasse during the process of negotiating the reopener provisions provided for in Article XXIX (Completion of Meet and Negotiation); the suspension period shall not last longer than the duration of the mutually declared impasse.
- 23.5 The provisions of this Article shall also be automatically suspended in the event that the District and the Association conclude the fact-finding stage of the impasse provisions of the Educational Employment Relations Act.

### ARTICLE XXIV

### **DISCIPLINE**

### 24.1 Just Cause/Due Process

- 24.1.1 The District may discipline a unit member only for just cause. Discipline shall conform to the principles and procedures of progressive discipline.
- 24.1.2 Unit members shall be entitled to exercise their legal right to Association representation throughout the progressive discipline process.
- 24.1.3 Except for the provisions of Education Code 44939 (Immediate suspension; hearing upon certain charges), 44940 (Leave of absence; certificated employee charged with mandatory or optional leave of absence offense; suspension of credentials; definitions), and 44942 (Suspension or transfer of certificated employee on ground of mental illness; examination; mandatory sick leave), discipline under this Article shall not include dismissal or suspensions for more than fifteen (15) working days.

### 24.2 Progressive Discipline

The principles and procedures of progressive discipline will be applied except where the serious nature of the offense may require the District to bypass progressive discipline steps set forth in this Article. Whether the serious nature of the offense required bypassing progressive discipline steps set forth in this Article is subject to Article V, Grievance Procedure, of the Agreement except when suspension is the first and immediate step proposed to be imposed. Progressive Discipline steps will include the following:

### 24.2.1 Verbal Warning

### 24.2.2 Written Warning

The unit member will sign the written warning to acknowledge receipt and a copy may be placed in the unit member's personnel file. The unit member may file a written rebuttal for attachment to the written warning if done within ten (10) working days.

### 24.2.3 Written Reprimand

The unit member will sign the reprimand to acknowledge receipt and a copy may be placed in the unit member's personnel file. The unit member may file a written rebuttal for attachment to the written reprimand if done within ten (10) working days.

### 24.2.4 Suspension

- 24.2.4.1 In all instances the length of a suspension, up to fifteen (15) days, must relate to the severity of the action.
- 24.2.4.2 Written notice of suspension will be served in person upon the unit member by the Superintendent or designee no less than ten (10) days prior to the effective date of the proposed suspension. A copy will be concurrently provided to the Association President.

### 24.3 Notice of Suspension

The District shall notify the Association in writing concurrently with the written notification to the unit member of the proposed suspension. The notice shall contain:

- 24.3.1 A statement of the specific act(s), infraction(s), or omission(s) upon which the action is based;
- 24.3.2 A statement of the cause(s) for which action is recommended;
- 24.3.3 Where applicable, the Education Code section, policy, rule regulation, or directive violated;
- 24.3.4 The penalty proposed and effective date;
- 24.3.5 Copies of the documentary evidence upon which the recommendation is based; and
- 24.3.6 A statement of the unit member's right to challenge the proposed suspension by requesting in writing a binding arbitration hearing that shall be submitted simultaneously to the District and the Association within ten (10) workdays following receipt of the notice of suspension. If the Association has not received such a request from the unit member by the tenth (10th) workday following issuance of the notice, the Association shall immediately contact the District to obtain a copy of the request if one has been submitted. Upon receipt of the unit member's request, the Association shall notify the District in writing within five (5) workdays of the Association's next regularly scheduled Executive Board meeting whether it will be providing representation to a unit member who has requested a hearing. If the Association is not providing representation, the unit member may notify the District and the Association in writing of his/her affirmation to individually pursue binding arbitration and the name of his/her representative within five (5) workdays of the Association's decision not to represent the unit member. If the Association has not received such an affirmation from the unit member by the fifth (5th) workday following the Association's

decision, the Association shall immediately contact the District to obtain a copy of the affirmation if one has been submitted. Thereafter, the arbitration procedure of Article V, Grievance Procedure, of this Agreement shall be followed. Failure by the unit member to meet any of the timelines set forth herein shall constitute forfeiture of his/her right to a binding arbitration hearing and the District may proceed with the proposed suspension.

### 24.4 Grievance Procedure

- 24.4.1 Verbal warnings, written warnings, and written reprimands may not be submitted to Article V, Grievance Procedure, other than within the context of a suspension hearing, or regarding whether the serious nature of the offense required bypassing progressive discipline as set forth in Section 24.2. Proposed suspensions set forth in this Article may be appealed by the unit member directly to final and binding arbitration by following Section 24.3.6 above and thereafter the grievance procedure in Article V, Grievance Procedure, of the Agreement. The proposed suspension will not be imposed until the arbitrator's decision is rendered, except for just cause necessitating the immediate removal of the unit member from the worksite, in which case the unit member shall be placed on administrative leave with pay pending the outcome of the arbitration.
- 24.4.2 Nothing herein shall prevent the District and the Association from agreeing to utilize the procedure in Sections 5.3.4.1 through 5.3.4.4 in Formal Level Three of Article V, Grievance Procedure, during this process to discuss the proposed suspension and/or the bypassing of progressive steps prior to commencement of arbitration proceedings.

### 24.5 Confidentiality

All information or proceedings regarding any action(s) or proposed action(s) pursuant to the Article will be kept confidential by the parties to the extent required by law.

### 24.6 Education Code

- 24.6.1 This Article shall not reduce the rights of permanent bargaining unit members contained in Education Code Section 44932 (Grounds for dismissal of permanent employees) and 44944 (Conduct of hearing; decision; expenses and costs).
- 24.6.2 Nothing in this Article precludes or in any manner affects or reduces the District's right to initiate and pursue dismissal proceedings under the Education Code.

### ARTICLE XXV

### TEACHERS ON SPECIAL ASSIGNMENT

### 25.1 <u>Description</u>

A Teacher on Special Assignment is a teacher whose assignment is outside of the classroom.

### 25.2 Purpose

The purpose and role of a Teacher on Special Assignment is to provide his/her expertise, skills, talents, and knowledge in order to improve the quality of instruction thus increasing student achievement.

### 25.3 Definitions

- 25.3.1 There will be two (2) classifications of Teachers on Special Assignment: (1) Teachers on Special Assignment I are assigned to a school site and (2) Teachers on Special Assignment II are assigned to the Education Center.
  - 25.3.1.1 Teachers on Special Assignment I Assigned/Located at School Sites Curriculum Resource Teacher

Language Development Resource Teacher

Program Resource Teacher

**Academic Coaches** 

25.3.1.2 Teachers on Special Assignment II – Assigned/Located at the District Office

Beginning Teacher Support and Assessment (BTSA) Support Provider English Language Learners (ELL) Specialist

Math Curriculum Coach

Science Curriculum Coach

**Special Education Teacher Specialist** 

Gifted and Talented Education (GATE) Teacher Specialist

**Energy Educator** 

Elementary Curriculum Coach

Pathways Curriculum Coach

Secondary Curriculum Coach

LEARNs Curriculum Coach

**Program Support Specialist** 

Technology, Assessment, and Accountability Specialist [ratified 5/22/2014 by UTP and 6/26/2014 by PUSD]

25.3.2 Teachers on Special Assignment shall not be utilized in the computation or application of the class size ratios listed in Article X, Class Size.

### 25.4 Selection Procedure

- 25.4.1 The District shall post known openings for Teachers on Special Assignment for an ensuing school year by the prior April 15, in accordance with Section 7.2.2. Open positions shall be posted in the District Certificated Personnel Office, on the UTP bulletin board at each school site, and at the UTP Office.
- 25.4.2 For openings for Teachers on Special Assignment that occur during the summer recess period, the District shall post a list of known vacancies in the Certificated Personnel Office on or about July 1 and August 1 in accordance with Section 7.2.2.
- 25.4.3 Any vacancies that occur during the school year shall be posted in accordance with Section 7.3 of Article VII, Transfers and Reassignments.
- 25.4.4 The primary criteria in selecting Teachers on Special Assignment shall be appropriate credentials, appropriate trainings, appropriate experience, and satisfactory evaluations.
- 25.4.5 New Teacher on Special Assignment positions shall be identified in a notice prepared and distributed by Human Resources that include responsibilities and application timelines. Selection process will be identified in the notice and will be consistent with eligibility criteria with attention to experience and training identified in the notice.

### 25.5 Hours

### 25.5.1 Workday

- 25.5.1.1 The workday for Teachers on Special Assignment I shall be the same as the contractual day for classroom teachers at his/her school site.
- 25.5.1.2 The workday for Teachers on Special Assignment II shall be from 8:00 a.m. to 5:00 p.m., including a one-hour duty-free lunch.

### 25.5.2 Work Year

- 25.5.2.1 The work year for Teachers on Special Assignment I shall be ten (10) months (186 days).
- 25.5.2.2 The work year for Teachers on Special Assignment II shall be eleven (11) months (203 days).

- 25.5.2.3 The work year for the Teacher on Special Assignment II, Energy Educator and English Language Learners Specialist, shall be twelve (12) months (225 days). [ratified 5/22/2014 by UTP and 6/26/2014 by PUSD]
  - 25.5.2.3.1 The Teacher on Special Assignment II, Energy Educator and English Language Learners Specialist, shall provide his/her immediate supervisor with his/her non-workday calendar by June 30 of each year. [ratified 5/22/2014 by UTP and 6/26/2014 by PUSD]

### 25.6 Salary

### 25.6.1 Ratio Factors

- 25.6.1.1 Teachers on Special Assignment I shall be paid according to their placement on the Certificated Salary Schedule in Appendix A.
- 25.6.1.2 Effective July 1, 2008, Teachers on Special Assignment II shall receive 1.15 times their placement on the Certificated Salary Schedule in Appendix A.

### 25.6.2 Supplemental Pay

Teachers on Special Assignment I shall receive the Supplemental Rate of Pay as contained in Supplemental Employment – Certificated Salary Schedule in Appendix A for any work beyond the contractual workday.

### 25.7 Duties

- 25.7.1 The District shall provide a job description of duties and responsibilities for each Teacher on Special Assignment.
- 25.7.2 The site administrator may assign a Teacher on Special Assignment to provide coverage as necessary when a substitute is not available.
- 25.7.3 Any teacher on Special Assignment who holds an administrative credential and who agrees to serve as the Administrator designee may do so.
- 25.7.4 Teachers on Special Assignment shall not evaluate other certificated staff.

### 25.8 Voluntary Transfers

Teachers on Special Assignment requesting a voluntary transfer to a classroom position shall follow the procedures contained within Article VII, Transfers and Reassignments.

### 25.9 Return Rights

Unit members who transfer to Teacher on Special Assignment positions are deemed to be on "position leave" from their regular classroom positions. Upon completion of the term of the Teacher on Special Assignment duty, the unit member shall be afforded the rights of a voluntary transfer and shall be assigned before all other voluntary transfer applicants.

### 25.10 Term of Service

- 25.10.1 Effective July 1, 2009, a unit member shall hold a Teacher on Special Assignment position for a term of three (3) consecutive years. After completing a term of service, the immediate supervisor and the Teacher on Special Assignment may agree on a successor three (3) year term. In the absence of such agreement, the unit member shall receive a voluntary transfer to a classroom position.
- 25.10.2 A unit member shall hold a Teacher on Special Assignment position for no more than four (4) successive terms. Subsequently, the Teacher on Special Assignment shall be granted return rights as stated above.
- 25.10.3 Either a Teacher on Special Assignment or the Site Administrator may end the assignment at the completion of any school year so long as this action is not arbitrary or capricious.
- 25.10.4 Teachers on Special Assignment who would have otherwise completed four (4) consecutive terms at the end of the 2008-2009 school year shall be reassigned to a classroom position no later than the beginning of the 2012-2013 school year.
- 25.10.5 Teachers on Special Assignment who would have otherwise completed three (3) consecutive terms at the end of the 2008-2009 school year shall be reassigned to a classroom position no later than the beginning of the 2015-2016 school year.
- 25.10.6 Teachers on Special Assignment who would have otherwise completed two (2) consecutive terms at the end of the 2008-2009 school year shall be reassigned to a classroom position no later than the beginning of the 2018-2019 school year.
- 25.10.7 Teachers on Special Assignment who would have otherwise completed one (1) term at the end of the 2008-2009 school year shall be reassigned to a classroom position no later than the beginning of the 2021-2022 school year.
- 25.10.8 Teachers on Special Assignment who would have otherwise completed two (2) years of the first term at the end of the 2008-2009 school year shall be reassigned to a classroom position no later than the beginning of the 2021-2022 school year.

25.10.9 Teachers on Special Assignment who would have otherwise completed one (1) year of the first term at the end of the 2008-2009 school year shall be reassigned to a classroom position no later than the beginning of the 2021-2022 school year.

### 25.11 Evaluation Procedures

A joint committee shall be appointed by the District and the Association to develop recommendations for evaluation instruments for Teachers on Special Assignment to the bargaining teams no later than January 8, 2010. The committee shall be composed of three (3) representatives on each side.

### ARTICLE XXVI

### MISCELLANEOUS PROVISIONS

- 26.1 Individual contracts between the District and a unit member shall be subject to and consistent with the terms of this Agreement.
- 26.2 This Agreement supersedes any rules, regulations or practices of the District which are or may in the future be contrary to or inconsistent with its terms.
- 26.3 The provisions of this Agreement shall be applied by the District in a reasonable manner. The Association shall not process frivolous grievances.
- 26.4 The District shall provide 500 copies of the Agreement to the Association and post it electronically on the District website.

### ARTICLE XXVII

### COMPLETION OF MEET AND NEGOTIATION

[ratified 10/31/2019 by UTP and 11/21/2019 by PUSD]

- 27.1 This Agreement constitutes the full and complete commitment between both parties and is intended to cover all matters relating to wages, hours, and all other terms and conditions of employment. and During the term of the Agreement neither the District nor the Association shall be required to meet and negotiate on any further matters affecting these or other subjects, except as provided for in Sections 27.3.3.1 and 27.4 below.
- 27.2 This Agreement is comprised of a three-year agreement for the 2018-2019 through and including the 2020-2021 school years.
- 27.3 2018-2019, 2019-2020, and 2020-2021 School Years: This Agreement shall remain closed for these years except as specifically provided below in this section.
  - 27.3.1 2018-2019 School Year: All of the Tentative Agreements that in total comprise the provisions of the Complete Tentative Agreement for a Successor Agreement that includes 2018-2019, 2019-2020, and 2020-2021 shall become effective immediately upon ratification by the UTP membership and the PUSD Board of Education.
  - 27.3.2 2019-2020 School Year: This Agreement shall remain closed.
  - 27.3.3 2020- 2021 School Year: This agreement shall remain closed except as specifically provided below in this section.
    - 27.3.3.1 The two parties shall reopen Article XIV, Salary and Salary Schedule Rules and Regulations, and Article XV, Health and Welfare Benefits.
- 27.4 In addition to the reopeners provided above, if there is a change in federal or state law during or applying to the 2019-2020 and/or 2020-2021 school year(s) which has or could impact the terms and conditions set forth in this Agreement, either party may reopen negotiations for those school years on specific provisions of the Agreement which are or could be affected by such action.

### ARTICLE XXVIII

### **DURATION AND SIGNATURES**

28.1 This Agreement shall remain in full force and effect from July 1, 2018, up to, and including June 30, 2021.

### PASADENA UNIFIED SCHOOL DISTRICT

Adopted by formal action of the Board on November 21, 2019

by Larry Torres, President of the Board

### UNITED TEACHERS OF PASADENA

Ratified by vote of the Association on October 31, 2019

by Allison Steppes, Ed.D, President of the Association

APPENDIX A

### PASADENA UNIFIED SCHOOL DISTRICT CERTIFICATED SALARY SCHEDULE (C-1#) 10 Months paid over 11 Months Effective July 1, 2019

### 3.00%

- Provisions of the salary schedule apply to all certificated K-12 teachers in contract assignments and Early Childhood Certificated Teachers.
- New employees are granted schedule placement credit for years of experience. Some types of non-school work experience directly related to the assignment, and/or active military service may also be considered for salary placement. Column (Class) placement is based on the number of semester units or credits beyond the BA conferral date entered on official transcripts. Initial salary placement for teachers with 0 or 1 year of experience is 5(1)#. Maximum initial step placement is at 11(7)# for teachers with seven or more years of previous service.

| PREV   |       |            | CLASS A<br>BA | CLASS B<br>BA + 18 | CLASS C<br>BA + 36 | CLASS D<br>BA + 54 | CLASS E<br>BA + 60 | CLASS F<br>BA + 75 | DR'S<br>DEGREE |
|--------|-------|------------|---------------|--------------------|--------------------|--------------------|--------------------|--------------------|----------------|
| SVC    |       | 0          |               |                    |                    |                    | Inc. MA or         | Inc. MA or         |                |
| YRS    |       | STEP*      | **            | **                 | **                 | **                 | Eamed Dr**         | Eamed Dr**         | ***            |
|        | 0.4   |            |               |                    |                    |                    |                    |                    |                |
|        | 0,1   | /E\A       | 4.607         | 4.670              | 4 740              | 4,756              | 4,799              | 4,842              | 242            |
|        | 2     | (5)1       | 4,627         | 4,670              | 4,713              | •                  |                    |                    |                |
|        | 3     | (6)2       | 4,693         | 4,754              | 4,834              | 4,912              | 4,993              | 5,129              | 256            |
|        | 4     | (7)3       | 4,758         | 4,839              | 4,954              | 5,070              | 5,188              | 5,416              | 271            |
|        | 5     | (8)4       | 4,823         | 4,923              | 5,076              | 5,226              | 5,383              | 5,702              | 285            |
|        | 6     | (9)5       | 4,888         | 5,008              | 5,196              | 5,384              | 5,576              | 5,989              | 299            |
|        | 7     | (10)6      | 4,954         | 5,092              | 5,317              | 5,540              | 5,809              | 6,276              | 314            |
|        | 8     | (11)7      | 5,019         | 5,177              | 5,488              | 5,809              | 6,140              | 6,563              | 328            |
|        |       | ****       |               |                    |                    |                    |                    |                    |                |
|        | 9     | 8          | 5,085         | 5,261              | 5,571              | 5,899              | 6,233              | 6,850              | 343            |
|        | 10    | 9          | 5,150         | 5,346              | 5,679              | 6,011              | 6,354              | 7,167              | 358            |
|        | 11    | 10         | 5,150         | 5,346              | 5,679              | 6,011              | 6,354              | 7,525              | 376            |
|        | 12    | 11         | 5,150         | 5,346              | 5,679              | 6,011              | 6,354              | 7,711              | 386            |
|        | 13    | 12         | 5,150         | 5,346              | 5,679              | 6,011              | 6,354              | 7,711              | 386            |
|        | 14    | 13         | 5,150         | 5,346              | 5,679              | 6,011              | 6,354              | 7,711              | 386            |
|        | 15    | 14         | 5,150         | 5,346              | 5,679              | 6,011              | 6,354              | 7,711              | 386            |
|        | 16    | 15         | 5,150         | 5,346              | 5,679              | 6,011              | 6,354              | 7,711              | 386            |
| 16th \ |       | ervice Ind |               | ly Additive)****   | -                  |                    |                    |                    |                |
|        |       |            | 258           | 267.00             | 284.00             | 301.00             | 318.00             | 386.00             |                |
| 21st Y | ear S | ervice Inc | rement (Month | ly Additive)*****  |                    |                    |                    |                    |                |
|        |       |            | 258           | 267.00             | 284.00             | 301.00             | 318.00             | 386.00             |                |

- \* An employee must serve three-fourths of a year or more to qualify for the next step.
- \*\* Semester hours.
- \*\*\* The Dr.'s Degree includes a 5% increment (Annual Additive), effective 9/1/95.
- \*\*\*\* Double line indicates maximum limits for initial employment.
- \*\*\*\*\* A service increment of 5% calculated on the maximum regular step (not longevity service increment steps) of each column payable after 15 years of full time service in the PASADENA UNIFIED SCHOOL DISTRICT is added to the basic salary, subject to favorable work performance evaluation. The 15-year increment is a flat amount without regard to number of months served.
- \*\*\*\*\*\* A service increment of 5% calculated on the maximum regular step (not longevity service increment steps) of each column payable after 20 years of full time service in the PASADENA UNIFIED SCHOOL DISTRICT is added to the basic salary, subject to favorable work performance evaluation. The 20-year increment is a flat amount without regard to number of months served.
  - # Salary schedule C-1 is used for teachers who hold the California Clear or Preliminary Credential or who hold full certification in another state.

A stipend of \$2,500 will be paid to teachers, holding National Board Certification® issued by the National Board for Professional Teaching Standards; nurses holding national board certification issued by the Pediatric Nurse Certification Board, American Nurses Credentialing Center, American Academy of Nurse Practitioners and the National Board Certification of School Nurses; and language, speech and hearing specialist holding a Certificate of Clinical Competence issued by the American Speech-Language Hearing Association. The stipends shall be paid at the rate of \$250 per month.

Education Code Section 45041 provides that certificated employees have their annual salary adjusted for absences based on the number of days required to be served in a contract year. Yearly salary to be paid will reflect these adjustments.

\*\*\*\*\*\*\* Employees teaching a 6th period/120% assignment will be paid on step and column plus an additional 20%
For the purposes of calculating an employee's hourly rate of pay, it is the employee's base salary plus any longevity increments.

Approved: October 10, 2019 Updated October 16, 2019

## PASADENA UNIFIED SCHOOL DISTRICT CERTIFICATED SALARY SCHEDULE (C-2#)



3.00%

10 Months paid over 11 Months Effective July 1, 2019

- Provisions of the salary schedule apply to all certificated K-12 teachers in contract assignments and Early Childhood Certificated Teachers.
- New employees are granted schedule placement credit for years of experience. Some types of non-school work experience directly related to the assignment, and/or active military service may also be considered for salary placement. Column (Class) placement is based on the number of semester units or credits beyond the BA conferral date entered on official transcripts. Initial salary placement for teachers with 0 or 1 year of experience is 5(1)#. Maximum initial step placement is at 11(7)# for teachers with seven or more years of previous service.

|           |            | CLASS A        | CLASS B            | CLASS C | CLASS D | CLASS E    | CLASS F     | DR'S   |
|-----------|------------|----------------|--------------------|---------|---------|------------|-------------|--------|
| PREV      |            | BA             | BA + 18            | BA + 36 | BA + 54 | BA + 60    | BA + 75     | DEGREE |
| SVC       |            |                |                    |         |         | Inc. MA or | Inc. MA or  |        |
| YRS       | STEP*      | **             | **                 | **      | **      | Eamed Dr** | Earned Dr** | ***    |
| 0,1       |            |                |                    |         |         |            |             |        |
| 2         | (5)1       | 4,111          | 4,257              | 4,403   | 4,550   | 4,799      | 4,842       | 242    |
| 3         | (6)2       | 4,241          | 4,393              | 4,563   | 4,912   | 4,993      | 5,129       | 256    |
| 4         | (7)3       | 4,374          | 4,529              | 4,954   | 5,070   | 5,188      | 5,416       | 271    |
| 5         | (8)4       | 4,525          | 4,923              | 5,076   | 5,226   | 5,383      | 5,702       | 285    |
| 6         | (9)5       | 4,888          | 5,008              | 5,196   | 5,384   | 5,576      | 5,989       | 299    |
| 7         | (10)6      | 4,954          | 5,092              | 5,317   | 5,540   | 5,809      | 6,276       | 314    |
| 8         | (11)7      | 5,019          | 5,177              | 5,488   | 5,809   | 6,140      | 6,563       | 328    |
|           | ****       |                |                    |         |         |            |             |        |
| 9         | 8          | 5,085          | 5,261              | 5,571   | 5,899   | 6,233      | 6,850       | 343    |
| 10        | 9          | 5,150          | 5,346              | 5,679   | 6,011   | 6,354      | 7,167       | 358    |
| 11        | 10         | 5,150          | 5,346              | 5,679   | 6,011   | 6,354      | 7,525       | 376    |
| 12        | 11         | 5,150          | 5,346              | 5,679   | 6,011   | 6,354      | 7,711       | 386    |
| 13        | 12         | 5,150          | 5,346              | 5,679   | 6,011   | 6,354      | 7,711       | 386    |
| 14        | 13         | 5,150          | 5,346              | 5,679   | 6,011   | 6,354      | 7,711       | 386    |
| 15        | 14         | 5,150          | 5,346              | 5,679   | 6,011   | 6,354      | 7,711       | 386    |
| 16        | 15         | 5,150          | 5,346              | 5,679   | 6,011   | 6,354      | 7,711       | 386    |
| 16th Year | Service In | crement (Montl | nly Additive)****  |         |         |            |             |        |
|           |            | 258            | 267.00             | 284.00  | 301.00  | 318.00     | 386.00      |        |
| 21st Year | Service In | crement (Month | nly Additive)***** |         |         |            |             |        |
|           |            | 258            | 267.00             | 284.00  | 301.00  | 318.00     | 386.00      |        |

- \* An employee must serve three-fourths of a year or more to qualify for the next step.
- \*\* Semester hours.
- \*\*\* The Dr.'s Degree includes a 5% increment (Annual Additive), effective 9/1/95.
- \*\*\*\* Double line indicates maximum limits for initial employment.
- \*\*\*\*\*\* A service increment of 5% calculated on the maximum regular step (not longevity service increment steps) of each column payable after 15 years of full time service in the PASADENA UNIFIED SCHOOL DISTRICT is added to the basic salary, subject to favorable work performance evaluation. The 15-year increment is a flat amount without regard to number of months served.
- \*\*\*\*\*\*\* A service increment of 5% calculated on the maximum regular step (not longevity service increment steps) of each column payable after 20 years of full time service in the PASADENA UNIFIED SCHOOL DISTRICT is added to the basic salary, subject to favorable work performance evaluation. The 20-year increment is a flat amount without regard to number of months served.
  - # The number in parenthesis is for internal use only. Salary Schedule C-2 is used for teachers under California Emergency, Pre-Intern, Waiver, or Intern Certification.
    - Education Code Section 45041 provides that certificated employees have their annual salary adjusted for absences based on the number of days required to be served in a contract year. Yearly salary to be paid will reflect these adjustments.
- \*\*\*\*\*\*\* Employees teaching a 6th period/120% assignment will be paid on step and column plus an additional 20%

  For the purposes of calculating an employee's hourly rate of pay, it is the employee's base salary plus any longevity increments.

Approved: October 10, 2019 Updated: October 16, 2019

7/1/2019 UTP Certificated Schd C; MONTHLY

# PASADENA UNIFIED SCHOOL DISTRICT CERTIFICATED SALARY SCHEDULE (C-1#) 10.5 Months (service) paid over 11 (payroll) months Effective July 1, 2019



3.00%

- Provisions of the salary schedule apply to all certificated K-12 teachers in contract assignments and Early Childhood Certificated Teachers.
- New employees are granted schedule placement credit for years of experience. Some types of non-school work experience directly related to the assignment, and/or active military service may also be considered for salary placement. Column (Class) placement is based on the number of semester units or credits beyond the BA conferral date entered on official transcripts. Initial salary placement for teachers with 0 or 1 year of experience is 5(1)#. Maximum initial step placement is at 11(7)# for teachers with seven or more years of previous service.

| PREV    |             | CLASS A<br>BA  | CLASS B<br>BA + 18 | CLASS C<br>BA + 36 | CLASS D<br>BA + 54 | CLASS E<br>BA + 60 | CLASS F<br>BA + 75 | DR'S<br>DEGREE |
|---------|-------------|----------------|--------------------|--------------------|--------------------|--------------------|--------------------|----------------|
| SVC     |             | DA.            | DA 1 10            | DA - 30            | DA . 34            | Inc. MA or         | Inc. MA or         | DECKEL         |
|         | STEP*       | **             | **                 | **                 | **                 | Eamed Dr**         | Eamed Dr**         | •••            |
| 0,1     |             |                |                    |                    |                    |                    |                    |                |
| 2       | (5)1        | 4,859          | 4,904              | 4949               | 4,994              | 5,040              | 5,085              | 254            |
| 3       | (6)2        | 4,928          | 4,992              | 5076               | 5,159              | 5,244              | 5,386              | 269            |
| 4       | (7)3        | 4,996          | 5,081              | 5203               | 5,324              | 5,448              | 5,688              | 284            |
| 5       | (8)4        | 5,065          | 5,170              | 5329               | 5,489              | 5,652              | 5,988              | 299            |
| 6       | (9)5        | 5,134          | 5,258              | 5456               | 5,654              | 5,856              | 6,289              | 314            |
| 7       | (10)6       | 5,202          | 5,347              | 5583               | 5,818              | 6,100              | 6,590              | 329            |
| 8       | (11)7       | 5,271          | 5,435              | 5762               | 6,100              | 6,447              | 6,892              | 345            |
|         | ****        |                |                    |                    |                    |                    |                    |                |
| 9       | 8           | 5,340          | 5,523              | 5,849              | 6,192              | 6,544              | 7,192              | 360            |
| 10      | 9           | 5,408          | 5,611              | 5,964              | 6,313              | 6,672              | 7,525              | 376            |
| 11      | 10          | 5,408          | 5,611              | 5,964              | 6,313              | 6,672              | 7,901              | 395            |
| 12      | 11          | 5,408          | 5,611              | 5,964              | 6,313              | 6,672              | 8,096              | 405            |
| 13      | 12          | 5,408          | 5,611              | 5,964              | 6,313              | 6,672              | 8,096              | 405            |
| 14      | 13          | 5,408          | 5,611              | 5,964              | 6,313              | 6,672              | 8,096              | 405            |
| 15      | 14          | 5,408          | 5,611              | 5,964              | 6,313              | 6,672              | 8,096              | 405            |
| 16      | 15          | 5,408          | 5,611              | 5,964              | 6,313              | 6,672              | 8,096              | 405            |
| 16th Ye | ear Service | Increment (Mor | nthly Additive)**  | ***                |                    |                    |                    |                |
|         |             | 270.00         | 281.00             | 298.00             | 316.00             | 334.00             | 405.00             |                |
| 21st Ye | ar Service  | Increment (Mo  | nthly Additive)**  | ***                |                    |                    |                    |                |
|         |             | 270.00         | 281.00             | 298.00             | 316.00             | 334.00             | 405.00             |                |

- \* An employee must serve three-fourths of a year or more to qualify for the next step.
- \*\* Semester hours.
- \*\*\* The Dr.'s Degree includes a 5% increment (Annual Additive), effective 9/1/95.
- \*\*\*\* Double line indicates maximum limits for initial employment.
- \*\*\*\*\* A service increment of 5% calculated on the maximum regular step (not longevity service increment steps) of each column payable after 15 years of full time service in the PASADENA UNIFIED SCHOOL DISTRICT is added to the basic salary, subject to favorable work performance evaluation. The 15-year increment is a flat amount without regard to number of months served.
- A service increment of 5% calculated on the maximum regular step (not longevity service increment steps) of each column payable after 20 years of full time service in the PASADENA UNIFIED SCHOOL DISTRICT is added to the basic salary, subject to favorable work performance evaluation. The 20-year increment is a flat amount without regard to number of months served.
  - # Salary schedule C-1 is used for teachers who hold the California Clear or Preliminary Credential or who hold full certification in another state.

A stipend of \$2,500 will be paid to teachers, holding National Board Certification® issued by the National Board for Professional Teaching Standards; nurses holding national board certification issued by the Pediatric Nurse Certification Board, American Nurses Credentialing Center, American Academy of Nurse Practitioners and the National Board Certification of School Nurses; and language, speech and hearing specialist holding a Certificate of Clinical Competence issued by the American Speech-Language Hearing Association. The stipends shall be paid at the rate of \$250 per month.

Education Code Section 45041 provides that certificated employees have their annual salary adjusted for absences based on the number of days required to be served in a contract year. Yearly salary to be paid will reflect these adjustments.

\*\*\*\*\*\*\* Employees teaching a 6th period/120% assignment will be paid on step and column plus an additional 20%
For the purposes of calculating an employee's hourly rate of pay, it is the employee's base salary plus any longevity increments.

Updated: October 16, 2019

### PASADENA UNIFIED SCHOOL DISTRICT



CERTIFICATED SALARY SCHEDULE (C-2#)
10.5 Months (service) paid over 11 (payroll) months
Effective July 1, 2019

3.00%

- Provisions of the salary schedule apply to all certificated K-12 teachers in contract assignments and Early Childhood Certificated Teachers.
- New employees are granted schedule placement credit for years of experience. Some types of non-school work experience directly related to the assignment, and/or active military service may also be considered for salary placement. Column (Class) placement is based on the number of semester units or credits beyond the BA conferral date entered on official transcripts. Initial salary placement for teachers with 0 or 1 year of experience is 5(1)#. Maximum initial step placement is at 11(7)# for teachers with seven or more years of previous service.

|         |             | CLASS A       | CLASS B           | CLASS C | CLASS D       | CLASS E    | CLASS F     | DR'S   |
|---------|-------------|---------------|-------------------|---------|---------------|------------|-------------|--------|
| PREV    |             | BA            | BA + 18           | BA + 36 | BA + 54       | BA + 60    | BA + 75     | DEGREE |
| SVC     |             |               |                   |         |               | Inc. MA or | Inc. MA or  |        |
| YRS     | STEP*       | **            | ••                | **      | ) <b>**</b> : | Eamed Dr** | Earned Dr** | ***    |
| 0,1     |             | 25            |                   |         |               |            |             |        |
| 2       | (5)1        | 4,315         | 4,469             | 4623    | 4,777         | 5,040      | 5,085       | 254    |
| 3       | (6)2        | 4,452         | 4,611             | 4791    | 5,159         | 5,244      | 5,386       | 269    |
| 4       | (7)3        | 4,594         | 4,754             | 5203    | 5,324         | 5,448      | 5,688       | 284    |
| 5       | (8)4        | 4,751         | 5,170             | 5329    | 5,489         | 5,652      | 5,988       | 299    |
| 6       | (9)5        | 5,134         | 5,258             | 5456    | 5,654         | 5,856      | 6,289       | 314    |
| 7       | (10)6       | 5,202         | 5,347             | 5583    | 5,818         | 6,100      | 6,590       | 330    |
| 8       | (11)7       | 5,271         | 5,435             | 5762    | 6,100         | 6,447      | 6,892       | 345    |
|         | ***         |               |                   |         |               |            |             |        |
| 9       | 8           | 5,340         | 5,523             | 5,849   | 6,192         | 6,544      | 7,192       | 360    |
| 10      | 9           | 5,408         | 5,611             | 5,964   | 6,313         | 6,672      | 7,525       | 376    |
| 11      | 10          | 5,408         | 5,611             | 5,964   | 6,313         | 6,672      | 7,901       | 395    |
| 12      | 11          | 5,408         | 5,611             | 5,964   | 6,313         | 6,672      | 8,096       | 405    |
| 13      | 12          | 5,408         | 5,611             | 5,964   | 6,313         | 6,672      | 8,096       | 405    |
| 14      | 13          | 5,408         | 5,611             | 5,964   | 6,313         | 6,672      | 8,096       | 405    |
| 15      | 14          | 5,408         | 5,611             | 5,964   | 6,313         | 6,672      | 8,096       | 405    |
| 16      | 15          | 5,408         | 5,611             | 5,964   | 6,313         | 6,672      | 8,096       | 405    |
| 16th Ye | ear Service | Increment (Mo | nthly Additive)** | ***     | *             |            |             |        |
|         |             | 270.00        | 281.00            | 298.00  | 316.00        | 334.00     | 405.00      |        |
| 21st Ye | ar Service  | Increment (Mo | nthly Additive)** | ***     |               |            |             |        |
|         |             | 270.00        | 281.00            | 298.00  | 316.00        | 334.00     | 405.00      |        |

- \* An employee must serve three-fourths of a year or more to qualify for the next step.
- \*\* Semester hours.
- \*\*\* The Dr.'s Degree includes a 5% increment (Annual Additive), effective 9/1/95 said increment shall be paid above salary placement.
- \*\*\*\* Double line indicates maximum limits for initial employment.
- \*\*\*\*\*\* A service increment of 5% calculated on the maximum regular step (not longevity service increment steps) of each column payable after 15 years of full time service in the PASADENA UNIFIED SCHOOL DISTRICT is added to the basic salary, subject to favorable work performance evaluation. The 15-year increment is a flat amount without regard to number of months served.
- A service increment of 5% calculated on the maximum regular step (not longevity service increment steps) of each column payable after 20 years of full time service in the PASADENA UNIFIED SCHOOL DISTRICT is added to the basic salary, subject to favorable work performance evaluation. The 20-year increment is a flat amount without regard to number of months served.
  - # The number in parenthesis is for internal use only. Salary Schedule C-2 is used for teachers under California Emergency, Pre-Intern, Waiver, or Intern Certification.

Education Code Section 45041 provides that certificated employees have their annual salary adjusted for absences based on the number of days required to be served in a contract year. Yearly salary to be paid will reflect these adjustments.

\*\*\*\*\*\*\* Employees teaching a 6th period/120% assignment will be paid on step and column plus an additional 20% For the purposes of calculating an employee's hourly rate of pay, it is the employee's base salary plus any longevity increments.

Updated October 16, 2019

### PASADENA UNIFIED SCHOOL DISTRICT CERTIFICATED SALARY SCHEDULE (C-1#) 11 Months (service) paid over 12 (payroll) months

Effective July 1, 2019



3.00%

- Provisions of the salary schedule apply to all certificated K-12 teachers in contract assignments and Early Childhood Certificated Teachers.
- New employees are granted schedule placement credit for years of experience. Some types of non-school work experience directly related to the assignment, and/or active milltary service may also be considered for salary placement. Column (Class) placement is based on the number of semester units or credits beyond the BA conferral date entered on official transcripts. Initial salary placement for teachers with 0 or 1 year of experience is 5(1)#. Maximum initial step placement is at 11(7)# for teachers with seven or more years of previous service.

|         |             | CLASS A       | CLASS B           | CLASS C | CLASS D | CLASS E    | CLASS F     | DR'S   |
|---------|-------------|---------------|-------------------|---------|---------|------------|-------------|--------|
| PREV    |             | BA            | BA + 18           | BA + 36 | BA + 54 | BA + 60    | BA + 75     | DEGREE |
| svc     |             |               |                   |         |         | Inc. MA or | inc. MA or  |        |
| YRS     | STEP*       | **            | **                | **      | **      | Eamed Dr** | Earned Dr** | ***    |
| 0,1     |             |               |                   |         |         |            |             |        |
| 2       | (5)1        | 4,665         | 4,708             | 4,751   | 4,796   | 4,839      | 4,882       | 244    |
| 3       | (6)2        | 4,732         | 4,794             | 4,873   | 4,954   | 5,035      | 5,172       | 259    |
| 4       | (7)3        | 4,798         | 4,878             | 4,996   | 5,113   | 5,231      | 5,461       | 273    |
| 5       | (8)4        | 4,864         | 4,964             | 5,117   | 5,271   | 5,427      | 5,750       | 288    |
| 6       | (9)5        | 4,930         | 5,049             | 5,240   | 5,429   | 5,623      | 6,039       | 302    |
| 7       | (10)6       | 4,996         | 5,134             | 5,361   | 5,588   | 5,859      | 6,328       | 316    |
| 8       | (11)7       | 5,061         | 5,219             | 5,533   | 5,859   | 6,191      | 6,618       | 331    |
|         | ****        |               |                   |         |         |            |             |        |
| 9       | 8           | 5,127         | 5,305             | 5,618   | 5,947   | 6,284      | 6,907       | 345    |
| 10      | 9           | 5,193         | 5,389             | 5,727   | 6,063   | 6,407      | 7,226       | 361    |
| 11      | 10          | 5,193         | 5,389             | 5,727   | 6,063   | 6,407      | 7,588       | 379    |
| 12      | 11          | 5,193         | 5,389             | 5,727   | 6,063   | 6,407      | 7,774       | 389    |
| 13      | 12          | 5,193         | 5,389             | 5,727   | 6,063   | 6,407      | 7,774       | 389    |
| 14      | 13          | 5,193         | 5,389             | 5,727   | 6,063   | 6,407      | 7,774       | 389    |
| 15      | 14          | 5,193         | 5,389             | 5,727   | 6,063   | 6,407      | 7,774       | 389    |
| 16      |             | 5,193         | 5,389             | 5,727   | 6,063   | 6,407      | 7,774       | 389    |
| 16th Y  | ear Service | Increment (Mo | nthly Additive)** | ***     |         |            |             |        |
|         |             | 260.00        | 269.00            | 286.00  | 303.00  | 320.00     | 389.00      |        |
| 21st Ye | ear Service | Increment (Mo | nthly Additive)** | ***     |         |            |             |        |
|         |             | 260.00        | 269.00            | 286.00  | 303.00  | 320.00     | 389.00      |        |

<sup>\*</sup> An employee must serve three-fourths of a year or more to qualify for the next step.

\*\*\*\*\* A service increment of 5% calculated on the maximum regular step (not longevity service increment steps) of each column payable after 15 years of full time service in the PASADENA UNIFIED SCHOOL DISTRICT is added to the basic salary, subject to favorable work performance evaluation. The 15-year increment is a flat amount without regard to number of months served.

\*\*\*\*\*\* A service increment of 5% calculated on the maximum regular step (not longevity service increment steps) of each column payable after 20 years of full time service in the PASADENA UNIFIED SCHOOL DISTRICT is added to the basic salary, subject to favorable work performance evaluation. The 20-year increment is a flat amount without regard to number of months served.

# Salary schedule C-1 is used for teachers who hold the California Clear or Preliminary Credential or who hold full certification in another state.

A stipend of \$2,500 will be paid to teachers, holding National Board Certification® issued by the National Board for Professional Teaching Standards; nurses holding national board certification Issued by the Pediatric Nurse Certification Board, American Nurses Credentialing Center, American Academy of Nurse Practitioners and the National Board Certification of School Nurses; and language, speech and hearing specialist holding a Certificate of Clinical Competence issued by the American Speech-Language Hearing Association. The stipends shall be paid at the rate of \$250 per month.

Education Code Section 45041 provides that certificated employees have their annual salary adjusted for absences based on the number of days required to be served in a contract year. Yearly salary to be paid will reflect these adjustments.

Updated October 16, 2019

<sup>\*\*</sup> Semester hours.

<sup>\*\*\*</sup> The Dr.'s Degree includes a 5% increment (Annual Additive), effective 9/1/95.

<sup>\*\*\*\*</sup> Double line Indicates maximum limits for initial employment.

<sup>\*\*\*\*\*\*\*</sup> Employees teaching a 6th period/120% assignment will be paid on step and column plus an additional 20% For the purposes of calculating an employee's hourly rate of pay, it is the employee's base salary plus any longevity increments.

### PASADENA UNIFIED SCHOOL DISTRICT CERTIFICATED SALARY SCHEDULE (C-2#) 11 Months (service) paid over 12 (payroll) months



3.00%

- Effective July 1, 2019

  Provisions of the salary schedule apply to all certificated K-12 teachers in contract assignments
- 2. New employees are granted schedule placement credit for years of experience. Some types of non-school work experience directly related to the assignment, and/or active military service may also be considered for salary placement. Column (Class) placement is based on the number of semester units or credits beyond the BA conferral date entered on official transcripts. Initial salary placement for teachers with 0 or 1 year of experience is 5(1)#. Maximum initial step placement is at 11(7)# for teachers with seven or more years of previous service.

and Early Childhood Certificated Teachers.

|         |             | CLASS A        | CLASS B            | CLASS C | CLASS D | CLASS E    | CLASS F     | DR'S   |
|---------|-------------|----------------|--------------------|---------|---------|------------|-------------|--------|
| PREV    |             | BA             | BA + 18            | BA + 36 | BA + 54 | BA + 60    | BA + 75     | DEGREE |
| SVC     |             |                |                    |         |         | Inc. MA or | inc. MA or  |        |
| YRS     | STEP*       | **             | **                 | **:     | ***     | Eamed Dr** | Earned Dr** | ***    |
|         |             |                |                    |         |         |            |             |        |
| 0,1     | _           |                |                    |         |         |            |             |        |
| 2       | (5)1        | 4,145          | 4,292              | 4,439   | 4,588   | 4,839      | 4,882       | 244    |
| 3       | (6)2        | 4,276          | 4,429              | 4,601   | 4,954   | 5,035      | 5,172       | 259    |
| 4       | (7)3        | 4,411          | 4,566              | 4,996   | 5,113   | 5,231      | 5,461       | 273    |
| 5       | (8)4        | 4,563          | 4,964              | 5,117   | 5,271   | 5,427      | 5,750       | 288    |
| 6       | (9)5        | 4,930          | 5,049              | 5,240   | 5,429   | 5,623      | 6,039       | 302    |
| 7       | (10)6       | 4,996          | 5,134              | 5,361   | 5,588   | 5,859      | 6,328       | 316    |
| 8       | (11)7       | 5,061          | 5,219              | 5,533   | 5,859   | 6,191      | 6,618       | 331    |
|         | ***         |                |                    |         |         |            |             |        |
| 9       | 8           | 5,127          | 5,305              | 5,618   | 5,947   | 6,284      | 6,907       | 345    |
| 10      | 9           | 5,193          | 5,389              | 5,727   | 6,063   | 6,407      | 7,226       | 361    |
| 11      | 10          | 5,193          | 5,389              | 5,727   | 6,063   | 6,407      | 7,588       | 379    |
| 12      | 11          | 5,193          | 5,389              | 5,727   | 6,063   | 6,407      | 7,774       | 389    |
| 13      | 12          | 5,193          | 5,389              | 5,727   | 6,063   | 6,407      | 7,774       | 389    |
| 14      | 13          | 5,193          | 5,389              | 5,727   | 6,063   | 6,407      | 7,774       | 389    |
| 15      | 14          | 5,193          | 5,389              | 5,727   | 6,063   | 6,407      | 7,774       | 389    |
| 16      | 15          | 5,193          | 5,389              | 5,727   | 6,063   | 6,407      | 7,774       | 389    |
| 16th Ye | ear Service | Increment (Mor | nthly Additive)*** | **      |         |            |             |        |
|         |             | 260.00         | 269.00             | 286.00  | 303.00  | 320.00     | 389.00      |        |
| 21st Ye | ar Service  | Increment (Mo  | nthly Additive)**  | ***     |         |            |             |        |
|         |             | 260.00         | 269.00             | 286.00  | 303.00  | 320.00     | 389.00      |        |

<sup>\*</sup> An employee must serve three-fourths of a year or more to qualify for the next step.

\*\*\*\*\*\* A service increment of 5% calculated on the maximum regular step (not longevity service increment steps) of each column payable after 15 years of full time service in the PASADENA UNIFIED SCHOOL DISTRICT is added to the basic salary, subject to favorable work performance evaluation. The 15-year increment is a flat amount without regard to number of months served.

\*\*\*\*\*\*\* A service increment of 5% calculated on the maximum regular step (not longevity service increment steps) of each column payable after 20 years of full time service in the PASADENA UNIFIED SCHOOL DISTRICT is added to the basic salary, subject to favorable work performance evaluation. The 20-year increment is a flat amount without regard to number of months served.

# The number in parenthesis is for internal use only. Salary Schedule C-2 is used for teachers under California Emergency, Pre-Intern, Waiver, or Intern Certification.

Education Code Section 45041 provides that certificated employees have their annual salary adjusted for absences based on the number of days required to be served in a contract year. Yearly salary to be paid will reflect these adjustments.

\*\*\*\*\*\*\* Employees teaching a 6th period/120% assignment will be pald on step and column plus an additional 20% For the purposes of calculating an employee's hourly rate of pay, it is the employee's base salary plus any longevity increments.

Updated: October 16, 2019

<sup>\*\*</sup> Semester hours.

<sup>\*\*\*</sup> The Dr.'s Degree includes a 5% increment (Annual Additive), effective 9/1/95 said increment shall be paid above salary placement.

<sup>\*\*\*\*</sup> Double line indicates maximum limits for initial employment.

### PASADENA UNIFIED SCHOOL DISTRICT CERTIFICATED SALARY SCHEDULE (C-1#) 12 Months (service) paid over 12 (payroll) months

Effective July 1, 2019



3.00%

- Provisions of the salary schedule apply to all certificated K-12 teachers in contract assignments and Early Childhood Certificated Teachers.
- New employees are granted schedule placement credit for years of experience. Some types of non-school work experience directly related to the assignment, and/or active military service may also be considered for salary placement. Column (Class) placement is based on the number of semester units or credits beyond the BA conferral date entered on official transcripts. Initial salary placement for teachers with 0 or 1 year of experience is 5(1)#. Maximum initial step placement is at 11(7)# for teachers with seven or more years of previous service.

| ç      |             | CLASS A       | CLASS B            | CLASS C | CLASS D | CLASS E     | CLASS F    | DR'S   |
|--------|-------------|---------------|--------------------|---------|---------|-------------|------------|--------|
| PREV   |             | BA            | BA + 18            | BA + 36 | BA + 54 | BA + 60     | BA + 75    | DEGREE |
| SVC    |             |               |                    |         |         | Inc. MA or  | Inc. MA or |        |
| YRS    | STEP*       | **:           | (**)               | **      | **      | Earned Dr** | Eamed Dr** | ***    |
| 0,1    |             |               |                    |         |         |             |            |        |
| 2      | (5)1        | 5,090         | 5,138              | 5,185   | 5,232   | 5,280       | 5,327      | 266    |
| 3      | (6)2        | 5,162         | 5,230              | 5,318   | 5,405   | 5,493       | 5,642      | 282    |
| 4      | (7)3        | 5,234         | 5,323              | 5,451   | 5,577   | 5,707       | 5,958      | 298    |
| 5      | (8)4        | 5,306         | 5,416              | 5,584   | 5,750   | 5,920       | 6,274      | 314    |
| 6      | (9)5        | 5,378         | 5,508              | 5,717   | 5,923   | 6,135       | 6,589      | 329    |
| 7      | , ,         | 5,450         | 5,601              | 5,848   | 6,096   | 6,390       | 6,904      | 345    |
| 8      | (11)7       | 5,522         | 5,694              | 6,037   | 6,390   | 6,754       | 7,219      | 361    |
|        | ****        |               |                    |         |         |             |            |        |
| 9      | 8           | 5,593         | 5,787              | 6,127   | 6,488   | 6,856       | 7,534      | 377    |
| 10     | 9           | 5,665         | 5,879              | 6,247   | 6,613   | 6,989       | 7,883      | 394    |
| 11     | 10          | 5,665         | 5,879              | 6,247   | 6,613   | 6,989       | 8,278      | 414    |
| 12     | 11          | 5,665         | 5,879              | 6,247   | 6,613   | 6,989       | 8,481      | 424    |
| 13     | 12          | 5,665         | 5,879              | 6,247   | 6,613   | 6,989       | 8,481      | 424    |
| 14     | 13          | 5,665         | 5,879              | 6,247   | 6,613   | 6,989       | 8,481      | 424    |
| 15     | 14          | 5,665         | 5,879              | 6,247   | 6,613   | 6,989       | 8,481      | 424    |
| 16     |             | 5,665         | 5,879              | 6,247   | 6,613   | 6,989       | 8,481      | 424    |
| 16th Y | ear Service | Increment (Mo | nthly Additive)**  | ***     |         |             |            |        |
|        |             | 283.00        | 294.00             | 312.00  | 331.00  | 349.00      | 424.00     |        |
| 21st Y | ear Service | Increment (Mo | onthly Additive)** | ****    |         |             |            |        |
|        |             | 283.00        | 294.00             | 312.00  | 331.00  | 349.00      | 424.00     |        |

- \* An employee must serve three-fourths of a year or more to qualify for the next step.
- \*\* Semester hours.
- \*\*\* The Dr.'s Degree includes a 5% increment (Annual Additive), effective 9/1/95.
- \*\*\*\* Double line indicates maximum limits for initial employment.
- \*\*\*\*\* A service increment of 5% calculated on the maximum regular step (not longevity service increment steps) of each column payable after 15 years of full time service in the PASADENA UNIFIED SCHOOL DISTRICT is added to the basic salary, subject to favorable work performance evaluation. The 15-year increment is a flat amount without regard to number of months served.
- \*\*\*\*\*\* A service increment of 5% calculated on the maximum regular step (not longevity service increment steps) of each column payable after 20 years of full time service in the PASADENA UNIFIED SCHOOL DISTRICT is added to the basic salary, subject to favorable work performance evaluation. The 20-year increment is a flat amount without regard to number of months served.
  - # Salary schedule C-1 is used for teachers who hold the California Clear or Preliminary Credential or who hold full certification in another state.

A stipend of \$2,500 will be paid to teachers, holding National Board Certification® issued by the National Board for Professional Teaching Standards; nurses holding national board certification issued by the Pediatric Nurse Certification Board, American Nurses Credentialing Center, American Academy of Nurse Practitioners and the National Board Certification of School Nurses; and language, speech and hearing specialist holding a Certificate of Clinical Competence issued by the American Speech-Language Hearing Association. The stipends shall be paid at the rate of \$250 per month.

Education Code Section 45041 provides that certificated employees have their annual salary adjusted for absences based on the number of days required to be served in a contract year. Yearly salary to be paid will reflect these adjustments.

\*\*\*\*\*\*\* Employees teaching a 6th period/120% assignment will be paid on step and column plus an additional 20%
For the purposes of calculating an employee's hourly rate of pay, it is the employee's base salary plus any longevity increments.

### PASADENA UNIFIED SCHOOL DISTRICT CERTIFICATED SALARY SCHEDULE (C-2#) 12 Months (service) paid over 12 (payroll) months

Effective July 1, 2019



3.00%

- Provisions of the salary schedule apply to all certificated K-12 teachers in contract assignments and Early Childhood Certificated Teachers.
- New employees are granted schedule placement credit for years of experience. Some types of non-school work experience directly related to the assignment, and/or active military service may also be considered for salary placement. Column (Class) placement is based on the number of semester units or credits beyond the BA conferral date entered on official transcripts. Initial salary placement for teachers with 0 or 1 year of experience is 5(1)#. Maximum initial step placement is at 11(7)# for teachers with seven or more years of previous service.

| ç       |             | CLASS A        | CLASS B            | CLASS C | CLASS D | CLASS E    | CLASS F    | DR'S   |
|---------|-------------|----------------|--------------------|---------|---------|------------|------------|--------|
| PREV    |             | BA             | BA + 18            | BA + 36 | BA + 54 | BA + 60    | BA + 75    | DEGREE |
| SVC     |             |                |                    |         |         | Inc. MA or | Inc. MA or |        |
| YRS     | STEP*       | **             | **                 | **      | **      | Eamed Dr** | Eamed Dr** | ***    |
|         |             |                |                    |         |         |            |            |        |
| 0,1     | 4           |                |                    |         |         |            |            |        |
| 2       | ` ' '       | 4,521          | 4,682              | 4,843   | 5,005   | 5,280      | 5,327      | 266    |
| 3       | (6)2        | 4,664          | 4,832              | 5,019   | 5,405   | 5,493      | 5,642      | 282    |
| 4       | (7)3        | 4,813          | 4,981              | 5,451   | 5,577   | 5,707      | 5,958      | 298    |
| 5       | (8)4        | 4,977          | 5,416              | 5,584   | 5,750   | 5,920      | 6,274      | 314    |
| 6       | (9)5        | 5,378          | 5,508              | 5,717   | 5,923   | 6,135      | 6,589      | 329    |
| 7       | (10)6       | 5,450          | 5,601              | 5,848   | 6,096   | 6,390      | 6,904      | 345    |
| 8       | (11)7       | 5,522          | 5,694              | 6,037   | 6,390   | 6,754      | 7,219      | 361    |
|         | ***         |                |                    |         |         |            |            |        |
| 9       | 8           | 5,593          | 5,787              | 6,127   | 6,488   | 6,856      | 7,534      | 377    |
| 10      | 9           | 5,665          | 5,879              | 6,247   | 6,613   | 6,989      | 7,883      | 394    |
| 11      | 10          | 5,665          | 5,879              | 6,247   | 6,613   | 6,989      | 8,278      | 414    |
| 12      | 11          | 5,665          | 5,879              | 6,247   | 6,613   | 6,989      | 8,481      | 424    |
| 13      | 12          | 5,665          | 5,879              | 6,247   | 6,613   | 6,989      | 8,481      | 424    |
| 14      | 13          | 5,665          | 5,879              | 6,247   | 6,613   | 6,989      | 8,481      | 424    |
| 15      | 14          | 5,665          | 5,879              | 6,247   | 6,613   | 6,989      | 8,481      | 424    |
| 16      | 15          | 5,665          | 5,879              | 6,247   | 6,613   | 6,989      | 8,481      | 424    |
| 16th Ye | ear Service | Increment (Mor | nthly Additive)*** | **      |         |            |            |        |
|         |             | 283.00         | 294.00             | 312.00  | 331.00  | 349.00     | 424.00     |        |
| 21st Ye | ear Service | Increment (Mo  | nthly Additive)**  | ***     |         |            |            |        |
|         |             | 283.00         | 294.00             | 312.00  | 331.00  | 349.00     | 424.00     |        |

<sup>\*</sup> An employee must serve three-fourths of a year or more to qualify for the next step.

# The number in parenthesis is for internal use only. Salary Schedule C-2 is used for teachers under California Emergency, Pre-Intern, Waiver, or Intern Certification.

Education Code Section 45041 provides that certificated employees have their annual salary adjusted for absences based on the number of days required to be served in a contract year. Yearly salary to be paid will reflect these adjustments.

\*\*\*\*\*\*\* Employees teaching a 6th period/120% assignment will be paid on step and column plus an additional 20%

For the purposes of calculating an employee's hourly rate of pay, it is the employee's base salary plus any longevity increments.

Updated October 16, 2019

<sup>\*\*</sup> Semester hours.

<sup>\*\*\*</sup> The Dr.'s Degree includes a 5% increment (Annual Additive), effective 9/1/95 said increment shall be paid above salary placement.

<sup>\*\*\*\*</sup> Double line indicates maximum limits for initial employment.

<sup>\*\*\*\*\*\*</sup> A service increment of 5% calculated on the maximum regular step (not longevity service increment steps) of each column payable after 15 years of full time service in the PASADENA UNIFIED SCHOOL DISTRICT is added to the basic salary, subject to favorable work performance evaluation. The 15-year increment is a flat amount without regard to number of months served.

<sup>\*\*\*\*\*\*\*\*</sup> A service increment of 5% calculated on the maximum regular step (not longevity service increment steps) of each column payable after 20 years of full time service in the PASADENA UNIFIED SCHOOL DISTRICT is added to the basic salary, subject to favorable work performance evaluation. The 20-year increment is a flat amount without regard to number of months served.



### PASADENA UNIFIED SCHOOL DISTRICT

### SUPPLEMENTAL EMPLOYMENT-CERTIFICATED

### Effective July 1, 2019

HOURLY rates for after school coaching and supplemental assignments as contained in Appendix B (2 & 3) of the UTP Agreement:

3.00%

| STEP            | CLASS A       | CLASS B            | CLASS C               | CLASS D | CLASS E              | CLASS F        |
|-----------------|---------------|--------------------|-----------------------|---------|----------------------|----------------|
| (5)1            | 37.22         | 38.93              | 40.65                 | 42.43   | 44.15                | 45.98          |
| (6)2            | 38.93         | 40.65              | 42.43                 | 44.15   | 45.98                | 47.69          |
| (7)3            | 40.65         | 42.43              | 44.15                 | 45.98   | 47.69                | 49.41          |
| (8)4            | 42.43         | 44.15              | 45.98                 | 47.69   | 49.41                | 52.52          |
| (9)5            | 44.15         | 45.98              | 47.69                 | 49.41   | 52.52                | 55.60          |
| (10)6           | 45.98         | 47.69              | 49.41                 | 52.52   | 55.60                | 58.71          |
| Pay Rates for:* | Workshop Pres |                    | '                     |         | \$ 55.60             | /hour          |
|                 |               | WOLK HOLDING WISE  | : Identified          |         | \$ 30.24             | /hour          |
|                 |               | ol and Saturday So |                       |         | \$ 30.24<br>\$ 41.77 | /hour<br>/hour |
|                 | Summer School |                    | cholars               |         | •                    |                |
|                 | Summer School | ol and Saturday So | cholars<br>(prorated) |         | \$ 41.77             | /hour          |

<sup>\*</sup> To be adjusted annually by percentage applied to salary schedule.

\*\*\*

The hourly rate is for a secondary teacher who covers a class during his or her preparation period.

<sup>\*\*</sup> Rate applies to regular teachers who cover classes for other teachers. The daily rate for elementary may be prorated among teachers who accept students of absent teachers. The prorated amount will be based on the percentage of students received during the period or day.

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### PASADENA UNIFIED SCHOOL DISTRICT

### CHILDREN'S CENTERS & PERMIT TEACHERS

### MONTHLY SALARY SCHEDULE for 10-MONTH SERVICE OVER 11 PAYMENTS

### Effective July 1, 2019

3.00%

| CLASS V<br>120 | CLASS IV<br>90-119 | CLASS III<br>60-89 | CLASS II<br>40-59 | CLASS I<br>39 or less | STEP |
|----------------|--------------------|--------------------|-------------------|-----------------------|------|
| Units or B     | Units              | Units              | Units             | Units                 |      |
| 2,753          | 2,659              | 2,566              | 2,472             | 2,378                 | 1    |
| 2,828          | 2,726              | 2,625              | 2,534             | 2,442                 | 2    |
| 2,904          | 2,793              | 2,684              | 2,596             | 2,507                 | 3    |
| 2,979          | 2,860              | 2,744              | 2,657             | 2,572                 | 4    |
| 3,054          | 2,927              | 2,804              | 2,718             | 2,636                 | 5    |
| 3,129          | 2,994              | 2,862              | 2,780             | 2,701                 | 6    |
| 3,204          | 3,062              | 2,922              | 2,842             | 2,765                 | 7    |
| 3,278          | 3,129              | 2,981              | 2,904             | 2,829                 | 8    |
| 3,354          | 3,196              | 3,041              | 2,965             | 2,894                 | 9    |

After employment an employee must serve 75% or more of a school year to qualify for the next step.

### SUBSTITUTE TEACHERS' HOURLY RATES

| CLASS I | CLASS II | CLASS III | CLASS IV | CLASS V |
|---------|----------|-----------|----------|---------|
| 15.10   | 15.46    | 15.84     | 16.62    | 17.48   |

Effective July 1, 1994, Lead Teachers in the school age program shall be paid a stipend of 1% above their placement on the basic salary schedule. Head Teachers in the child care program shall be paid a stipend of 3% above their placement on the basic salary schedule.

Effective July 1, 1995, if a teacher in the District's Children's Center program is hired as a teacher in the District's K-12 program, he/she shall be allowed credit on the certificated salary schedule at the rate of one year of credit for each two (2) years of full Children's Center program service in the District.



### PASADENA UNIFIED SCHOOL DISTRICT

### CHILDREN'S CENTERS & PERMIT TEACHERS

### MONTHLY SALARY SCHEDULE for 12-MONTH SERVICE

### Effective July 1, 2019

3.00%

| STEP | CLASS I<br>39 or less | CLASS II<br>40-59 | CLASS III<br>60-89 | CLASS IV<br>90-119 | CLASS V<br>120 |
|------|-----------------------|-------------------|--------------------|--------------------|----------------|
|      | Units                 | Units             | Units              | Units              | Units or BA    |
|      |                       |                   |                    |                    |                |
| 1    | 2,617                 | 2,720             | 2,823              | 2,926              | 3,030          |
| 2    | 2,688                 | 2,788             | 2,888              | 3,000              | 3,112          |
| 3    | 2,758                 | 2,856             | 2,954              | 3,074              | 3,195          |
| 4    | 2,829                 | 2,923             | 3,019              | 3,148              | 3,277          |
| 5    | 2,900                 | 2,991             | 3,084              | 3,221              | 3,360          |
| 6    | 2,972                 | 3,059             | 3,149              | 3,295              | 3,442          |
| 7    | 3,042                 | 3,127             | 3,214              | 3,368              | 3,525          |
| 8    | 3,113                 | 3,194             | 3,280              | 3,442              | 3,607          |
| 9    | 3,184                 | 3,262             | 3,344              | 3,515              | 3,689          |

After employment an employee must serve 75% or more of a school year to qualify for the next step.

### SUBSTITUTE TEACHERS' HOURLY RATES

| CLASS I | CLASS II | CLASS III | CLASS IV | CLASS V |
|---------|----------|-----------|----------|---------|
| 15.10   | 15.46    | 15.84     | 16.62    | 17.48   |

Effective July 1, 1994, Lead Teachers in the school age program shall be paid a stipend of 1% above their placement on the basic salary schedule. Head Teachers in the child care program shall be paid a stipend of 3% above their placement on the basic salary schedule.

Effective July 1, 1995, if a teacher in the District's Children's Center program is hired as a teacher in the District's K-12 program, he/she shall be allowed credit on the certificated salary schedule at the rate of one year of credit for each two (2) years of full Children's Center program service in the District.



## CHILDREN'S CENTERS & PERMIT TEACHERS HOURLY SALARY SCHEDULE

### Effective July 1, 2019

3.00%

| STEP | CLASS I<br>39 or less | CLASS II<br>40-59 | CLASS III<br>60-89 | CLASS IV<br>90-119 | CLASS V<br>120 |
|------|-----------------------|-------------------|--------------------|--------------------|----------------|
|      | Units                 | Units             | Units              | Units              | Units or BA    |
| 1    | 15.10                 | 15.70             | 16.29              | 16.88              | 17.48          |
| 2    | 15.51                 | 16.09             | 16.67              | 17.31              | 17.95          |
| 3    | 15.91                 | 16.47             | 17.04              | 17.74              | 18.44          |
| 4    | 16.33                 | 16.86             | 17.42              | 18.16              | 18.91          |
| 5    | 16.73                 | 17.25             | 17.79              | 18.58              | 19.39          |
| 6    | 17.14                 | 17.64             | 18.17              | 19.01              | 19.87          |
| 7    | 17.55                 | 18.04             | 18.54              | 19.44              | 20.34          |
| 8    | 17.95                 | 18.43             | 18.92              | 19.86              | 20.83          |
| 9    | 18.36                 | 18.81             | 19.29              | 20.28              | 21.30          |

After employment an employee must serve 75% or more of a school year to qualify for the next step.

Appendix A-2

TA-6-11-14 99

### UTP & PUSD

### Side Letter of Agreement

### December 10, 1998

### Staff Development Buy-Back Days

- 1. The District and the Association agree that the 1998-99 work year for unit members shall be increased by one (1) day. For teachers, the work year will be increased from 184-to 185 days of mandatory service by adding June 25, 1999 to the teacher work calendar.
  - 1.1 February 5, 1999 will be changed from a non-teaching work day to a mandatory day of staff development activities for all bargaining unit members. Said day and activities shall be in compliance with the State requirements for buy-back reimbursement.
    - 1.1.1 Teachers will not be required to submit student grades to the school office until noon on February 10, 1999.
    - 1.1.2. The Deputy Superintendent will send written confirmation of this change in due date/time to site administrators.
  - 1.2 As a result of the added day of service for 1998-99 described herein, an additional half of one percent (.005) will be added to the salary schedule as described herein.
- 2. The District and the Association agree that the 1999-2000 work year for unit members shall be increased by one (1) day beyond the 1998-99 increase described above. This increased day shall be devoted to staff development activities. For teachers, the work year will be increased from 185 to 186 days of mandatory service.

The date to be added and issue of the semester break day shall be addressed when the parties finalize calendar negotiations for 1999-2000.

- 2.1 The added day of staff development activities shall be in compliance with the State requirements for buy-back reimbursement.
- 2.2 As a result of the added day of service for 1999-2000 described herein, an additional half of one percent (.005) will be added to the salary schedule as described herein.
- 3. In order to avoid adding ½% for 1998-99, retroactive to 7/1/98, plus another ½% for 1999-2000, the parties have alternatively agreed to add 1% to the salary schedule, effective with the start of the second semester of 1998-99 (2/8/99). Therefore, effective on said date the 1997-98 salary schedule shall be increased by 4.4%; there shall be no other increase to the salary schedule as a result of the added service days described in items 1 & 2, above.
- 4. In addition to the provisions described above, the District will offer a voluntary day of staff development activities in 1998-99, that are in compliance with the State requirement for buy-back reimbursement. Said voluntary day may be divided into segments, but a unit member must attend all portions of that division in order to receive the stipend payment described herein.
  - 4.1 Unit members attending these voluntary activities will receive a separate check for S230 for a full day's attendance.
  - 4.2 The District and the Association shall strongly encourage bargaining unit members to participate in said voluntary activities.

- 5. Effective with the 1999-2000 school year, should the State rescind or reduce the current funding on the staff development buy-back days on which this Tentative Agreement is predicated, the salary increase contemplated in item 3, above, shall be automatically impacted as described below. For example: (a) if the funding is rescinded, the length of the unit member work year and salary schedule shall return to the provisions in effect prior to this Side Letter of Agreement; and (b) if the funding is reduced, the extension of the unit member work year and the salary schedule increase that was related thereto shall be proportionately reduced, but only in full day and ½% increments. Therefore: (c) if the funding is reduced by 50% as of 7/1/99, the work year for 1999-2000 shall be reduced by one (1) day and ½% (.005) shall be removed from the 1999-2000 salary schedule as of 7/1/99; (d) if the funding is reduced by one third (1/3), the unit member work year will also be reduced by one (1) day and the salary schedule reduced by a ½% (.005); (e) if the funding is reduced by two thirds (2/3), the unit member work year will be reduced by two (2) days and the salary schedule reduced by one (1) percent (1%).
- 6. If the unit member work year is to be reduced pursuant to Section 5, above, the parties shall reopen calendar negotiations in order to identify which day(s) shall be converted to non-service.
- 7. The provisions contained herein shall not be considered precedence setting or the status quo in any future negotiations on this subject.

For the Association

For the District

Marietta S. Palmer

TA902 4:15

Appendix A-2

UTP Proposal June 11, 2004

Memorandum of Understanding
Between
Pasadena Unified School District
And
United Teachers of Pasadena
Staff Development Buy-Back Day

This Memorandum of Agreement ("MOU") is entered into by and between Pasadena. Unified School District ("PUSD") and the United Teachers of Pasadena ("UTP") on June 11, 2004.

- 1. Retroactive to September 2, of the 2003-04 school year, the District will compensate unit members for the third staff development "buy-back" day, with an additional half of one percent (.005) added to all salary schedules. Payment of the half percent (.005) on schedule will be paid within ninety (90) days of Board approval of this MOU.
- Should the State rescind or reduce the current funding on the staff
  development buy-back day on which this MOU is predicated, the salary
  increase and the work year shall be reduced, by one half percent (.005) and
  one day, respectively.
- 3. This agreement resolves all issues related to adding the staff development "buy back" days to the official work year calendar, including but not limited to the United Teachers of Pasadena v. Pasadena Unified School District Unfair Practice Charge No. LA-CE-4678-E,

United Teachers of Pasadena:

Pasadena Unified School District:

Bethel Tor. President

Superintendent/Designed

### SALARY SCHEDULE CLASSIFICATIONS

### CLASS A

- a. Possession of a bachelor's degree from an accredited college or university; or
- b. Possession of a California Class A, B, or D vocational credential or the Standard Designated Subjects Teaching Credential with Specialization in Vocational Trade and Technical Teaching (if necessary for the assignment).

### CLASS B

- a. Possession of a bachelor's degree from an accredited college or university plus eighteen (18) semester units of appropriate study completed after the receipt of the bachelor's degree; or designated in Class A, paragraph b, if necessary for the assignment.
- b. Thirty (30) semester units of appropriate study plus possession of a vocational credential designated to Class A, paragraph b, if necessary for the assignment.

### CLASS C

- a. Possession of a bachelor's degree from an accredited college or university plus thirty-six (36) semester units of appropriate study completed after the receipt of the bachelor's degree; or
- b. Sixty (60) semester units of appropriate study plus possession of a vocational credential designated in Class A, paragraph b, if necessary for the assignment.

### CLASS D

- a. Possession of a bachelor's degree from an accredited college or university plus fifty-four (54) semester units of appropriate study completed after the receipt of the bachelor's degree from an accredited college or university; or
- b. Ninety (90) semester units of appropriate study plus possession of a vocational credential designated in Class A, paragraph b, if necessary for the assignment.

### CLASS E

- a. Possession of a bachelor's degree from an accredited college or university plus sixty (60) semester units of appropriate study completed after the receipt of the bachelor's degree and possession of a master's degree or earned doctorate from an accredited college or university; or
- b. Possession of a bachelors degree from an accredited college or university plus possession of vocational credential designated in Class A, paragraph b, if necessary for the assignment.

### CLASS F

- a. Possession of a bachelor's degree from an accredited college or university plus seventy-five (75) semester units of appropriate study completed after the receipt of the bachelor's degree and possession of a master's degree or earned doctorate from an accredited college or university; or
- b. Possession of a master's degree from an accredited college or university plus possession of the appropriate vocational credential designated in Class A, paragraph b, if necessary for the assignment.

### SENIOR HIGH COACHING ASSIGNMENTS

| Coaching Assignment  | Supplemental<br>*Rate | *  | **RATIO   | .=                                      | otal Pay<br>per<br>ssignment |
|--|-----------------------|--|---|---|------------------------------|
| Fall Sports Athletic Director - II Athletic Director - I Cross Country Football, Varsity Football, Varsity, Asst. Football, Varsity, Asst. Football, Varsity, Asst. Football, JV Football, JV Football, JV Asst. Football, Soph/Frosh Football, Soph/Frosh Football, Soph/Frosh Tennis, Girls Tennis, Asst. /Girls |                       | x<br>x<br>x<br>x<br>x<br>x<br>x<br>x<br>x<br>x | 40.<br>30<br>50<br>85<br>65<br>65<br>65<br>55<br>65<br>50<br>60<br>40 |   |                              |
| Volleyball - Girls<br>Volleyball, Asst. /Girls<br>Water Polo<br>Winter Sports  |                       | x<br>x<br>x                                    | 60<br>40<br>60  | 11 11                                   | 14                           |
| Athletic Director II Athletic Director I Basketball, Varsity Basketball, JV Basketball, Soph/Frosh   |                       | X<br>X<br>X<br>X                               | 40<br>30<br>70<br>50  | ======================================= | V                            |
| Soccer<br>Soccer, Asst.<br>Basketball - Girls<br>Basketball, Asst./Girls   |                       | X<br>X<br>X                                    | 60<br>40<br>70<br>50  | 11 11 11 11                             |                              |
| Water Polo - Girls Spring Sports Athletic Director II Athletic Director I Badminton - Girls  |                       | x<br>x<br>x                                    | 40<br>30<br>50  |   |                              |
| Baseball, Varsity<br>Baseball, Soph/Frosh<br>Gymnastics<br>Gymnastics Asst.  |                       | x<br>x<br>x<br>x                               | 60<br>50<br>60<br>40<br>60  | = =                                     |                              |
| Tennis Track, Varsity Track, Girls Track, Asst. Track, Asst.   |                       | x<br>x<br>x                                    | 60<br>60<br>50<br>50  | 11 11 11                                |                              |
| Softball, Girls<br>Softball, Asst./Girls<br>Swimming<br>Swimming - Girls   |                       | X<br>X<br>X                                    | 60<br>50<br>60<br>60  | = = = = = = = = = = = = = = = = = = =   |                              |

<sup>\*</sup> Supplemental Rate is contained in Appendix A (1) \*\*Ratio will be defined as number of hours per season

### ADDITIONAL SUPPLEMENTAL PAY ASSIGNMENTS AT THE SENIOR HIGH SCHOOL

If a unit member is assigned to one of the following duties, then the unit member shall be paid in accordance with the following formula:

| Assignment  | Salary<br>Class | Supplemental<br>*Rate | x                                     | **RATIO  |   | Total Pay<br>Per<br>Assignment |
|---|-----------------|-----------------------|---------------------------------------|--|---|--------------------------------|
| Year Book Newspaper Marching Band Choral (Vocal Music) Drama Stage Manager Graphic Arts (Print Sho PEP Advisor ASB Advisor Dance Production Speech (Forensics) Tall Flags Academic Decathlon/ | p)              |                       | x x x x x x x x x x x x x x x x x x x | 40<br>40<br>40<br>40<br>40<br>40<br>40<br>40<br>40<br>40<br>40<br>40 |   |                                |
| Orchestra   |                 | Part of the second    | X                                     | 40   | = | 190                            |

If a unit member is assigned at the discretion of the District, then the unit member shall be paid in accordance with the following formula:

Department chairpersons of departments composed of five (5) to fifteen (15) teachers will receive a ratio of 1.03; Department chairpersons of departments composed of sixteen (16) or more teachers will receive a ratio of 1.04.

- \* Supplemental Rate is contained in Appendix A (1).
- \*\* Ratio will be defined as number of hours per school year.

# Pasadena Unified School District Official Calendar for the 2018-2019 School Year



AND THE PROPERTY OF THE PROPER

|                                     |          |      |        |          |        |          |          |          | SUM | MER   | SCHO | DL. |     |      |      |      |         |                   |       |          | Vork<br>Days | Student<br>Days |
|-------------------------------------|----------|------|--------|----------|--------|----------|----------|----------|-----|-------|------|-----|-----|------|------|------|---------|-------------------|-------|----------|--------------|-----------------|
|                                     | Mon      | Tue  | Wed    | Thu      | Fri    | Mon      | Tue      | Wed      | Thu | Fri   | Mon  | Tue | Wed | Thu  | Fri  | Mon  | Tue     | Wed               | Thu   | Fri      |              |                 |
| Summer School<br>IUN 4 - JUN 22     | 1        |      |        |          |        | Jun<br>4 | 5        | 6        | 7   | 8     | 11   | 12  | 13  | 14   |      | 18   | 19      | 20                | 21    |          | 11           | 11              |
| Summer School<br>IUN 25 - JULY 13   | 25       | 26   | 27     | 28       | 29     | Jul 2    | 3        |          | 5   | 6     | 9    | 10  | 11  | 12   | 13   |      |         |                   |       |          | 13           | 13              |
| IULY 23 - AUG 3                     | 23       | 24   | 25     | 26       | 27     | 30       | 31       | Aug<br>1 | 2   | 3     |      |     |     |      | -    |      |         | 0-1               |       |          | 24           | 24              |
|                                     |          |      |        |          |        | _        |          |          | FIR | ST SE | MEST | ER  |     | _    | Tota | Days | Sumr    | ner Sci           | 1001; | _        | 24           |                 |
| st School Month                     | 6        | 7    | (3)    | (9)      | 10     | 13       | 14       | 15       | 16  | 17    | 20   | 21  | 22  | 23   | 24   | 27   | 28      | 29                | 30    | 31       | 18           | 15              |
| nd School Month<br>SEP 3 - SEP 28   | 13       | 4    | 5      | 6        | 7      | 10       | 11       | 12       | 13  | 14    | 17   | 18  | 19  | 20   | 21   | 24   | 25      | 26                | 27    | 28       | 19           | 19              |
| rd School Month                     | Oct<br>1 | 2    | 3      | 4        | 5      | 8        | 9        | 10       | 11  | 1     | 15   | 16  | 17  | 18   | 19   | 22   | 23      | 24                | 25    | 26       | 20           | 19              |
| Ih School Month                     | 29       | 30   | 31     | Nov<br>1 | 2      | 5        | 6        | 7        | 8   | 9     | 12   | 13  | 14  | 15   | 16   | 19   | 20      | 21                | 22    | 23       | 14           | 14              |
| ith School Month                    | 26       | 27   | 28     | 29       | 30     | Dec<br>3 | 4        | 5        | 6   | 7     | 10   | 11  | 12  | 13   | 14   | 17   | 18      | 19                | 20    | 21       | 19           | 19              |
| 5th School Month<br>DEC 24 - JAN 4  | 24       | 25   | 26     | 27       | 28     | 31       | Jan<br>1 | 2        | 3   | 4     |      |     |     |      |      |      |         |                   |       |          | О            | 0               |
|                                     |          |      |        |          |        |          |          |          |     |       |      |     |     |      | Tota | Days | First ! | Semes             | ter:  |          | 90           | 86              |
| Sth School Month                    | B 7      | A    | 9      | 10       | 11     | 14       | 15       | 16       | 17  | 18    | 121  | 22  | 23  | 24   | 25   | 28   | 29      | 30                | 31    | Feb      | 19           | 19              |
| Th School Month                     | 4        | 5    | 6      | 7        | 8      | 0        | 12       | 13       | 14  | 15    | 58   | 19  | 20  | 21   | 22   | 25   | 26      | 27                | 28    | Mar<br>1 | 18           | 18              |
| th School Month                     | 4        | 5    | 6      | 7        | 8      | 11       | 12       | 13       | 14  | 15    | 10   | 10  | 20  | 21   | 22   | 25   | 26      | 27                | 28    | 29       | 15           | 15              |
| th School Month                     | Apr      | 2    | 3      | 4        | 5      | 8        | 9        | 10       | 11  | 12    | 15   | 16  | 17  | 18   | 19   | 22   | 23      | 24                | 25    | 26       | 20           | 19              |
| Oth School Month                    |          |      | May    |          |        | $\vdash$ | Ť        |          |     |       | 100  |     | 15  | 16   | 17   | 20   | 21      | 22                | 23    | 24       | 20           | 20              |
| APR 29 - MAY 24                     | 29       | 30   | 1_     | 2        | 3      | 6        | 7        | 8        | 9   | 10    | 13   | 14  | 10  | 10   |      | 120  |         |                   |       |          | 1-           | +               |
| 1th School Month<br>JAY 27 - MAY 31 | 27       | 28   | 29     | 30       | # 31   |          |          |          |     |       |      |     |     |      |      | _    |         |                   |       |          | 4            | 3               |
| Jul 4                               | indep    | ende | nce Da | y (Sch   | ools & | Office   | s Clos   | ed)      |     |       |      |     |     | Tota |      | •    |         | ond Sei<br>19 Sch |       |          | 96<br>186    | 94<br>180       |

| Jul 4           | independence Day (Schools & Offices Closed)              |
|-----------------|--|
| Aug 3           | Admission Day (Schools & Offices Closed)                 |
| Sep 3           | Labor Day (Schools & Offices Closed)                     |
| Aug 22 - Sep 26 | Back-to-School Night (Minimum Day)                       |
| Aug 22          | Biair & Jefferson  |
| Aug 30          | Longfellow, Roosevelt, & Willard                         |
| Sep 5           | Eliot & Marshali   |
| Sep 6           | Sierra Madre MS, Washington MS, & Wilson                 |
| Sep 12          | Norma Coombs, Don Benito, Madison,                       |
| 51.0            | & Slerra Madre ES  |
| Sep 13          | Altadena, Cleveland, Field, Franklin, Hamilton,          |
|                 | Jackson, McKinley, & San Rafael                          |
| Sep 25          | Washington ES & Webster                                  |
| Sep 26          | Focus Point, Muir, PALS, PHS, & Rose City                |
| Nov 12          | Veterans Day (Schools & Offices Closed)                  |
| Nov 19-23       | Thanksgiving Break                                       |
| Dec 21          | First Day of Winter Break                                |
| Jan 4           | End of Winter Break                                      |
| Jan 7           | Students Return From Winter Break                        |
| Jan 21          | Martin L. King, Jr. Day (Schools & Offices Closed)       |
| Feb 11          | Lincoln's Birthday (Schools & Offices Closed)            |
| Feb 18          | Presidents Day (Schools & Offices Closed)                |
| Mar 18-22       | Spring Break   |
| Mar 27 - May 16 | Open House (Minimum Day)                                 |
| Mar 27          | Muir, PHS & Rose City                                    |
| Apr 3           | Focus Point  |
| Apr 4           | PALS   |
| Apr 17          | Blair  |
| Apr 18          | Ellot, Roosevelt, Washington MS, & Wilson                |
| May 1           | Madison & Washington ES                                  |
| May 2           | Altadena, Don Benito, Field, Hamilton,                   |
| Const           | Jackson, Jefferson, Longfellow, McKinley,                |
|                 | San Rafael, Sierra Madre ES, & Willard                   |
| May 8           | Sierra Madre MS  |
| May 16          | Cleveland, Norma Coombs, Franklin, Marshall<br>& Webster |
| May 27          | Memorial Day (Schools & Offices Closed)                  |

| SPE   | CIAL DA     | TES   |
|-------|-------------|---|
| Jun   | 6           | Beginning of Summer School S                                  |
| Jun 1 | 5, 22, & 29 | Schools Closed  |
| Jul   | 13          | Last Day of Summer School                                     |
| Jul   | 27          | First Day for 11-Month Unit Members                           |
| Aug   | 8           | First Day for 10 1/2 Month Unit Members                       |
| Aug   | 8           | Teachers on Duty, Staff Develop Day (SBCP) Pupil Free Day     |
| Aug   | 9           | Staff Development Day, Pupil Free Day                         |
| Aug   | 10          | Unit Member Driven Day, Pupil Free Day ₩                      |
| Aug   | 13          | Beginning of First Semester, First Day for Students A         |
| Oct   | 11          | Rose City Quarterly Exams - Shortened Day for Rose City       |
| Oct   | 12          | Staff Develop. Day (SBCP) for High Schools, Pupil Free Day    |
| Oct   | 12          | Parent Conference Day for Elementary & Middle Schools;        |
| Nov   | 16          | Shortened Day for Over Banked Minutes                         |
| Dec   | 14          | Shortened Day for Over Banked Minutes (High Schools)          |
| Dec   | 18          | Shortened Day for Over Banked Minutes (Rose City)             |
| Dec   | 18-20       | High School Final Exams - Shortened Day for High Schools      |
| Dec   | 19-20       | Rose City Final Exams - Shortened Day for Rose City           |
| Dec   | 20          | Shortened Day for Over Banked Minutes (K-8)                   |
| Dec   | 20          | Fall Semester Ends  |
| Jan   | 7           | First day of Second Semester B                                |
| Mar   | 14          | Rose City Quarterly Exams - Shortened Day for Rose City       |
| Mar   | 15          | Shortened Day for Over Banked Minutes                         |
| Apr   | 1           | Staff Development Day; Pupil Free Day                         |
| Apr   | 19          | Shortened Day for Over Banked Minutes                         |
| May   | 28-30       | High School Final Exams - Shortened Day for High Schools      |
| May   | 29-30       | Rose City Final Exams - Shortened Day for Rose City           |
| May   | 30          | Last Day for Students - Shortened Day                         |
| May   | 31          | Last Day for Teachers, Unit Member Driven Day, Pupil Free Day |
| Jun   | 14          | Last Day for 10 1/2 & 11 month Unit Members                   |
|       |             |   |

|      |  |   | "                              |
|------|--|---|--------------------------------|
| egen | ):<br>                                   |   |                                |
|      | = Schools are closed                     | Α | = First Day for Students       |
| 0    | = Staff Dev Days (SBCP); Pupil Free Day  | В | = Beginning of Second Semester |
| Δ    | = Parent Conference Day                  | S | = First Day of Summer School   |
| #    | = Unit Member Driven Day; Pupil Free Day | ٠ | = School Holiday               |

# r sesurgira Ullimou Sulloui District

|      |     |       |     |     | C        | Offic |          | .D D | EVE |    | MEN | 18-20 <sup>.</sup><br>T PR |     |      | i Yea | r   |     |     |     | Teacher<br>Work<br>Days | Student<br>Days |
|------|-----|-------|-----|-----|----------|-------|----------|------|-----|----|-----|----------------------------|-----|------|-------|-----|-----|-----|-----|-------------------------|-----------------|
| Mon  | Tue | Wed   | Thu | Fri | Mon      | Tue   | Wed      |      |     | _  | _   | Wed                        | Thu | Fri  | Mon   | Tue | Wed | Thu | Fri |                         |                 |
| ino. |     | .,,,, |     |     | Jun<br>4 | 5     | 6        | 7    | 8   | 11 | 12  | 13                         | 14  | 15   | 18    | 19  | 20  | 21  | 22  |                         |                 |
| 25   | 28  | 27    | 28  | 29  | Jul 2    | 3     |          | 5    | 6   | 9  | 10  | 11                         | 12  | # 13 | 16    | 17  | 18  | 19  | 20  |                         |                 |
| 23   | 24  | 25    | 26  | 27  | 30       | 31    | Aug<br>1 | 2    | 773 |    |     |                            |     |      |       |     |     |     |     |                         |                 |

| JULY 23 - AUG 3                     | 23       | 24 | 25   | 26       | 27      | 30       | 31         | 1  | 2   | Hick |      |    |    |    |      |      |       |       |      |    |    |    |
|-------------------------------------|----------|----|------|----------|---------|----------|------------|----|-----|------|------|----|----|----|------|------|-------|-------|------|----|----|----|
|                                     |          |    |      |          |         |          |            |    | FIR | STSE | MEST | ER |    |    |      |      |       |       |      |    |    |    |
| 1st School Month<br>AUG 6 - AUG 31  | 8        | 7  | # 1  | 9        | A<br>10 | 13       | 14         | 15 | 16  | 17   | 20   | 21 | 22 | 23 | 24   | 27   | 26    | 29    | 30   | 31 | 18 | 18 |
| 2nd School Month<br>SEP 3 - SEP 28  |          | 4  | 5    | 6        | 7       | 10       | 11         | 12 | 13  | 14   | 17   | 18 | 19 | 20 | 21   | 24   | 25    | 26    | 27   | 28 | 19 | 19 |
| 3rd School Month<br>OCT 1 - OCT 26  | Oct<br>1 | 2  | 3    | 4        | 5       | 8        | 9          | 10 | 11  | 12   | 15   | 16 | 17 | 18 | 19   | 22   | 23    | 24    | 25   | 26 | 20 | 20 |
| 4th School Month<br>OCT 29 - NOV 23 | 29       | 30 | 31   | Nov<br>1 | 2       | 5        | е          | 7  | 8   | 9    | 12   | 13 | 14 | 15 | 18   | 10   | are.  | 121   |      | 33 | 14 | 14 |
| 5th School Month<br>NOV 26 - DEC 21 | 28       | 27 | 28   | 29       | 30      | Dec<br>3 | 4          | 5  | 8   | 7    | 10   | 11 | 12 | 13 | 14   | 17   | 18    | 19    | 20   | 31 | 19 | 19 |
| 5th School Month<br>DEC 24 - JAN 4  |          | 25 | 1 28 | 27       | :6      |          | den<br>- 1 |    | 3   |      |      |    |    |    |      |      |       |       |      |    | 0  | 0  |
|                                     |          |    |      |          |         |          |            |    |     |      |      |    |    |    | Tota | Days | First | Semes | ter: |    | 90 | 88 |

Summer School JUN 4 - JUN 22 Summer School JUN 25 - JULY 13

Dec 31

Jan 1

Jan 21

Feb 11

Feb 18

Mar 18-22 May 27

|                                      |                 |    |          |    |      |    |    |    |    |    |     |    |    |     | 1010 | Duyo    |      | 2011100 | 1011   |          |    |    |
|--------------------------------------|-----------------|----|----------|----|------|----|----|----|----|----|-----|----|----|-----|------|---------|------|---------|--------|----------|----|----|
| Bih School Month                     | B 7             | 8  | 9        | 10 | 11   | 14 | 15 | 16 | 17 | 18 | *** | 22 | 23 | 24  | 25   | 28      | 29   | 30      | 31     | Feb<br>1 | 10 | 19 |
| 7th School Month<br>FEB 4 - MAR 1    | 4               | 5  | 6        | 7  | 8    | 11 | 12 | 13 | 14 | 15 | ii. | 19 | 20 | 21  | 22   | 26      | 26   | 27      | 28     | Mar<br>1 | 18 | 18 |
| Bith School Month<br>MAR 4 - MAR 29  | 4               | 5  | 6        | 7  | 8    | 11 | 12 | 13 | 14 | 15 | M). |    | 20 | J.v |      | 25      | 26   | 27      | 28     | 29       | 15 | 15 |
| 9th School Month<br>APR 1 - APR 26   | <b>Арг</b><br>1 | 2  | 3        | 4  | 5    | В  | 9  | 10 | 11 | 12 | 15  | 16 | 17 | 18  | 19   | 22      | 23   | 24      | 25     | 26       | 20 | 20 |
| 10th School Month<br>APR 29 - MAY 24 | 29              | 30 | May<br>1 | 2  | 3    | 6  | 7  | 8  | 9  | 10 | 13  | 14 | 15 | 16  | 17   | 20      | 21   | 22      | 23     | 24       | 20 | 20 |
| 11th School Month<br>MAY 27 - MAY 31 |                 | 28 | 29       | 30 | # 31 |    |    |    |    |    |     |    |    |     |      |         |      |         |        |          | 4  | 3  |
|                                      |                 |    |          |    |      |    |    |    |    |    |     |    |    |     | Tota | il Davi | Seco | and Sea | mester | T.       | 98 | 95 |

Total Days Second Semester: Total Days in 2018 - 2019 School Year: 186

183

EDECIAL DATES

|                |   | <u>3PI</u> | CIA | L DATES   |
|----------------|---|------------|-----|---|
| Jul 4          | independence Day (Schools & Offices Closed)             | Jul        | 2   | First Day for 12-Month Child Development Unit Members       |
| Aug 3          | Admission Day (Schools & Offices Closed)                | Aug        | 8   | First Day for 10-Month Child Development Unit Members       |
| Sep 3          | Labor Day (Schools & Offices Closed)                    |            |     | Teacher Driven, Pupil Free Day (10-month & 12 month Child   |
| Nov 12         | Veterans Day (Schools & Offices Closed)                 |            |     | Development Unit Members)                                   |
| Nov 19-23      | Thankegiving Break (10-month Child Development Unit     | Aug        | 9   | Parent Orientation Day, Pupil Free Day (10-month & 12-month |
|                | Members)  |            |     | Child Development Unit Members)                             |
| Nov 21-23      | Thanksgiving Holiday (12-month Child Development Unit   | Aug        | 10  | First Day for 10-month Child Development Students A         |
|                | Membera)  | May        | 30  | Last Day for 10-month Child Development Students            |
| Dec 21 - Jan 4 | Winter Break (10-month Child Development Unit Members)  | May        | 31  | Last Day for 10-month Child Development Unit Members;       |
| Dec 24         | Christmas Eve (12-month Child Development Unit Members) |            |     | Teacher Driven, Pupil Free Day (10-month Child Development  |
|                | Childrens' Centers and Offices Closed                   |            |     | Unit Members)   |
| Dec 25         | Christmas Day (12-monh Child Development Unit Members)  | Jun        | 28  | Lest Day for 12-month Child Development Unit Members #      |
| 5-0-1          | Childrens' Centers and Offices Closed                   |            |     |   |
|                |   |            |     |   |

New Year's Eve (12-month Child Dvelopment Unit

Members); Childrens' Centers and Offices Closed New Year's Day (12-month Child Dvelopment Unit

Members); Childrens' Centers and Offices Closed Martin L. King, Jr. Day (Schools & Offices Closed)

Spring Break (10-month Child Development Unit Members)

Lincoln's Birthday (Schools & Offices Closed)

Presidents Day (Schools & Offices Closed)

Memorial Day (Schools & Offices Closed)





= Staff Dev Days (SBCP); Pupil Free Day

= Parent Conference Day

□ Teacher Driven Day; Pupil Free Day

≈ First Day for Students

B = Beginning of Second Semester

= First Day of Summer School

= Children's Center Holiday



### Pasadena Unified School District Official Calendar for the 2019-2020 School Year

|                                   |          |        |                    |         |          |           | Offici | al Ca  | alend    | lar fo     | r the      | 2019                  | 9-202   | 0 Sc   | hool   | Year    |         |                   |         |         |                        |              | 4.       |
|-----------------------------------|----------|--------|--------------------|---------|----------|-----------|--------|--------|----------|------------|------------|-----------------------|---------|--------|--------|---------|---------|-------------------|---------|---------|------------------------|--------------|----------|
|                                   |          |        |                    |         |          |           |        |        |          |            |            |                       |         |        |        |         |         |                   |         |         | Teacher<br>Work        | Student      | S        |
|                                   |          |        |                    |         |          |           |        |        | FIRS     |            | ESTE       |                       |         |        |        | _       |         |                   |         | -       | Days                   | Days         | 6        |
|                                   | Mon      | Tue    | Wed                | Thu     | Fri      | Mon       | Tue    | Wed    | Thu      | Fri .      | Mon        | Tue                   | Wed     | Thu    | Fri    | Mon     | Tue     | Wed               | Thu     | Fri     |                        |              | ( 8      |
|                                   | Jul      | on.    | 0.4                | ΩE      | 26       | 29        | 30     | 31     | Aug<br>1 | 2          |            |                       |         |        |        |         |         |                   |         |         |                        |              | _        |
| IUL 22 - AUG 2                    | 22       | 23     | 24                 | 25      | #        | A         | 50     |        | _        |            |            |                       | _       |        |        |         |         |                   |         |         |                        |              |          |
| st School Month                   | 5        | 6      | 0                  | (3)     |          | 12        | 13     | 14     | 15       | 16         | 19         | 50                    | 21      | 22     | 23     | 26      | 27      | 28                | 29      | 30      | 18                     | 15           |          |
| and School Month                  | Sep      | _      |                    | 111     |          |           |        |        | 4.0      | 40         | 10         | 17                    | 10      | 19     | 20     | 23      | 24      | 25                | 26      | 27      | 19                     | 19           |          |
| SEP 2 - SEP 27                    | 2        | 3      | 4                  | 5       | 6        | 9         | 10     | 11     | 12       | 13         | 16         | 17                    | 18      | 19     | 20     | 20      |         |                   |         | -       |                        |              |          |
| ard School Month                  | 20       | Oct    | 2                  | 3       | 4        | 7         | 8      | 9      | 10       | (H)        | 14         | 15                    | 16      | 17     | 18     | 21      | 22      | 23                | 24      | 25      | 20                     | 19           |          |
| th School Month                   | 30       |        |                    |         | Nov      | -         | _      |        |          |            | 1000       |                       | -       |        |        |         |         |                   |         |         |                        | 10           |          |
| OCT 28 - NOV 22                   | 28       | 29     | 30                 | 31      | 1        | 4         | 5      | 6      | 7        | В          | 2.1        | 12                    | 13      | 14     | 15     | 18      | 19      | 20                | 21      | 22      | 19                     | 19           |          |
| ith School Month                  | 1        | XIII.  | 100                | Page 1  | (inal)   | Dec       |        |        | _        | c          | 9          | 10                    | 11_     | 12     | 13     | 16      | 17      | 18                | 19      | 20      | 14                     | 14           |          |
| 10V 25 - DEC 20                   | 25       | 26     | 27                 | 26      | 29       | 2         | 3      | Jen.   | 5        | 6          | 9          | 10                    |         | 12     |        | 10      | _       |                   |         |         |                        |              |          |
| th School Month<br>DEC 23 - JAN 3 | 23       | 24     | 25                 | 28      | 27       | 30        | 31     | 1      | 2        | 3          |            |                       |         |        |        |         |         |                   |         |         | 90                     | 86           | ı        |
| 20 20 0111                        | -        |        |                    |         |          |           |        |        | SEC      | OND S      | EMES       | TER                   |         | _      | Total  | Days    | First 8 | Semes             | ter:    | -       | 90                     | T            |          |
| th School Month                   | В        |        | _                  | 0       | 10       | 12        | 14     | 15     | 16       | 17         | 20         | 21                    | 22      | 23     | 24     | 27      | 28      | 29                | 30      | 31      | 19                     | 19           | ĺ        |
| JAN 6 - JAN 31                    | 6<br>Feb | 7      | 8                  | 9       | 10       | 13        | 14     | 15     | 10       | — <u>'</u> |            | -                     |         |        |        |         |         |                   |         | -       |                        |              |          |
| th School Month                   | 3        | 4      | 5                  | 6       | 7        | 10        | 11     | 12     | 13       | 14         | 17         | 18                    | 19      | 20     | 21     | 24      | 25      | 26                | 27      | 28      | 18                     | 18           |          |
| 3th School Month                  | Mar      |        |                    |         |          |           |        |        |          |            |            |                       | 40      | 10     | (20)   | 23      | 24      | 25                | 26      | 27      | 20                     | 19           |          |
| MAR 2 - MAR 27                    | 2        | 3      | 4                  | 5       | 6        | 9         | 10     | 11     | 12       | 13         | 16         | .17                   | 18      | 19     | (20)   | 1 23    | 24      |                   |         | -       |                        | 1            |          |
| th School Month                   | 30       | 31     | Apr                | 2       | 3        | 6         | 7      | 8      | 9        | 10         | 13         | 14                    | 15      | 16     | 17     | 20      | 21      | 22                | 23      | 24      | 15                     | 15           |          |
| Oth School Month                  | 30       | -91    |                    |         | May      | Ť         |        |        |          |            | 1          |                       |         |        |        |         |         |                   |         | -00     | 00                     | 20           |          |
| APR 27 - MAY 22                   | 27       | 28     | 29                 | 30      | 1        | 4         | 5      | 6      | 7        | 8          | 11         | 12                    | 13      | 14     | 15     | 18      | 19      | 20                | 21      | 22      | 20                     | 20           |          |
| 11th School Month                 | 200      |        |                    | 00      | 4 00     |           |        |        |          |            |            |                       |         |        |        |         |         |                   |         |         | 4                      | 3            |          |
| MAY 25 - MAY 29                   | 25       | 26     | 27                 | 28      | # 29     |           | -      | -      |          | _          | _          | -                     |         |        |        |         |         | nd Se             |         |         | 96                     | 94           | 10       |
|                                   |          |        |                    |         |          |           |        |        |          |            | COLL       | 001.0                 | 020     | Total  | Days   | in 20   | 19 - 20 | 20 ScI            | hool Y  | ear:    | 186                    | 180          |          |
|                                   | 1        |        |                    | _       |          | Jun       |        | S      | Sui      | VIVIER     | T          | OOL 2                 | UZU     | _      | 270    |         |         |                   |         | Jan.    |                        |              | 1        |
| Summer School<br>JUN 1 - JUN 19   |          |        |                    |         |          | 1         | 2      | 3      | 4        | 5          | 8          | 9                     | 10      | -11    | 12     | 15      | 16      | 17                | _ 18    | 10      | 11                     | 11           | 1        |
| Summer School                     | +-       | _      | _                  | _       | 100      |           |        | Jul    |          | 1000       |            |                       |         |        |        |         |         |                   |         |         | 13                     | 13           |          |
| IUN 22 - JUL 10                   | 22       | 23     |                    | 25      | 26       | 29        | 30     | 1      | 2        | 3          | 6          | 7                     | 8       | 9      | 10     | -       |         |                   | -b-al-  | _       | 24                     | 24           | 1        |
| Jul 4, 2019                       |          |        | nce Da             |         |          |           |        |        |          |            |            |                       |         | 4=2 _A |        |         |         | mer Si<br>Jnit Me |         |         |                        |              | 1        |
| Aug 2                             |          |        | Day (S             |         |          |           |        | )      |          |            | Jul        | 26                    |         |        |        |         |         | th Uni            |         |         |                        |              |          |
| Sep 2                             |          |        | (Scho              |         |          |           |        | _      |          | 1          | Aug<br>Aug |                       |         | Teac   | hers o | on Duly | . Staff | Devel             | op Day  | (SBC    | P) Pupii F             | ree Day      |          |
| Aug 21 - Sep 25                   |          |        | Benito             |         |          |           | (NOV)  |        |          |            | Aug        | 8                     |         |        |        |         |         | Pupil             |         |         |                        |              |          |
| Aug 21                            |          |        | ombs               | , Jenei | 15011, 0 | a tairiii |        |        |          | 1          | Aug        | 9                     |         | Unit   | Memb   | er Driv | en Da   | y, Pupi           | Free    | Day #   |                        |              |          |
| Aug 22<br>Aug 29                  | Long     |        |                    |         |          |           |        |        |          | 1          | Aug        | 12                    |         |        |        |         |         |                   |         |         | Students A             |              |          |
| Aug 29<br>Sep 4                   | -        |        | ·<br>shall, P      | ALS. S  | Sierra f | Madre     | MS,    |        |          |            | Oct        | 10                    |         | Rose   | City ( | Quarte  | riy Exa | ims - S           | Shorter | ed Da   | y for Ros              | e City       |          |
| обр ч                             |          |        | on MS,             |         |          |           |        |        |          |            | Oct        | 11                    |         | Staff  | Deve   | lop. Da | y (SB   | CP) for           | High S  | School  | ls, Pupil F            | ree Day      |          |
| Sep 11                            |          | _      | Sierre             |         |          |           |        |        |          |            | Oct        | 11                    |         |        |        |         |         |                   |         |         | Middle Sch             | 10018        |          |
| Sep 17                            |          |        | on ES,             |         |          |           |        |        |          | 1          | Nov        |                       |         |        |        |         |         | Bank              |         |         | Hats Cobe              | ola)         |          |
| Sep 18                            |          |        | Clevel             |         |          |           | , Ham  | illon, |          | L          | Dec        |                       |         |        |        |         |         |                   |         |         | High Scho<br>Rose City |              |          |
|                                   | Jack     | son, l | Roosev             | elt, &  | San R    | afael     |        |        |          | 1          | Dec        |                       | 0       | Shor   | Ceneu  | of Eins | l Evan  | Daile<br>Sh       | ortene  | d Dav   | for High S             | Schools      |          |
| Sep 19                            | McKi     |        |                    |         | 1 460    | 600       |        |        |          | 1          |            | 17-1<br>18-1          |         |        |        |         |         |                   |         |         | r Rose Cli             |              |          |
| Sep 25                            |          |        | nt, PH             |         |          |           |        |        |          | _          | Dec        | 19                    | 3       |        |        |         |         | r Bank            |         |         |                        | •            |          |
| Nov 11                            |          |        | Day (S             |         | & Om     | ces C     | osea)  |        |          |            |            | 19                    |         |        |        | ster Er |         |                   |         |         |                        |              |          |
| Nov 25-29                         |          | •      | ring Bre           |         | ak       |           |        |        |          |            | Jan        | 6                     |         |        |        |         |         | nester            | В       |         |                        |              |          |
| Dec 20                            |          | -      | of Wint<br>nter Br |         | an       |           |        |        |          |            |            | 13                    |         |        |        |         |         |                   |         | ned Da  | ay for Ros             | e City       |          |
| Jan 3, 2020<br>Jan 6              |          |        | Return             |         | Winter   | Breal     | (      |        |          |            | Mar        |                       |         | Staff  | Deve   | lopme   | nt Day  | ; Pupil           | Free D  | Day     |                        |              |          |
| Jan 6<br>Jan 20                   |          |        | King, J            |         |          |           |        | Close  | ed)      |            | Mar        | 27                    |         |        |        |         |         | r Bank            |         |         |                        |              |          |
| Feb 10                            |          |        | Birthda            |         |          |           |        |        |          |            | Apr        | 10                    |         |        |        |         |         | r Bank            |         |         |                        | 0.1          |          |
| Feb 17                            |          |        | s Day (            |         |          |           |        |        |          |            | May        | 26-28                 | 3       |        |        |         |         |                   |         |         | for High               |              |          |
| Mar 30-Apr 3                      |          | ig Br  |                    |         |          |           |        |        |          | 4          |            | 27-28                 | 3       |        |        |         |         |                   |         |         | r Rose Ci              | ity          |          |
| Mar 25 - May 13                   | Ope      | n Ho   | use (M             | Inimu   | m Day    | 1         |        |        |          |            | •          | 28                    |         |        |        |         |         | Short             |         |         | n Dou D                | ınil Erea D  | av #     |
| Mar 25                            | Muir     | , PHS  | & Ros              | se Cily |          |           |        |        |          |            |            | 29                    |         |        |        |         |         |                   |         |         |                        | upil Free Da | " די     |
| Apr 8                             |          | ıs Poi |                    |         |          |           |        |        |          | 1          |            | 12                    | D 00    | 0.00   | 200    | 0.000   | 1/2 6 7 | 1 mon             | in ond  | IAIGIII | J619                   |              |          |
| Apr 16                            | Eliot    | , Han  | nilton, f          | PALS,   | Washi    | ington    | MS, 8  | Wilso  | 'n       |            | -          | STATE OF THE PARTY OF | RSC     |        |        |         | nmer    | School            | S       |         |                        |              |          |
| Apr 22                            | Blair    |        |                    |         |          |           | =0     |        |          |            |            | 3 10 10               | 1 8 26  |        |        |         | mor     | J1001             |         |         |                        |              |          |
| Apr 29                            |          |        | Roose              |         |          | ington    | ES     |        |          |            | 113300     |                       | 9, & 26 |        |        |         | av (Sr  | hools             | & Offic | es Clo  | sed)                   |              |          |
| Apr 30                            |          |        | Don B              |         |          | 1.4       | Vist-  |        |          |            | Jul        | 10                    |         |        |        | of Sum  |         |                   |         |         | ,                      |              | <u> </u> |
|                                   |          |        | Jeffers            |         |          |           |        | ``     |          | 1          | Table 1    | -                     | Schoo   |        |        |         |         |                   | A       | = 1     | First Day              | for Student  | 5        |
|                                   |          |        | el, Sier           |         | UIE ES   | , O. VV   | HRIU   |        |          | 1          | 1          |                       |         |        |        |         | Pupil F | ree Da            | ıy B    | =       | Beginning              | g of Second  | l Semest |
| May 6                             | Sieri    | a Ma   | dre MS             |         | unhe l   | Erankt    | n Ma   | rehall |          | 1          | 17         |                       | Paren   |        |        |         |         |                   | s       | =       | First Day              | of Summe     | School   |

S

= Parent Conference Day

Cleveland, Norma Coombs, Franklin, Marshall,

Memorial Day (Schools & Offices Closed)

May 13

May 25

= First Day of Summer School

= School Holiday

### Pasadena Unified School District Official Calendar for the 2019-2020 School Year CHILD DEVELOPMENT PROGRAMS 10-MONTHS

|   |   | A | p | ) |
|---|---|---|---|---|
|   |   | 1 | 1 |   |
| 1 | 0 |   | ) |   |
|   |   | _ |   |   |

Teacher

|                                     |          |          |        |            |          |          |     |           | SUM      | MER   | SCHO | OL  |     |     |       |      |         |        |       |     | Work<br>Days | Student<br>Days |
|-------------------------------------|----------|----------|--------|------------|----------|----------|-----|-----------|----------|-------|------|-----|-----|-----|-------|------|---------|--------|-------|-----|--------------|-----------------|
|                                     | Mon      | Tue      | Wed    | Thu        | Fri      | Mon      | Tue | Wed       | Thu      | Fri   | Mon  | Tue | Wed | Thu | Fri   | Mon  | Tue     | Wed    | Thu   | Fri |              |                 |
| Summer School<br>JUN 3 - JUN 21     |          |          |        |            |          | Jun<br>3 | 4   | S<br>5    | 6        | 7     | 10   | 11  | 12  | 13  |       | 17   | 18      | 19     | 20    | d   |              |                 |
| Summer School<br>JUN 24 - JULY 12   | 24       | 25       | 26     | 27         | 28       | 1        | 2   | 3         | 4        | 5     | 8    | 9   | 10  | 11_ | 12    |      |         |        |       |     |              |                 |
| JULY 22 - AUG 2                     | 22       | 23       | 24     | 25         | 26       | 29       | 30  | 31        | Aug<br>1 | 2     |      |     |     |     |       |      |         |        |       |     |              |                 |
|                                     |          |          |        |            |          |          |     |           | FIR      | ST SE | MEST | ER  |     |     | Tota  | Days | Sumr    | ner Sc | hool: |     |              |                 |
| 1st School Month<br>AUG 5 - AUG 30  | 5        | 6        | #<br>7 | <b>(E)</b> | A<br>9   | 12       | 13  | 14        | 15       | 16    | 19   | 20  | 21  | 22  | 23    | 26   | 27      | 28     | 29    | 30  | 18           | 16              |
| 2nd School Month<br>SEP 2 - SEP 27  | 2        | 3        | 4      | 5          | 6        | 9        | 10  | 11        | 12       | 13    | 16   | 17  | 18  | 19  | 20    | 23   | 24      | 25     | 26    | 27  | 19           | 19              |
| 3rd School Month<br>SEP 30 - OCT 25 | 30       | Oct<br>1 | 2      | 3          | 4        | 7        | В   | 9         | 10       | 11    | 14   | 15  | 16  | 17  | 18    | 21   | 22      | 23     | 24    | 25  | 20           | 20              |
| 4th School Month<br>OCT 28 - NOV 22 | 28       | 29       | 30     | 31         | Nov<br>1 | 4        | 5   | 6         | 7        | В     | 11   | 12  | 13  | 14  | 15    | 18   | 19      | 20     | 21    | 22  | 19           | 19              |
| 5th School Month<br>NOV 25 - DEC 20 | 25       | 28       | 27     | 28         | 29       | Dec<br>2 | 3   | 4         | 5        | 6     | 9    | 10  | 11  | 12  | 13    | 16   | 17      | 18     | 19    | 20  | 14           | 14              |
| 5th School Month<br>DEC 23 - JAN 3  | 23       | 24       | 25     | 26         | 27       | 30       | 31  | Jan<br>*1 | 2        | 3     |      |     |     |     |       |      |         |        |       |     | 0            | 0               |
| 520 20 01                           |          |          |        |            |          |          |     |           |          |       |      |     |     |     | Total | Days | First S | Semest | ter:  |     | 90           | 88              |
| 6th School Month<br>JAN 6 - JAN 31  | 6        | 7        | 8      | 9          | 10       | 13       | 14  | - 15      | 16       | 17    | 20   | 21  | 22  | 23  | 24    | 27   | 28      | 29     | 30    | 31  | 19           | 19              |
| 7th School Month<br>FEB 3 - FEB 28  | Feb<br>3 | 4        | 5      | 6          | 7        | 10       | 11  | 12        | 13       | 14    | 17   | 18  | 19  | 20  | 21    | 24   | 25      | 26     | 27    | 28  | 18           | 18              |
| 8th School Month<br>MAR 2 - MAR 27  | Mar<br>2 | 3        | 4      | 5          | 6        | 9        | 10  | 11        | 12       | 13    | 16   | 17  | 18  | 19  | 20    | 23   | 24      | 25     | 26    | 27  | 20           | 20              |
| 9th School Month<br>MAR 30 - APR 24 | 30       | 31       | Apt    | 2          | 3        | 6        | 7   | В         | 9        | 10    | 13   | 14  | 15  | 16  | 17    | 20   | 21      | 22     | 23    | 24  | 15           | 15              |
| 10th School Month                   | 27       | 28       | 29     | 30         | May<br>1 | 4        | 5   | 6         | 7        | 8     | 11   | 12  | 13  | 14  | 15    | 18   | 19      | 20     | 21    | 22  | 20           | 20              |
| 11th School Month                   | 25       | 26       | 27     | 28         | # 29     |          |     |           |          |       |      |     |     |     |       |      |         |        |       | ļ   | 4            | 3               |
| MATERIAL ED                         |          |          |        |            |          |          |     |           |          |       | _    |     |     |     | Tota  | Davs | Seco    | nd Ser | neste | "   | 96           | 95              |

| Jul 4        | Independence Day (Schools & Offices Closed)            |
|--------------|--|
| Aug 2        | Admission Day (Schools & Offices Closed)               |
| Sep 2        | Labor Day (Schools & Offices Closed)                   |
| Nov 11       | Veterans Day (Schools & Offices Closed)                |
| Nov 25-29    | Thanksgiving Break (10-Month Child Developement)       |
| Dec 20       | First Day of Winter Break (10-Month Child Development) |
| Jan 3        | End of Winter Break (10-Month Child Development)       |
| Jan 6        | Students Return From Winter Break (10-Month)           |
| Jan 20       | Martin L. King, Jr. Day (Schools & Offices Closed)     |
| Feb 10       | Lincoln's Birthday (Schools & Offices Closed)          |
| Feb 17       | Presidents Day (Schools & Offices Closed)              |
| Mar 30-Apr 3 | Spring Break (10-Month Child Development)              |
| May 25       | Memorial Day (Schools & Offices Closed)                |
|              |  |

### SPECIAL DATES

| Aug | 7  | First Day for 10-Month Child Development Unit Members; |
|-----|----|--|
|     |    | Teacher Driven; Pupil Free Day #                       |
|     |    | 10-Month & 12 Month Child Development Members          |
| Aug | 8  | Parent Orientation Day; Pupil Free Day                 |
|     |    | 10-Month & 12 Month Child Development Members          |
| Aug | 9  | First Day for 10-Month Child Development Students A    |
| May | 28 | Last Day for 10-Month Child Development Students       |
| May | 29 | Last Day for 10-Month Child Development Unit Members;  |
|     |    | Teacher Driven Day; Pupil Free Day #                   |
|     |    | (10-Month Child Development)                           |

Total Days in 2019 - 2020 School Year:

### Legend:

= Schools are closed

= Staff Dev Days (SBCP); Pupil Free Day

= Parent Conference Day

■ Unit Member Driven Day; Pupil Free Da

■ First Day for Students

= Beginning of Second Semester В S

183

186

≈ First Day of Summer School

= School Holiday

# Pasadena Unified School District Official Calendar for the 2019-2020 School Year CHILD DEVELOPMENT PROGRAMS - 12 MONTHS



|                                      |          |          |          |     |          |          |     |     | SUM      | MER   | SCHO   | OL. |     |     |       |       |         |         |       | - 11 | Pacher<br>Work<br>Days | Student<br>Days |
|--------------------------------------|----------|----------|----------|-----|----------|----------|-----|-----|----------|-------|--------|-----|-----|-----|-------|-------|---------|---------|-------|------|------------------------|-----------------|
| iner 1946                            | Mon      | Tue      | Wed      | Thu | Fri      | Mon      | Tue | Wed |          | _     | Mon    |     | Wed | Thu | Fri   | Mon   | Tue     | Wed     | Thu   | Fri  |                        |                 |
| JUL 1 - JUL 12                       |          |          |          |     | _        | Jul<br>1 | 2   | 3   | 4        | 5     | 8      | 9   | 10  | 11  | 12    | 15    | 16      | 17      | 18    | 19   | 14                     | 14              |
| JULY 22 - AUG 2                      | 22       | 23       | 24       | 25  | 26       | 29       | 30  | 31  | Aug<br>1 | 2     | ALE OT |     |     |     | Tota  | Davis | Comm    | ner Sci | haali |      | 9                      | 9 23            |
|                                      | ,        |          |          |     |          |          | _   |     | FIR      | ST SE | MEST   | EĦ  | -   | _   | BTOI  | Days  | Sumi    | ner Sc  | 1001: |      | -23                    | 1 20            |
| 1st School Month<br>AUG 5 - AUG 30   | 5        | 6        | #<br>7   | (1) | A<br>9   | 12       | 13  | 14  | 15       | 16    | 19     | 20  | 21  | 22  | 23    | 26    | 27      | 28      | 29    | 30   | 20                     | 18              |
| 2nd School Month<br>SEP 2 - SEP 27   | 2        | 3        | 4        | 5   | 6        | 9        | 10  | 11  | 12       | 13    | 16     | 17  | 18  | 19  | 20    | 23    | 24      | 25      | 26    | 27   | 19                     | 19              |
| 3rd School Month<br>SEP 30 - OCT 25  | 30       | Oct<br>1 | 2        | 3   | 4        | 7        | 8   | 9   | 10       | 11    | 14     | 15  | 16  | 17  | 18    | 21    | 22      | 23      | 24    | 25   | 20                     | 20              |
| 4th School Month<br>OCT 28 - NOV 22  | 28       | 29       | 30       | 31  | Nov<br>1 | 4        | 5   | 6   | 7        | 8     | 11     | 12  | 13  | 14  | 15    | 18    | 19      | 20      | 21    | 22   | 19                     | 19              |
| 5th School Month<br>NOV 25 - DEC 20  | 25       | 26       | 27       | 28  | 29       | Dec<br>2 | 3   | 4   | 5        | 6     | 9      | 10  | 11  | 12  | 13    | 16    | 17      | 18      | 19    | 20   | 17                     | 17              |
| 5th School Month<br>DEC 23 - JAN 3   | 23       | 24       | 25       | 26  | 27       | 30       | 31  | Jan | 2        | 3     |        |     |     |     |       |       |         |         |       |      | 5                      | 5               |
|                                      |          |          |          |     |          |          |     |     |          |       |        |     |     |     | Total | Days  | Firet S | emes    | er:   |      | 100                    | 98              |
| 6th School Month<br>JAN 8 - JAN 31   | B<br>6   | 7        | 8        | 9   | 10       | 13       | 14  | 15  | 16       | 17    | 20     | 21  | 22  | 23  | 24    | 27    | 28      | 29      | 30    | 31   | 19                     | 19              |
| 7th School Month<br>FEB 3 - FEB 28   | Feb<br>3 | 4        | 5        | 6   | 7        | 10       | 11  | 12  | 13       | 14    | 17     | 18  | 19  | 20  | 21    | 24    | 25      | 26      | 27    | 28   | 18                     | 18              |
| 8th School Month                     | Mer<br>2 | 3        | 4        | 5   | 6        | 9        | 10  | 11  | 12       | 13    | 16     | 17  | 18  | 19  | 20    | 23    | 24      | 25      | 26    | 27   | 20                     | 20              |
| 9th School Month                     | 30       | 31       | Apr<br>1 | 2   | 3        | 6        | 7   | В   | 9        | 10    | 13     | 14  | 15  | 16  | 17    | 20    | 21      | 22      | 23    | 24   | 20                     | 20              |
| 10th School Month                    | 27       | 28       | 29       | 30  | May      | 4        | 5   | 6   | 7        | 8     | 11     | 12  | 13  | 14  | 15    | 18    | 19      | 20      | 21    | 22   | 20                     | 20              |
| 11th School Month<br>MAY 25 - JUN 19 | 25       | 26       | 27       |     | # 29     | 1        | 2   | 3   | 4        | 5     | 8      | 9   | 10  | 11  | 12    | 15    | 16      | 17      | 18    | 19   | 19                     | 19              |
| JUN 22 - JUN 30                      | 22       | 23       | 24       | 25  | 26       | 29       | 30  |     |          |       |        |     |     |     |       |       |         | nd Sen  |       |      | 7                      | 7 123           |

| Jul 4     | Independence Day (Schools & Offices Closed)        |
|-----------|--|
| Aug 2     | Admission Day (Schools & Offices Closed)           |
| Sep 2     | Labor Day (Schools & Offices Closed)               |
| Nov 11    | Veterans Day (Schools & Offices Closed)            |
| Nov 27-29 | Thankegiving Holiday (12-Month Child Developement) |
| Dec 23    | Winter Holiday (12-Month Child Development)        |
|           | Children's Centers Closed                          |
| Dec 24    | Christmas Eve (12-Month Child Development)         |
|           | Children's Centers & Offices Closed                |
| Dec 25    | Christmas Day (12-Month Child Development)         |
|           | Children's Centers & Offices Closed                |
| Dec 31    | New Year's Eve (12-Month Child Development)        |
|           | Children's Centers & Offices Closed                |
| Jan 1     | New Year's Day (12-Month Child Development)        |
|           | Children's Centers & Offices Closed                |
| Jan 20    | Martin L. King, Jr. Day (Schools & Offices Closed) |
| Feb 10    | Lincoln's Birthday (Schools & Offices Closed)      |
| Feb 17    | Presidents Day (Schools & Offices Closed)          |
| May 25    | Memorial Day (Schools & Offices Closed)            |
| -         |  |

### SPECIAL DATES

| Jul | 1  | First Day for 12-Month Child Development Unit Members |
|-----|----|---|
| Aug | 7  | Teacher Driven; Pupil Free Day #                      |
|     |    | 10-Month & 12 Month Child Development Members         |
| Aug | В  | Parent Orientation Day; Pupil Free Day                |
|     |    | 10-Month & 12 Month Child Development Members         |
| Jun | 30 | Last Day for 12-Month Chilld Development Unit Members |
|     |    |   |
|     |    |   |

Total Days in 2019 - 2020 School Year: 246



= Schools are closed

= Staff Dev Days (SBCP); Pupil Free Day

= Parent Conference Day

= Unit Member Driven Day, Pupil Free Da

A = First Day for Students

= Beginning of Second Semester

= First Day of Summer School

= School Hollday

В

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## Pasadena Unified School District Official Calendar for the 2020-2021 School Year

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| 5                                    |          |          |      |             |          |          |          |     | FIRS | TSEN | MESTE | R   |     |       |       |        |          |        |          | 1   | Teacher<br>Work<br>Days | Student<br>Days |
|--------------------------------------|----------|----------|------|-------------|----------|----------|----------|-----|------|------|-------|-----|-----|-------|-------|--------|----------|--------|----------|-----|-------------------------|-----------------|
|                                      | Mon      | Tue      | Wed  | Thu         | Fri      | Mon      | Tue      | Wed | Thu  | Fri  | Mon   | Tue | Wed | Thu   | Fri   | Mon    | Tue      | Wed    | Thu      | Fri |                         |                 |
| JUL 27 - AUG 7                       | 27       | 28       | 29   | 30          | 31       | Aug<br>3 | 4        | 5   | 6    | 7    |       |     |     |       |       |        |          |        |          |     |                         |                 |
| 1st School Month<br>AUG 10 - SEP 4   | 10       | 11       | (12) | <u>(13)</u> | #        | A<br>17  | 18       | 19  | 20   | 21   | 24    | 25  | 26  | 27    | 28    | 31     | Sep<br>1 | 2      | 3        | 4   | 18                      | 15              |
| 2nd School Month<br>SEP 7 -OCT 2     | 7        | 8        | 9    | 10          | 11       | 14       | 15       | 16  | 17   | 18   | 21    | 22  | 23  | 24    | 25    | 28     | 29       | 30     | Oct<br>1 | 2   | 19                      | 19              |
| 3rd School Month<br>OCT 5 - OCT 30   | 5        | 6        | 7    | 8           | 9        | 12       | 13       | 14  | 15   | 16   | 19    | 20  | 21  | 22    | 23    | 26     | 27       | 28     | 29       | 30  | 20                      | 19              |
| 4th School Month<br>NOV 2 - NOV 27   | Nov<br>2 | 3        | 4    | 5           | 6        | 9        | 10       | 11  | 12   | 13   | 16    | 17  | 18  | 19    | 20    | 23     | 24       | 25     | 28       | 27  | 14                      | 14              |
| 5th School Month<br>NOV 30 - DEC 25  | 30       | Dec<br>1 | 2    | 3           | 4        | 7        | 8        | 9   | 10   | 11   | 14    | 15  | 16  | 17    | 18    | 21     | 22       | 23     | 24       | 25  | 15                      | 15              |
| 5th School Month<br>DEC 28 - JAN 1   | 28       | 29       | 30   | 31          | Jan<br>1 |          |          |     |      |      |       |     |     |       |       |        |          |        |          |     | 0                       | 0               |
|                                      | -        |          |      |             |          |          | SE       | CON | DSEM | IEST | R     |     |     |       | Total | Days   | First S  | emes   | ler;     |     | 86                      | 82              |
| 6th School Month<br>JAN 4 - JAN 29   | B<br>4   | 5        | 6    | 7           | 8        | 11       | 12       | 13  | 14   | 15   | 18    | 19  | 20  | 21    | 22    | 25     | 26       | 27     | 28       | 29  | 19                      | 19              |
| 7th School Month<br>FEB 1 - FEB 26   | Feb<br>1 | 2        | 3    | 4           | 5        | . 8      | 9        | 10  | 11   | 12   | 15    | 16  | 17  | 18    | 19    | 22     | 23       | 24     | 25       | 26  | 18                      | 18              |
| 8th School Month<br>MAR 1 - MAR 26   | Mar<br>1 | 2        | 3    | 4           | 5        | 8        | 9        | 10  | 11   | 12   | 15    | 16  | 17  | 18    | 19    | 22     | 23       | 24     | 25       | 26  | 20                      | 19              |
| 9th School Month<br>MAR 29 - APR 23  | 29       | 30       | 31   | Apr<br>1    | 2        | 5        | 6        | 7   | 8    | 9    | 12    | 13  | 14  | 15    | 16    | 19     | 20       | 21     | 22       | 23  | 14                      | 14              |
| 10th School Month<br>APR 28 - MAY 21 | 26       | 27       | 28   | 29          | 30       | May<br>3 | 4        | 5   | 6    | 7    | 10    | 11  | 12  | 13    | 14    | 17     | 18       | 19     | 20       | 21  | 20                      | 20              |
| 11th School Month<br>MAY 24 - JUN 4  | 24       | 25       | 26   | 27          | 28       | 31       | Jun<br>1 | 2   | 3    | #    |       |     |     |       |       |        |          |        |          |     | 9                       | 8               |
|                                      |          |          |      |             |          |          |          |     |      |      |       |     |     |       | Total | Days   | Seco     | nd Sen | nester:  |     | 100                     | 98              |
|                                      |          |          |      |             |          |          |          |     |      |      |       |     |     | Total | Days  | in 202 | 0 - 202  | 1 Sch  | ool Ye   | ar: | 186                     | 180             |

SUMMER SCHOOL 2021

Dec 18

Jan 4

Mar 19

Apr 2

| Summer School   |        |    |    |      |           |     |       | S  |    |    |      |    |    |    | (U) |       |     |    |    |    |      |     |
|-----------------|--------|----|----|------|-----------|-----|-------|----|----|----|------|----|----|----|-----|-------|-----|----|----|----|------|-----|
| JUN 7 - JUN 25  |        |    |    |      |           | 7   | 8     | 9  | 10 | 11 | . 14 | 15 | 16 | 17 | 18  | 21    | 22  | 23 | 24 | 25 | - 11 | 11  |
| Summer School   |        |    |    | Jul  | COLUMN TO | 20  |       |    |    |    |      |    |    |    |     |       |     |    |    |    |      |     |
| JUN 28 - JUL 16 | 28     | 29 | 30 | 1    | 2         | 5   | 6     | 7  | 8  | 9  | 12   | 13 | 14 | 15 | 16  |       |     |    |    |    | 13   | 13  |
| 1.10.0000       | la des |    | D- | /0-L | 1- 0      | 0#: | - 01- | 1) |    |    |      |    |    | T  | D   | - 000 | 4 0 |    | 1  |    | - 04 | 0.4 |

Jul 9, 2020 Independence Day (Schools & Offices Closed)
Aug 7 Admission Day (Schools & Offices Closed)
Sep 7 Labor Day (Schools & Offices Closed)

| Aug 26 - Oct 1 | Back-to-School Night (Minimum Day)      | Π |
|----------------|---|---|
| Aug 26         | Blair, Norma Coombs, Don Benito, Muir,  |   |
| 100            | Sierra Madre ES, & Washington ES        |   |
| Sep 3          | Altadena, Longfellow, PHS, & Willard    |   |
| Sep 9          | Eliot, Marshall, PALS, Sierra Madre MS, |   |
|                | & Washington MS                         |   |
| Sep 16         | Madison                                 |   |
| Sep 17         | McKinley                                |   |
| Sep 22         | Webster                                 |   |
| Sep 23         | Field,.Hamilton, Jackson, & San Rafael  |   |
| Oct 1          | Focus Point & Rose City                 |   |
| Nov 11         | Veterans Day (Schools & Offices Closed) |   |

| Oct 1     | Focus Point & Hose City                            |
|-----------|--|
| Nov 11    | Veterans Day (Schools & Offices Closed)            |
| Nov 23-27 | Thanksgiving Break                                 |
| Dec 21    | First Day of Winter Break                          |
| Jan 1     | End of Winter Break                                |
| Jan 4     | Students Return From Winter Break                  |
| Jan 18    | Martin L, King, Jr. Day (Schools & Offices Closed) |
| Feb 12    | Lincoln's Birthday (Schools & Offices Closed)      |
| Feb 15    | Presidents Day (Schools & Offices Closed)          |
| Mar 31    | Cesar Chavez Day (Schools & Offices Closed)        |
| April 5-9 | Spring Break                                       |

| April 5-9      | Spring break                                     |
|----------------|--|
| Apr 1 - May 19 | Open House (Minimum Day)                         |
| Apr 1          | Muir, PHS, & Rose City                           |
| Apr 14         | Focus Point                                      |
| Apr 21         | Eliot, Hamilton, PALS, & Washington MS           |
| Apr 22         | Altadena   |
| Apr 28         | Blair  |
| May 5          | Madison & Washington ES                          |
| Мау 6          | Don Benito, Field, Jackson, Longfellow,          |
|                | McKinley, San Rafael, Sierra Madre ES, & Willard |
| May 12         | Sierra Madre MS                                  |
| May 19         | Norma Coombs, Marshall, & Webster                |
| May 31         | Memorial Day (Schools & Offices Closed)          |
|                |  |

|     |       | Total Days in 2021 Summer School:             | 24          | 24       |
|-----|-------|---|-------------|----------|
| Jul | 27    | First Day for 11-Month Unit Members           |             |          |
| Aug | 5     | First Day for 10 1/2-Month Unit Members       |             |          |
| Aug | 12    | 10-Month Unit Members on Duty, Staff Deve     | elop Day (S | SBCP) PL |
| Aug | 13    | Staff Development Day, Pupil Free Day         |             |          |
| Aug | 14    | Unit Member Driven Day, Pupil Free Day #      |             |          |
| Aug | 17    | Beginning of First Semester, First Day for St | tudents A   |          |
| Aug | 20    | Staff Development Day; Pupil Free Day         |             |          |
| Aug | 21    | Staff Development Day; Pupil Free Day         |             |          |
| Oct | 15    | Rose City Quarterly Exams - Shortened Day     | for Rose    | City     |
| Dec | 15    | Shortened Day for Over Banked Minutes (Hi     | igh School  | s)       |
| Dec | 16    | Shortened Day for Over Banked Minutes (Re     | ose City)   |          |
| Dec | 16-18 | High School Final Exams - Shortened Day for   | or High Sc  | hools    |
| Dec | 17-18 | Rose City Final Exams - Shortened Day for I   | Rose City   |          |
| Dec | 18    | Shortened Day for Over Banked Minutes (K-     | -8)         |          |
|     |       |   |             |          |

| SUN   |     |  |
|-------|-----|--|
| Jun   | 14  | Last Day for 10 1/2 & 11-month Unit Members                              |
| Jun   | 4   | Last Day for 10-Month Unit Members, Unit Member Driven Day, Pupil Free # |
| Jun   | 3   | Last Day for Students - Shortened Day (K-8)                              |
| Jun 2 | 2-3 | Rose City Final Exams - Shortened Day for Rose City                      |
| Jun'  | 1-3 | High School Final Exams - Shortened Day for High Schools                 |

Rose City Quarterly Exams - Shortened Day for Rose City

Fall Semester Ends

First day of Second Semester B

Shortened Day for Over Banked Minutes

| SUI         | MMER SO   | CHOOL 2021                                 |                                |
|-------------|-----------|--|--------------------------------|
| Jun         | 9         | Beginning of Summer School S               |                                |
| Jun         | 18 & 25   | Schools Closed                             |                                |
| انال        | 2         | Schools Closed                             |                                |
| Jul         | 5         | Independence Day (Schools & Office         | ces Closed)                    |
| Jul         | 16        | Last Day of Summer School                  |                                |
| Lege        | end:      |  |                                |
| 500         | = Schoo   | ols are closed A                           | = First Day for Students       |
|             | = Staff [ | Dev Days (SBCP); Pupit Free Day   <b>B</b> | = Beginning of Second Semester |
| $\triangle$ | = Paren   | t Conference Day                           | = First Day of Summer School   |
| #           | = Unit M  | ember Driven Day, Pupil Free Day           | = School Holiday               |

### Pasadena Unified School District Official Calendar for the 2020-2021 School Year CHILD DEVELOPMENT PROGRAMS - 10 MONTHS

|                                  |     |     |     |     |     |          |     |          | SUM | MER | sсно | OL  |     |     |     |     |     |     |     |     | Teacher<br>Work<br>Days | Student<br>Days |
|----------------------------------|-----|-----|-----|-----|-----|----------|-----|----------|-----|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------------------------|-----------------|
|                                  | Mon | Tue | Wed | Thu | Fri | Mon      | Tue | Wed      | Thu | Fri | Mon  | Tue | Wed | Thu | Fri | Mon | Tue | Wed | Thu | Fri |                         |                 |
| Summer School<br>JUN 1 - JUN 19  |     |     |     |     |     | Jun<br>1 | 2   | S<br>3   | 4   | 5   | 8    | 9   | 10  | 11  | 12  | 15  | 16  | 17  | 18  | 19  | 11                      | 11              |
| Summer School<br>JUN 22 - JUL 10 | 22  | 23  | 24  | 25  | 26  | 29       | 30  | Jul<br>1 | 2   | 3   | 6    | 7   | 8   | 9   | 10  |     |     |     |     |     | 13                      | 13              |
| JUL 25 - AUG 7                   | 27  | 28  | 29  | 30  | 31  | Aug<br>3 | 4   | 5        | 6   | 7   |      |     |     |     |     |     |     |     |     |     |                         |                 |



|                  | 12(1) |      |      |      |     |    |    |    | FIR | ST SE | MES | TER |    |    | Tota | Days | Sumi  | ner Sc | hool: |     | 24 | 24 |
|------------------|-------|------|------|------|-----|----|----|----|-----|-------|-----|-----|----|----|------|------|-------|--------|-------|-----|----|----|
| 1st School Month |       |      | #    |      | Α   |    |    |    |     |       |     |     |    |    |      | I    | Sep   |        |       |     |    |    |
| AUG 10 - SEP 4   | 10    | 11   | 12   | (13) | 14  | 17 | 18 | 19 | 20  | 21    | 24  | 25  | 26 | 27 | 28   | 31   | 1     | 2      | 3     | 4   | 18 | 16 |
| 2nd School Month | 10.00 |      |      |      |     |    |    |    |     |       |     |     |    |    |      |      |       |        | Oct   |     |    |    |
| SEP 2 -OCT 2     | 7     | 8    | 9    | 10   | 11  | 14 | 15 | 16 | 17  | 18    | 21  | 22  | 23 | 24 | 25   | 28   | 29    | 30     | _ 1   | 2   | 19 | 19 |
| 3rd School Month |       |      |      |      |     |    |    |    |     |       |     |     |    |    |      |      |       |        |       |     |    |    |
| OCT 5 - OCT 30   | 5     | 6    | 7    | 8    | 9   | 12 | 13 | 14 | 15  | 16    | 19  | 20  | 21 | 22 | 23   | 26   | 27    | 28     | 29    | 30  | 20 | 20 |
| 4th School Month | Nov   |      |      |      |     |    |    | 19 |     |       |     |     |    |    |      | 100  | m tig | 1000   | - 1   |     |    |    |
| NOV 2 - NOV 27   | 2     | 3    | 4    | 5    | 6   | 9  | 10 | 11 | 12  | 13    | 16  | 17  | 18 | 19 | 20   | 23   | 24    | 25     | 26    | 27  | 14 | 14 |
| 5th School Month |       | Dec  |      |      |     |    |    |    |     |       |     |     |    |    |      |      |       | E. J.  |       | Z A |    |    |
| NOV 30 - DEC 25  | 30    | 1    | 2    | 3    | 4   | 7  | 8  | 9  | 10  | 11    | 14  | 15  | 16 | 17 | 18   | 21   | 22    | 23     | 24    | 25  | 15 | 15 |
| 5th School Month |       | 1000 | 2000 |      | Jan |    |    |    |     |       |     |     |    |    |      |      |       |        |       |     |    |    |
| DEC 28 - JAN 1   | 28    | 29   | 30   | 31   | 1   |    |    |    |     |       |     |     |    |    |      |      |       |        |       |     | 0  | 0  |

|                   |     |    |    |     |    |     |     |    |    |    |    |    |    |    | Total | Days | First S | Semes | ter: |    | 86 | 84 |
|-------------------|-----|----|----|-----|----|-----|-----|----|----|----|----|----|----|----|-------|------|---------|-------|------|----|----|----|
| 6th School Month  | В   |    |    |     |    |     |     |    |    |    |    |    |    |    |       |      |         |       |      |    |    |    |
| JAN 4 - JAN 29    | 4   | 5  | 6  | 7   | 8  | 11  | 12  | 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22    | 25   | 26      | 27    | 28   | 29 | 19 | 19 |
| 7th School Month  | Feb |    |    |     |    |     |     |    |    |    |    |    |    |    |       |      |         |       |      |    |    |    |
| FEB 1 - FEB 26    | 1   | 2  | 3  | 4   | 5  | 8   | 9   | 10 | 11 | 12 | 15 | 16 | 17 | 18 | 19    | 22   | 23      | 24    | 25   | 26 | 18 | 18 |
| 8th School Month  | Mar |    |    |     |    |     |     |    |    |    |    |    |    |    |       |      |         |       |      |    | ĺ  |    |
| MAR 1 - MAR 26    | 1 1 | 2  | 3  | 4   | 5  | 8   | 9   | 10 | 11 | 12 | 15 | 16 | 17 | 18 | 19    | 22   | 23      | 24    | 25   | 26 | 20 | 20 |
| 9th School Month  |     |    |    | Apr |    |     |     |    |    |    |    |    |    |    |       |      |         |       |      |    |    |    |
| MAR 29 - APR 23   | 29  | 30 | 31 | 1   | 2  | 5   | 6   | 7. | 8  | 9  | 12 | 13 | 14 | 15 | 16    | 19   | 20      | 21    | 22   | 23 | 14 | 14 |
| 10th School Month |     |    |    |     |    | May |     |    |    |    |    |    |    |    |       |      |         |       |      |    |    |    |
| APR 26 - MAY 21   | 26  | 27 | 28 | 29  | 30 | 3   | 4   | 5  | 6  | 7  | 10 | 11 | 12 | 13 | 14    | 17   | 18      | 19    | 20   | 21 | 20 | 20 |
| 11th School Month |     |    |    |     |    |     | Jun |    |    | #  |    |    |    |    |       |      |         |       |      |    |    |    |
| MAY 24 - JUN 4    | 24  | 25 | 26 | 27  | 28 | 31  | 1   | 2  | 3  | 4  |    |    |    |    |       |      |         |       |      |    | 9  | 8  |

Total Days Second Semester: 100 99 Total Days in 2020-2021 School Year: 186 183

| Jul 3        | Independence Day (Schools & Offices Closed)        |
|--------------|--|
| Aug 7        | Admission Day (Schools & Offices Closed)           |
| Sep 7        | Labor Day (Schools & Offices Closed)               |
| Nov 11       | Veterans Day (Schools & Offices Closed)            |
| Nov 23-27    | Thanksgiving Break (Schools Closed)                |
| Nov 26-27    | Thanksgiving Holiday (Offices Closed)              |
| Dec 21-Jan 1 | Winter Break (Schools Closed)                      |
| Dec 24       | Christmas Eve                                      |
|              | (Children's Centers & Offices Closed)              |
| Dec 25       | Christmas Day                                      |
|              | (Children's Centers & Offices Closed)              |
| Dec 31       | New Year's Eve                                     |
|              | (Children's Centers & Offices Closed)              |
| Jan 1        | New Year's Day                                     |
|              | (Children's Centers & Offices Closed)              |
| Jan 4        | Students Return From Winter Break                  |
| Jan 18       | Martin L. King, Jr. Day (Schools & Offices Closed) |
| Feb 12       | Lincoln's Birthday (Schools & Offices Closed)      |
| Feb 15       | Presidents Day (Schools & Offices Closed)          |
| Mar 31       | Cesar Chavez Day (Schools Closed)                  |
| April 5-9    | Spring Break (Schools Closed)                      |
| May 31       | Memorial Day (Schools & Offices Closed)            |
|              |  |

### SPECIAL DATES

| Aug | 12 | First Day for 10-Month Child Development Unit Members; |
|-----|----|--|
|     |    | Teacher Driven; Pupil Free Day #                       |
|     |    |  |
| Aug | 13 | Parent Orientation Day; Pupil Free Day                 |
| Aug | 14 | First Day for 10-Month Child Development Students A    |
| Jun | 3  | Last Day for 10-Month Child Development Students       |
| Jun | 4  | Last Day for 10-Month Child Development Unit Members;  |
|     |    | Teacher Driven Day: Pupil Free Day #                   |



= Schools are closed

= Staff Dev Days (SBCP); Pupil Free Day

= Parent Conference Day

= Unit Member Driven Day; Pupil Free Day

= First Day for Students

= Beginning of Second Semester

S = First Day of Summer School

В

= School Holiday

### Pasadena Unified School District Official Calendar for the 2020-2021 School Year **CHILD DEVELOPMENT PROGRAMS - 12 MONTHS**

Teacher Work Student Days SUMMER 2020 Mon Tue Wed Thu Fri Summer School Jul 14 15 16 17 17 20 21 23 9 10 13 JUL 1 - JUL 24



| JUL 25 - AUG 11                     | 27       | 28       | 29      | 30   | 31             | Aug<br>3 | 4  | 5  | 6    | 7     | 10    | 11   |    |    |       |        |          |         |          |    | 11 | 11 |
|-------------------------------------|----------|----------|---------|------|----------------|----------|----|----|------|-------|-------|------|----|----|-------|--------|----------|---------|----------|----|----|----|
|                                     |          |          |         |      |                |          |    |    |      |       |       |      |    |    | Tota  | l Days | Sumr     | ner 20: | 20:      |    | 28 | 28 |
|                                     |          |          |         |      |                |          |    |    | FIRS | TSEN  | IESTE | R    |    |    |       |        |          |         |          |    |    |    |
| 1st School Month<br>AUG 12 - SEP 4  |          |          | #<br>12 | (13) | <b>A</b><br>14 | 17       | 18 | 19 | 20   | 21    | 24    | 25   | 26 | 27 | 28    | 31     | Sep<br>1 | 2       | 3        | 4  | 18 | 16 |
| 2nd School Month<br>SEP 2 -OCT 2    | 7        | 8        | 9       | 10   | 11             | 14       | 15 | 16 | 17   | 18    | 21    | 22   | 23 | 24 | 25    | 28     | 29       | 30      | Oct<br>1 | 2  | 19 | 19 |
| 3rd School Month<br>OCT 5 - OCT 30  | 5        | 6        | 7       | 8    | 9              | 12       | 13 | 14 | 15   | 16    | 19    | 20   | 21 | 22 | 23    | 26     | 27       | 28      | 29       | 30 | 20 | 20 |
| 4th School Month<br>NOV 2 - NOV 27  | Nov<br>2 | 3        | 4       | 5    | 6              | 9        | 10 | 11 | 12   | 13    | 16    | 17   | 18 | 19 | 20    | 23     | 24       | 25      | 26       | 27 | 16 | 16 |
| 5th School Month<br>NOV 30 - DEC 25 | 30       | Dec<br>1 | 2       | 3    | 4              | 7        | 8  | 9  | 10   | 11    | 14    | 15   | 16 | 17 | 18    | 21     | 22       | 23      | 24       | 25 | 18 | 18 |
| 5th School Month<br>DEC 28 - JAN 1  | 28       | 29       | 30      | 31   | Jan<br>1       |          |    |    |      |       |       |      |    |    |       |        |          |         |          |    | 3  | 3  |
|                                     |          |          |         |      |                |          |    |    |      |       |       |      |    |    | Total | Days   | First 9  | Semes   | ter:     |    | 94 | 92 |
|                                     |          |          |         |      |                |          |    |    | SEC  | OND S | SEMES | STER |    |    |       |        |          |         |          |    |    | ,  |
| 6th School Month<br>JAN 4 - JAN 29  | B<br>4   | 5        | 6       | 7    | 8              | 11       | 12 | 13 | 14   | 15    | 18    | 19   | 20 | 21 | 22    | 25     | 26       | 27      | 28       | 29 | 19 | 19 |
| 7th School Month<br>FEB 1 - FEB 26  | Feb<br>1 | 2        | 3       | 4    | 5              | 8        | 9  | 10 | 11   | 12    | 15    | 16   | 17 | 18 | 19    | 22     | 23       | 24      | 25       | 26 | 18 | 18 |

|                                      |          |    |    |          |    |          |          |    |    |    |    |    |     |    | Tota | I Davs | Seco | nd Ser | nestei | r: | 106 | 106 |
|--------------------------------------|----------|----|----|----------|----|----------|----------|----|----|----|----|----|-----|----|------|--------|------|--------|--------|----|-----|-----|
| 11th School Month<br>MAY 24 - JUN 4  | 24       | 25 | 26 | 27       | 28 | 31       | Jun<br>1 | 2  | 3  | 4  |    |    |     |    |      |        |      |        |        |    | 9   | 9   |
| 10th School Month<br>APR 26 - MAY 21 | 26       | 27 | 28 | 29       | 30 | May<br>3 | 4        | 5  | 6  | 7  | 10 | 11 | 12  | 13 | 14   | 17     | 18   | 19     | 20     | 21 | 20  | 20  |
| 9th School Month<br>MAR 29 - APR 23  | 29       | 30 | 31 | Apr<br>1 | 2  | 5        | 6        | 7  | 8  | 9  | 12 | 13 | 14  | 15 | 16   | 19     | 20   | 21     | 22     | 23 | 20  | 20  |
| 8th School Month<br>MAR 1 - MAR 26   | Mar<br>1 | 2  | 3  | 4        | 5  | 8        | 9        | 10 | 11 | 12 | 15 | 16 | 17  | 18 | 19   | 22     | 23   | 24     | 25     | 26 | 20  | 20  |
| 7th School Month<br>FEB 1 - FEB 26   | Feb<br>1 | 2  | 3  | 4        | 5  | 8        | 9        | 10 | 11 | 12 | 15 | 16 | 17_ | 18 | 19   | 22     | 23   | 24     | 25     | 26 | 18  | 18  |
| JAN 4 - JAN 29                       | 4        | 5  | 6  | 7        | 8  | 11       | 12       | 13 | 14 | 15 | 18 | 19 | 20  | 21 | 22   | 25     | 26   | 27     | 28     | 29 | 19  | 19  |

|                                 |   |   |   |    |    |    |    |    | SUM | MER: | 2021 |    |    |       |      | ,    |        |     |    |    |
|---------------------------------|---|---|---|----|----|----|----|----|-----|------|------|----|----|-------|------|------|--------|-----|----|----|
| Summer School<br>JUN 7 - JUN 30 | 7 | 8 | 9 | 10 | 11 | 14 | 15 | 16 | 17  | 18   | 21   | 22 | 23 | 24    | 25   | 28   | 29     | 30  | 18 | 18 |
| 00111                           |   | _ |   |    |    | -  |    |    |     |      |      |    |    | Total | Dave | Sumr | nor 20 | 21: | 18 | 18 |

|      |   | Total Days Summer 2021:              | 18  | 18  | _ |
|------|---|--------------------------------------|-----|-----|---|
|      |   | Total Days in 2020-2021 School Year: | 246 | 244 |   |
| ıl 3 | Independence Day (Schools & Offices Closed) | SPECIAL DATES                        |     |     |   |

| Jul 3     | Independence Day (Schools & Offices Closed)        |
|-----------|--|
| Aug 7     | Admission Day (Schools & Offices Closed)           |
| Sep 7     | Labor Day (Schools & Offices Closed)               |
| Nov 11    | Veterans Day (Schools & Offices Closed)            |
| Nov 25-27 | Thanksgiving Holiday (Children's Centers Closed)   |
| Nov 26-27 | Thanksgiving Holiday (Offices Closed)              |
| Dec 24    | Christmas Eve                                      |
|           | (Children's Centers & Offices Closed)              |
| Dec 25    | Christmas Day                                      |
|           | (Children's Centers & Offices Closed)              |
| Dec 31    | New Year's Eve                                     |
|           | (Children's Centers & Offices Closed)              |
| Jan 1     | New Year's Day                                     |
|           | (Children's Centers & Offices Closed)              |
| Jan 18    | Martin L. King, Jr. Day (Schools & Offices Closed) |
| Feb 12    | Lincoln's Birthday (Schools & Offices Closed)      |
| Feb 15    | Presidents Day (Schools & Offices Closed)          |
| May 31    | Memorial Day (Schools & Offices Closed)            |

| SPE | :CIA | L DATES   |
|-----|------|---|
| Jul | 1    | First Day for 12-Month Child Development Members      |
| Aug | 12   | Teacher Driven; Pupil Free Day #                      |
| Aug | 13   | Parent Orientation Day; Pupil Free Day                |
| Jun | 30   | Last Day for 12-Month Chjild Development Unit Members |



= Schools are closed

= Staff Dev Days (SBCP); Pupil Free Day = Parent Conference Day

= Unit Member Driven Day; Pupil Free Day

= First Day for Students В

= Beginning of Second Semester

S = First Day of Summer School

= School Holiday

Tentative Agreement January 25, 2019



### APPENDIX D-1

### OFFICIAL CALENDAR

### 2021-2022 School Year

| July 26                 | First Day for 11-Month Unit Members                                  |
|-------------------------|--|
| August 4                | First Day for 10 ½ Month Unit Members                                |
| August 6                | Admission Day  |
| August 11 10            | Teachers on Duty, Staff Development Day                              |
| August 12               | Staff Development Day, Pupil Free Day                                |
| August <del>13</del> 11 | Teacher Driven Day, Pupil Free Day                                   |
| August <del>16</del> 12 | Beginning of First Semester, First Day for Students                  |
| September 6             | Labor Day  |
| August 25-September 30  | Back-to-School Night (Minimum Day)*                                  |
| August 25               | Blair, Norma Coombs, Don Benito, Jefferson, Muir, PALS               |
| September 2             | Longfellow, Roosevelt, & Willard                                     |
| September 8 9           | Eliot, Marshall, PALS, Sierra Madre MS, Washington MS, & Wilson      |
| September 15 14         | Norma Coombs, Don Benito, Madison, & Sierra Madre ES                 |
| September 16            | McKinley   |
| September 21            | Washington ES, & Webster   |
| September 22            | Altadena, Cleveland, Field, Franklin, Hamilton, Jackson, McKinley, & |
| -                       | San Rafael   |
| September 24            | Staff Development, Pupil Free Day                                    |
| September 30            | Focus Point, PHS, & Rose City  |
| October 14              | Rose City Quarterly Exams - Shortened Day for Rose City              |
| October 15              | Parent Conference Day for Elementary & Middle Schools;               |
|                         | Staff Development Day for High Schools, Pupil Free Day               |
| November 11             | Veterans Day   |
| November 22-26          | Thanksgiving Break   |
| December 14             | Shortened Day for Over Banked Minutes (High Schools)                 |
| December 15-17          | High School Final Exams - Shortened Day for High Schools             |
| December 15             | Shortened Day for Over Banked Minutes (Rose City)                    |
| December 16-17          | Rose City Final Exams – Shortened Day for Rose City                  |
| December 17             | Shortened Day for Over Banked Minutes (K-8)                          |
| December 17             | Fall Semester Ends   |
| December 20             | First Day of Winter Break  |

| January 3   | End of Winter Break                                     |
|-------------|---|
| January 4   | Students Return from Winter Break                       |
| January 4   | First day of Second Semester                            |
| January 17  | Martin Luther King, Jr. Day                             |
| February 11 | Lincoln's Birthday                                      |
| February 21 | Presidents Day  |
| March 18    | Rose City Quarterly Exams - Shortened Day for Rose City |
| March 25    | Staff Development Day, Pupil Free Day                   |

| April 1 March 31 | Shortened Day for Over Banked Minutes                                  |
|------------------|--|
| March 31 April 1 | Cesar Chavez Day   |
| April 4-8        | Spring Break   |
| March 30-May 18  | Open House (Minimum Day)*  |
| March 31 30      | PHS & Rose City  |
| April 13         | Focus Point  |
| April 21         | Eliot, Hamilton, PALS, Roosevelt, Washington MS, & Wilson              |
| April 27         | Blair  |
| May 4            | Madison, & Washington ES   |
| May 5            | Altadena, Don Benito, Field, Hamilton, Jackson, Jefferson, Longfellow, |
|                  | McKinley, San Rafael, Sierra Madre ES, & Willard                       |
| May 11           | Muir & Sierra Madre MS   |
| May 18           | Cleveland, Norma Coombs, Franklin, Marshall, & Webster                 |
| May 30           | Memorial Day   |
| May 31-June 2    | High School Final Exams - Shortened Day for High Schools               |
| June 1-2         | Rose City Final Exams - Shortened Day for Rose City                    |
| June 2           | Last Day for Students-Shortened Day for K-8                            |
| June 3           | Last Day for Teachers, Pupil Free Day                                  |
| June 14          | Last Day for 10 ½ & 11-month Unit Members                              |

### Summer 2022

| June 8  | Beginning of Summer School / ESY |  |
|---------|----------------------------------|--|
| June 17 | No School                        |  |
| June 24 | No School                        |  |
| July 1  | No School                        |  |
| July 4  | Independence Day                 |  |
| July 15 | Last Day of Summer School / ESY  |  |

United Teachers of Pasadena Dated: January 25, 2019

Dated: January 25, 2019

Alvin Nash, President

Steve Miller, Chief Human Resources Officer

Pasadena Unified School District

Bethel Lira, Bargaining Chairperson

### **APPENDIX D-2**

# CHILD DEVELOPMENT PROGRAMS OFFICIAL CALENDAR

### 2021-2022 School Year

| July 1                  | First Day for 12-month Child Development Unit Members  |
|-------------------------|--|
| July 5                  | Independence Day   |
| August 6                | Admission Day  |
| August 11 10            | First Day for 10-month Child Development Unit Members; Teacher Driven, Pupil Free Day (10-month & 12-month Child Development Unit Members) |
| August 12 11            | Parent Orientation Day, Pupil Free Day (10-month & 12-month Child Development Unit Members)  |
| August <del>13</del> 12 | First Day for 10-month Child Development Students  |
| September 6             | Labor Day  |
| November 11             | Veterans Day   |
| November 22-26          | Thanksgiving Break (10-month Child Development Unit Members)   |
| November 24-26          | Thanksgiving Holiday (12-month Child Development Unit Members)   |
| December 20-January 3   | Winter Break (10-month Child Development Unit Members)   |
| December 24             | Christmas Eve (12-month Child Development Unit Members)  |
| December 27             | Christmas Day (12-month Child Development Unit Members)  |
| December 31             | New Year's Eve (12-month Child Development Unit Members)   |
| January 3               | New Year's Day (12-month Child Development Unit Members)   |
| January 17              | Martin Luther King, Jr. Day  |
| February 11             | Lincoln's Birthday   |
| February 21             | Presidents Day   |
| March 31 April 1        | Cesar Chavez Day (10-month Child Development Unit Members)   |
| April 4-8               | Spring Break (10-month Child Development Unit Members)   |
| May 30                  | Memorial Day   |
| June 2                  | Last Day for 10-month Child Development Students   |
| June 3                  | Last Day for 10-month Child Development Unit Members; Teacher  |
|                         | Driven, Pupil Free Day (10-month Child Development Unit Members)   |
| June 30                 | Last Day for 12-month Child Development Unit Members   |

United Teachers of Pasadena Dated: January 25, 2019

Alvin Nash, President

Pasadena Unified School District Dated: January 25, 2019

Steve Miller, Chief Human Resources Officer

### CALIFORNIA TEACHING STANDARDS

### 1.0 Engaging and Supporting All Students in Learning

- 1.1 Using knowledge of students to engage them in learning
- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- 1.3 Connecting subject matter to meaningful, real-life contexts
- 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- Promoting critical thinking through inquiry, problem solving, and reflection
- 1.6 Monitoring student learning and adjusting instruction while teaching

# 4.0 Planning Instruction and Designing Learning Experiences for All Students

- 4.1 Using knowledge of students' academic readiness. language proficiency, cultural background, and individual development to plan instruction
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing and sequencing long-term and shortterm instructional plans to support student learning
- 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

# 2.0 Creating and Maintaining Effective Environments for Student Learning

- 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
- 2.5 Developing, communicating, and maintaining high standards for individual and group behavior
- 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- 2.7 Using instructional time to optimize learning

### 5.0 Assessing Students for Learning

- 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
- 5.3 Reviewing data, both individually and with colleagues, to monitor student learning
- 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- 5.5 Involving all students in self-assessment, goal setting, and monitoring progress
- 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
- 5.7 Using assessment information to share timely and comprehensible feedback with students and their families

# 3.0 Understanding and Organizing Subject Matter for Student Learning

- 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- 3.3 Organizing curriculum to facilitate student understanding of the subject matter
- 3.4 Utilizing instructional strategies that are appropriate to the subject matter
- 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

### 6.0 Developing as a Professional Educator

- 6.1 Reflecting on teaching practice in support of student learning
- 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
- 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
- 6.4 Working with families to support student learning
- 6.5 Engaging local communities in support of the instructional program
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

| Employee  |  |                  | _ Assignm      | nent            | School  |           |
|---|--|------------------|----------------|-----------------|---|-----------|
| Principal   |  | Position         |                | School Year     |   |           |
| Status:   | Emergency Permit   | Pre Intern       | Intern _       | Probationary I  | Probationary II                                       | Permanent |
| Evaluation Ye   | ear? Yes   | ☐ No             |                |                 | ally by each unit member<br>on purposes in non-evalua |           |
| STANDARD  | 1 – Engaging and Supp  | orting All Stude | nts in Learnin | g               |   |           |
| <ul><li>Connec</li><li>Connec</li><li>Using a</li><li>Promoti</li></ul> | <ul> <li>Using knowledge of students to engage them in learning</li> <li>Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests</li> <li>Connecting subject matter to meaningful, real-life contexts</li> <li>Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs</li> <li>Promoting critical thinking through inquiry, problem solving, and reflection</li> <li>Monitoring student learning and adjusting instruction while teaching</li> </ul> |                  |                |                 |   |           |
| PLANS FOR   | GROWTH, RESOURCE   | CES AND/OR SU    | PPORT NEE      | DED, AND TIMELI | INE   |           |
|   |  |                  |                |                 |   |           |
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| Signature of  | Employee   |                  |                | I               | Date  |           |
| Signature of  | Evaluator  |                  |                |                 | Date  |           |

| Employe   | e  |                |                    | Assignm      | ent                 | School  |           |
|-----------|--|----------------|--------------------|--------------|---------------------|---|-----------|
| Principal |  |                |                    | _ Position_  |                     | School Year   |           |
| Status:   | Emerge   | ncy Permit _   | Pre Intern         | Intern       | Probationary I      | Probationary II   | Permanent |
| Evaluatio | on Year?   | Yes            | ☐ No               |              |                     | ally by each unit member.<br>on purposes in non-evaluat |           |
| STANDA    | ARD 2 – Crea   | tes and Mainta | ins an Effective F | Environments | for Student Learnin | g   |           |
| •         | <ul> <li>Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</li> <li>Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</li> <li>Creating a rigorous learning environment with high expectations and appropriate support for all students</li> <li>Developing, communicating, and maintaining high standards for individual and group behavior</li> <li>Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</li> </ul> |                |                    |              |                     |   |           |
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| EVIDEN    | NCED BY  |                |                    |              |                     | Month:  |           |
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| Signatu   | re of Employe  | e              |                    |              |                     | Date  |           |
| Signatui  | re of Evaluato   | r              |                    |              | I                   | Date  |           |

| Employee  | Assignment School   |  |  |
|---|---|--|--|
| Principal   | Position School Year  |  |  |
| Status:Emergency PermitPre Intern   | InternProbationary IProbationary IIPermanent  |  |  |
| Evaluation Year?  | This form can be completed annually by each unit member. However, this plan will not be used for evaluation purposes in non-evaluation years. |  |  |
| STANDARD 3 – Understanding and Organizing Subje   | ect Matter for Student Learning   |  |  |
| <ul> <li>Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks</li> <li>Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</li> <li>Organizing curriculum to facilitate student understanding of the subject matter</li> <li>Utilizing instructional strategies that are appropriate to the subject matter</li> <li>Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</li> <li>Addressing the needs of English learners and students with special needs to provide equitable access to the content</li> </ul> |   |  |  |
| PLANS FOR GROWTH, RESOURCES AND/OR SUI  |   |  |  |
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| Signature of Employee   | Date  |  |  |
| Signature of Evaluator  | Date  |  |  |

| Employee  | Assignment School   |  |  |
|---|---|--|--|
| . ,   | Position School Year  |  |  |
| Principal   |   |  |  |
| Status:Emergency PermitPre Intern   | Intern Probationary I Probationary II Permanent   |  |  |
| Evaluation Year? Yes No   | This form can be completed annually by each unit member. However, this plan will not be used for evaluation purposes in non-evaluation years. |  |  |
| STANDARD 4 – Plans Instruction and Designing Learn  | ning Experiences for All Students   |  |  |
| <ul> <li>Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction</li> <li>Establishing and articulating goals for student learning</li> <li>Developing and sequencing long-term and short-term instructional plans to support student learning</li> <li>Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</li> <li>Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</li> </ul> |   |  |  |
| PLANS FOR GROWTH, RESOURCES AND/OR SUP  | PORT NEEDED, AND TIMELINE   |  |  |
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| EVIDENCED BY  | Month:  |  |  |
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| Signature of Employee   | Date  |  |  |
| Signature of Evaluator  | Date  |  |  |

| Employee  | Assignment   | School  |  |  |
|---|--|---|--|--|
| Principal   | Position   | School Year   |  |  |
| Status:Emergency PermitPre Intern   | InternProbationary I   | Probationary IIPermanent  |  |  |
| Evaluation Year?  | This form can be completed an plan will not be used for evaluation | nually by each unit member. However, this ation purposes in non-evaluation years. |  |  |
| STANDARD 5 – Assessing Student Learning   |  |   |  |  |
| <ul> <li>Applying knowledge of the purposes, characteristics, and uses of different types of assessments</li> <li>Collecting and analyzing assessment data from a variety of sources to inform instruction</li> <li>Reviewing data, both individually and with colleagues, to monitor student learning</li> <li>Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</li> <li>Involving all students in self-assessment, goal setting, and monitoring progress</li> <li>Using available technologies to assist in assessment, analysis, and communication of student learning</li> <li>Using assessment information to share timely and comprehensible feedback with students and their families</li> </ul> |  |   |  |  |
| PLANS FOR GROWTH, RESOURCES AND/OR SUF  | PORT NEEDED, AND TIME  | LINE  |  |  |
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| Signature of Employee   |  | Date  |  |  |
| Signature of Evaluator  |  | Date  |  |  |

| Employee  | Assignment              | School   |  |  |
|---|-------------------------|--|--|--|
| Principal   | Position                | School Year  |  |  |
| Status:Emergency PermitPre Intern   | InternProbationary I    | Probationary II Permanent  |  |  |
| Evaluation Year? Yes No   |                         | ally by each unit member. However, this on purposes in non-evaluation years. |  |  |
| STANDARD 6 – Developing as a Professional Educator  |                         |  |  |  |
| <ul> <li>Reflecting on teaching practice in support of student learning</li> <li>Establishing professional goals and engaging in continuous and purposeful professional growth and development</li> <li>Collaborating with colleagues and the broader professional community to support teacher and student learning</li> <li>Working with families to support student learning</li> <li>Engaging local communities in support of the instructional program</li> <li>Managing professional responsibilities to maintain motivation and commitment to all students</li> <li>Demonstrating professional responsibility, integrity, and ethical conduct</li> </ul> |                         |  |  |  |
| PLANS FOR GROWTH, RESOURCES AND/OR SUF  | PPORT NEEDED, AND TIMEL | INE  |  |  |
|   |                         |  |  |  |
| le le   |                         |  |  |  |
|   |                         |  |  |  |
|   |                         |  |  |  |
|   |                         |  |  |  |
| ADDITIONAL INPUT FROM PRINCIPAL   |                         |  |  |  |
|   |                         |  |  |  |
|   |                         | Ÿ.   |  |  |
|   |                         |  |  |  |
|   |                         |  |  |  |
|   |                         |  |  |  |
| EVIDENCED BY  |                         | Month:   |  |  |
|   |                         |  |  |  |
|   |                         |  |  |  |
|   |                         |  |  |  |
| Signature of Employee   |                         | Date   |  |  |
| Signature of Evaluator/Administrator  |                         | Date   |  |  |

### PRE-CLASSROOM OBSERVATION FORM

To the Teacher Evaluatee: Complete this form and submit it to your evaluator two days prior to the scheduled formal observation. The evaluator <u>may</u> request a clarifying pre-observation conference.

| Teacher                                |  | Grade/subject(s)   |
|--|--|--|
| Date of scheduled observation          |  | Time/period of observation                                       |
| Keep Teaching 1.0 2.0 3.0 4.0 5.0 6.0  | Standards in mind Engaging and Supporting All Students Creating and Maintaining Effective En Understanding and Organizing Subjec Planning Instruction and Designing Le Assessing Students for Learning Developing as a Professional Educator | vironments for Student Learning<br>t Matter for Student Learning |
| Subject Matter                         | (3.0): The standards/objectives that w   | ill be taught in the lesson.                                     |
| Instruction/Less<br>standard(s)/object |  | e the following methods/techniques/strategies to teach the       |
| Assessment of Sobjective(s)?           | Student Learning (5.0): How will I kn  | now the students attained the standard(s) or met the             |

### FORMAL CLASSROOM OBSERVATION REPORT

| Teach  | er:  | Ol                          | server:                                       |   |
|--------|--|-----------------------------|---|---|
| Schoo  | 1:   | Grade/Subject:              | _ Tir   | ne/period of observation:   |
| Lesson |  |                             |   |   |
|        |  |                             |   |   |
| _      |  |                             |   |   |
|        |  |                             |   |   |
|        | S – Satisfactory                               | N* - Needs Improvement      |   | U* - Unsatisfactory<br>*comments required   |
|        | EVIDENCE                                       | OBSERVED                    |   | KEY ELEMENTS  |
| 1.0    | ENGAGING AND SUPPORTIN                         | IG ALL STUDENTS IN LEARNING | 1.1<br>1.2<br>1.3<br>1.4<br>1.5<br>1.6        | Using knowledge of students to engage them in learning Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests Connecting subject matter to meaningful, real-life contexts Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs Promoting critical thinking through inquiry, problem solving, and reflection Monitoring student learning and adjusting instruction while teaching  S N* U*  |
| 2.0    | CREATING AND MAINTAINI<br>FOR STUDENT LEARNING | NG EFFECTIVE ENVIRONMENTS   | 2.1<br>2.2<br>2.3<br>2.4<br>2.5<br>2.6<br>2.7 | Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe Creating a rigorous learning environment with high expectations and appropriate support for all students Developing, communicating, and maintaining high standards for individual and group behavior Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn Using instructional time to optimize learning  S N* U* |

|     | EVIDENCE OBSERVED  | KEY ELEMENTS  |
|-----|--|---|
| 3.0 | UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING         | <ul> <li>3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks</li> <li>3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</li> <li>3.3 Organizing curriculum to facilitate student understanding of the subject matter</li> <li>3.4 Utilizing instructional strategies that are appropriate to the subject matter</li> <li>3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</li> <li>3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content</li> </ul> |
| 4.0 | PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS | <ul> <li>4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction</li> <li>4.2 Establishing and articulating goals for student learning</li> <li>4.3 Developing and sequencing long-term and short-term instructional plans to support student learning</li> <li>4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</li> <li>4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</li> <li>S N* U*</li> </ul>  |
| 5.0 | ASSESSING STUDENTS FOR LEARNING  | 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments  5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction  5.3 Reviewing data, both individually and with colleagues, to monitor student learning  5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction  5.5 Involving all students in self-assessment, goal setting, and monitoring progress  5.6 Using available technologies to assist in assessment, analysis, and communication of student learning  5.7 Using assessment information to share timely and comprehensible feedback with students and their families  S N* U*  |

| EVIDENCE OBSERVED                                   | KEY ELEMENTS  |
|---|---|
| 6.0 DEVELOPING AS A PROFESSIONAL EDUCATOR           | <ul> <li>6.1 Reflecting on teaching practice in support of student learning</li> <li>6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development</li> <li>6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning</li> <li>6.4 Working with families to support student learning</li> <li>6.5 Engaging local communities in support of the instructional program</li> <li>6.6 Managing professional responsibilities to maintain motivation and commitment to all students</li> <li>6.7 Demonstrating professional responsibility, integrity, and ethical conduct</li> </ul> |
| ☐ Improvement plan attached  Signature of Evaluator | ator. I understand that I may, within ten (10) working days of my e filed with my observation. My signature hereon does <u>not</u> necessarily y, the evaluator shall provide the teacher with an improvement plan.   |
|   | Employee response attached: Yes No  |

### **IMPROVEMENT PLAN**

| Name of Employee   |  | Status  |                               |
|--|--|---|-------------------------------|
| Site   |  | Subject(s) Taught   |                               |
| Position   | 3:   | Grade Level   |                               |
| This form is used when the certificated employeemployee and assistance provided to the employeemploy | tory and/or needs improve  | vation Form indicates Improvement Plan Atta<br>iment. This report must include recommendation | ached and/or ions made to the |
|  | STANDAR  | RDS   |                               |
| 2.0 Creating and 3.0 Understanding 4.0 Planning Ins  | d Supporting All Students in<br>I Maintaining Effective Envir<br>ng and Organizing Subject M | Learning ronments for Student Learning  |                               |
| Area(s) of concern:  |  |   |                               |
| Specific recommendations for improvement:  |  |   |                               |
| Recommendation to PAR Referral to PAR  |  |   |                               |
| Assistance to be provided:   |  |   |                               |
| Timeline:  |  |   |                               |
| Follow-up meeting dates to monitor progress  | 3:   |   |                               |
| Date(s) for achieving specified improvement  | ::<br>-  |   |                               |
|  |  |   | a                             |
| Signature of Evaluator   | Date   | Signature of Employee   | Date                          |

Signature of Employee does not constitute endorsement of the above comments by the evaluator.

### TEACHER SUMMATIVE EVALUATION

| En       | ploy   | ee   |             |     | Assignme  | ent(s)   |
|----------|--------|------|-------------|-----|---|--|
| Scl      | hool/I | Depa | rtment      |     |   | Date   |
|          |        | S    | – Satisfact | ory | N* - Needs to Improve   | U* - Unsatisfactory *comments required                         |
| S        | N*     | U*   | 1.0         | ENG | AGING AND SUPPORTING ALL STUDENTS   | IN LEARNING  |
| П        | П      | П    |             | 1.1 | Using knowledge of students to engage them in learnin   | g.   |
|          |        |      |             | 1.2 | Connecting learning to students' prior knowledge, back  |  |
|          |        |      |             | 1.3 | Connecting subject matter to meaningful, real-life conto  | exts.  |
|          |        |      |             | 1.4 | Using a variety of instructional strategies, resources, an  | d technologies to meet students' diverse learning needs.       |
|          |        |      |             | 1.5 | Promoting critical thinking through inquiry, problem so   | olving, and reflection.  |
|          |        |      |             | 1.6 | Monitoring student learning and adjusting instruction v   | while teaching.  |
| Co       | mmen   | ts   |             |     |   |  |
|          |        |      |             |     |   |  |
| S        | N*     | U*   | 2.0         | CRE | ATING AND MAINTAINING EFFECTIVE EN  |  |
|          |        |      |             | 2.1 | Promoting social development and responsibility within and respectfully.  | n a caring community where each student is treated fairly      |
|          |        |      |             | 2.2 | Creating physical or virtual learning environments that constructive and productive interactions among student  | promote student learning, reflect diversity, and encourage is. |
|          |        |      |             | 2.3 | Establishing and maintaining learning environments the  | at are physically, intellectually, and emotionally safe.       |
|          |        |      |             | 2.4 | Creating a rigorous learning environment with high exp  | pectations and appropriate support for all students.           |
|          |        |      |             | 2.5 | Developing, communicating, and maintaining high star  | ndards for individual and group behavior.                      |
|          |        |      |             | 2.6 | Employing classroom routines, procedures, norms, and all students can learn                                     | supports for positive behavior to ensure a climate in which    |
|          |        |      |             | 2.7 | Using instructional time to optimize learning.  |  |
| Co       | mmen   | its  |             |     |   |  |
| _        | 27.5   | ***  | 2.0         |     | AND ODG ANIZING SUBJECT   | D MATTER FOR CTURENT I E ARMINO                                |
| <b>S</b> | N*     | U*   | 3.0         |     | DERSTANDING AND ORGANIZING SUBJECT  |  |
|          |        |      |             | 3.1 | Demonstrating knowledge of subject matter, academic   | ciencies to ensure student understanding of subject matter.    |
|          |        |      |             | 3.3 | Organizing curriculum to facilitate student understandi   |  |
|          |        |      |             | 3.4 | Utilizing instructional strategies that are appropriate to  |  |
|          |        |      |             | 3.5 | Using and adapting resources, technologies and standa materials, to make subject matter accessible to all stude | rds-aligned instructional materials, including adopted         |
|          |        |      |             | 3.6 | Addressing the needs of English learners and students content.  |  |
| Co       | mmer   | nts  |             |     |   |  |

| S        | N*     | $\mathbf{U}^{\star}$ | 4.0   | PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL  |
|----------|--------|----------------------|-------|--|
|          |        |                      |       | STUDENTS   |
|          |        |                      |       | 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual     |
|          |        |                      |       | development to plan instruction  |
|          |        |                      |       | 4.2 Establishing and articulating goals for student learning.  |
|          |        |                      |       | 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning.            |
|          |        |                      |       | 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.      |
|          |        |                      |       | 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.     |
| Cor      | nmen   | ts                   |       |  |
| <br>s    | N*     | U*                   | 5.0   | ASSESSING STUDENT LEARNING   |
| $\Gamma$ | $\Box$ | П                    |       | 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments.               |
| П        | П      | П                    |       | 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction.                      |
|          |        |                      |       | 5.3 Reviewing data, both individually and with colleagues, to monitor student learning.                            |
|          |        |                      |       | 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.          |
|          |        |                      |       | 5.5 Involving all students in self-assessment, goal setting, and monitoring progress.                              |
|          |        |                      |       | 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning.         |
|          |        |                      |       | 5.7 Using assessment information to share timely and comprehensible feedback with students and their families.     |
| Cor      | nmer   | its                  |       |  |
| s        | N*     | U*                   | 6.0   | DEVELOPING A PROFESSIONAL EDUCATOR   |
|          |        |                      |       | 6.1 Reflecting on teaching practice in support of student learning.  |
|          |        |                      |       | 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development. |
|          |        |                      |       | 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning.  |
|          |        |                      |       | 6.4 Working with families to support student learning.   |
|          |        |                      |       | 6.5 Engaging local communities in support of the instructional program.  |
|          |        |                      |       | 6.6 Managing professional responsibilities to maintain motivation and commitment to all students.                  |
|          |        |                      |       | 6.7 Demonstrating professional responsibility, integrity, and ethical conduct.                                     |
| Cor      | nmer   | ıts                  |       |  |
| _        |        |                      |       |  |
| *C       | OMN    | (ENDA                | TIONS | AND/OR RECOMMENDATIONS: Additional pages attached: Yes No  |

|                    |        | Satisfactory Overall Evaluation  |  |
|--------------------|--------|--|--|
| PAR Conference     |        | 3 or more Needs to Improve ratings in any one standard (S  | tandards 1-6)                            |
| Held               |        | 2 Needs to Improve ratings and 1 Unsatisfactory rating in a  | nny one standard (Standards 1-6)         |
|                    |        | 3 or more Needs to Improve ratings in any one standard,  | 2 Needs to Improve and 1                 |
|                    |        | Unsatisfactory ratings or 2 Unsatisfactory and 1 Needs to  | Improve rating in any one standard is an |
|                    |        | overall Needs to Improve.  |  |
| PAR Referral:      |        | 3 or more Unsatisfactory ratings in any one standard (Stan   | dards 1-6)                               |
|                    |        | 3 or more Unsatisfactory ratings in any one standard is an   | overall Unsatisfactory                   |
| _                  |        | continued service Recommended for continued serbut improvement needed.   | vice,                                    |
| Signature of Evalu | -      |  | Date                                     |
| _                  |        | 15   |  |
|                    | e agre | n discussed with the employee. The teacher's signature acknoement with the report. I understand that I may, within ten (10 on. |  |

# II" [AK. 12/1/10] APPENDIX E, ATTACHMENT L

# Standard 1: Engaging and Supporting All Students in Learning

Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teacher use a variety of instructional strategies, resources and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving and adjust instruction while teaching.

| and remedicing. They mounted them the state action and action with the state of the | Needs Improvement   | Unsatisfactory   |
|--|---|--|
|  | Teacher minimally:  | Teacher rarely:  |
| knows students as neonle and as learners   | knows students as people and as learners  | <ul> <li>knows students as people and as learners</li> </ul>   |
|  | · understands reasons for behavior  | <ul> <li>understands reasons for behavior</li> </ul>   |
| recognizes atypical behavior in students   | <ul> <li>recognizes atypical behavior in students</li> </ul>  | <ul> <li>recognizes atypical behavior in students</li> </ul>   |
| builds trust with students and fosters relationships   | <ul> <li>builds trust with students and fasters relationships</li> </ul>  | <ul> <li>builds trust with students and fosters relationships</li> </ul>   |
|  | so that students can thrive academically  | so that students can inflye academically   |
| adapts teaching to reflect knowledge of students differentiates instruction based on what he/she   | <ul> <li>adapts teaching to reflect knowledge of students</li> <li>differentiates instruction based on what he/she</li> </ul> | <ul> <li>adapts teaching to tenect knowledge of students</li> <li>differentiates instruction based on what he/she</li> </ul> |
| knows about students' strengths, interests, and  | knows about students' sirengths, interests, and   | knows about students' strengths, interests, and  |
|  | needs   | needs  |
| gets to know parents and connects with the   | • gets to know parents and connects with the  | • gets to know parents and connects with the   |
| i.h.s.   | - helps students see the compessions between what   | nelve chirlents see the connections between what   |
| they students see the collinections between what   | they already know and the new material  | they already know and the new material   |
| connects classroom fearning to students' life  | · connects classroom learning to students' life   | <ul> <li>connects classroom learning to students' life</li> </ul>  |
| 10-0   | experiences and cultural backgrounds  | experiences and cultural backgrounds   |
| supports all students to use first and second  | supports all students to use first and second   | • supports all students to use first and second  |
| language skills to achieve learning goals  | language skills to acmeve learting goals  omens a lesson or unit to capture student attention                                 | anguage skills to active teal tilling goals opens a Jesson or unit to capture student attention                              |
|  | and interest  | and interest   |
| builds on students' comments and questions during  | ·   | <ul> <li>builds on students' comments and questions during</li> </ul>  |
| 1  |   | a lesson to extend their understanding   |
| ect matter and   | ·   | establishes a connection between subject matter and  |
| one settlem  | purpose for learning   makes connections between the subject traffer and  | <ul> <li>purpose for learning</li> <li>makes connections between the subject matter and</li> </ul>                           |
| 7  | real-life contexts  | real-life contexts   |
| seeks feedback from students regarding relevance of  | •   | •  |
|  | subject matter to their lives   | subject matter to their lives  enoages all students in a variety of learning   |
| engages an students in a variety of regiming<br>experiences that accommodate the different ways  | experiences that accommodate the different ways   | experiences that accommodate the different ways  |
| •  | they learn  | they learn   |
| provides opportunities for all students to acquire   | provides opportunities for all students to acquire  | <ul> <li>provides opportunities for all students to acquire</li> </ul>   |
| and practice skills in meaningful contexts   | spleete and inflines a range of instructional   | • selects and utilizes a range of instructional  |
|  | doing in chapters course of colonia   | annowher to engage students in learning  |
| approaches to engage students in tearning  | -   | •  |
| uses a variety of strategies to introduce, explain, more   | -   |  |
|  |   | students understand  |
| helps all students leam, practice, internalize, and  | • helps all students learn, practice, internalize, and  | <ul> <li>helps all students learn, practice, internalize, and</li> </ul>   |
| apply subject-specific learning strategies and   | apply subject-specific learning strategies and  | apply subject-specific learning strategies and   |
|  | procedures  | procedures   |
| uses differentiated instruction to meet the assessed   |   | uses differentiated instruction to meet the assessed   |
| learning needs of students and increase active   | learning needs of students and increase active  | regionality needs of studying and increase active  |
|  | participation in learning  adapts materials and resources, makes  | adapts materials and resources, makes  |
| accommodations and uses appropriate assistive  | accommodations, and uses appropriate assistive  | accommodations, and uses appropriate assistive   |
| support  | equipment and other technologies to support   | equipment and other technologies to support  |
|  | students' diverse learning needs  | students diverse learning needs  |
| utilizes multiple types of technology to facilitate  | dilizza intribucações or controleção recursos   | Davised 11/2010  |

|   | Barreton  |  | APPENDIX E, ATTACHMENT L   |
|---|---|--|--|
|   | <ul> <li>examines and uses resources that minimize bias</li> </ul>  | learning  examines and uses resources that minimize bias   | learning examines and uses resources that minimize hise  |
| 1.5 Fromoting critical thinking through inquiry, problem solving, and reflection. | e ncourages students to use multiple approaches and solutions to solve problems  encourages students to use multiple approaches and solutions to solve problems  encourages students to ask critical questions and consider diverse perspectives about subject matter provides opportunities for students to think about, discuss, and evaluate content  extend students to facilitate discussion, clarify, and extend students to think and communicate with clarity and precision  supports students to think and communicate with clarity and precision  helps students apply previous learning to new situations  encourages students to create, imagine, and innovate technologies for accessing knowledge and information                 | encourages students to use multiple approaches and solutions to solve problems encourages students to use multiple approaches and solutions to solve problems encourages students to ask critical questions and consider diverse perspectives about subject matter provides opportunities for students to think about, discuss, and evaluate content asks questions to facilitate discussion, clarify, and extend students to think and contents of supports students to think and carted students to facilitate discussion, clarify, and extend students to think and communicate with clarity and precision helps students apply previous learning to new situations encourages students to create, imagine, and innovate technologies for accessing knowledge and information | encourages students to use multiple approaches and solutions to solve problems encourages students to use multiple approaches and solutions to solve problems encourages students to use multiple approaches and solutions to solve problems encourages students to ask critical questions and consider diverse perspectives about subject matter provides opportunities for students to think about, discuss, and evaluate content asks questions to facilitate discussion, clarify, and extend students to think and communicate with clarity and precision helps students to think and communicate with clarity and precision helps students to develop and use strategies and technologies for accessing knowledge and information           |
| 1.6 Monitoring student<br>learning and adjusting<br>instruction while teaching    | • systematically checks for student understanding and revises plans accordingly • incorporates a variety of strategies in a lesson to check for student understanding • monitors the learning of students with limited English proficiency or of students with special needs • adjusts the lesson plan to accelerate instruction when he/she determines that the pace of the iesson is too slow • makes "on the spot" changes in his/her lesson based on students' interests and questions • provides additional support and opportunities for students to learn when some students have mastered the lesson objective(s) and others have not • adjusts lesson when he/she doesn't have enough time to complete everything he/she planned to do | eystematically checks for student understanding and revises plans accordingly Incorporates a variety of strategies in a lesson to check for student understanding monitors the learning of students with limited English proficiency or of students with special needs adjusts the lesson plan to accelerate instruction when he/she determines that the pace of the lesson is too slow makes "on the spot" changes in his/her lesson based on students' interests and questions provides additional support and opportunities for students to learn when some students have mastered the lesson objective(s) and others have not adjusts lesson when he/she doesn't have enough time to complete everything he/she planned to do  | • systematically checks for student understanding and tevises plans accordingly • incorporates a variety of strategies in a lesson to obeck for student understanding • monitors the learning of students with limited English proficiency or of students with special needs • adjusts the lesson plan to accelerate instruction • when he/she determines that the pace of the lesson is too slow • makes "on the spot" changes in his/her lesson based on students interests and questions • provides additional support and opportunities for students to learn when some students have mastered the lesson objective(s) and others have not • adjusts lesson when he/she doesn't have enough time to complete everything he/she planned to do |

| Date of Observation  |  |
|--|--|
| Evaluator's Initials:  |  |
| The second secon |  |
| Teacher's Name:  |  |

Standard 2: Creating and Naturaling Effective Environments for Student Learning.

Teachers promote social development and responsibility within a caring community where each student is treated fairly and respectfully. They create physical or virtual learning environments that are physically intellectually and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for all students. Teachers develop communicate and maintain high standards for individual and group behavior. They employ elassioon routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. They use instructional time to optimize learning.

|   | Satisfactory  | "Neèds Improvement   | Unsatisfactory  |
|---|---|--|---|
| ELEMENT                                   | Teacher frequently:   |  | Teacher rarely:   |
| 2.1 Promoting social                      | <ul> <li>models and promotes farmess, equity, and respect</li> </ul>  | models and promotes fairness, equity, and respect in                       | models and promotes fairness, equity, and respect in  |
| development and                           | in a classroom atmosphere that values all                             | a classroom almosphere that values all marviduals                          | a classroom amnosphere that values all individuals  |
| responsibility within a                   | individuals and cultures  | and contines   | and contines  |
| caring community where                    | helps all students accept and respect diversity in                    |  | rempt of cultural valuations (monitals and account  |
| cach student is freated                   | terms of cuitoral, religious, impuisite, and                          | tentis of cutoral, religious, intguiste, and economic                      | terms of cultural, tengious, injentant, and economic  |
| fairly and respectiuity                   | economic backgrounds, rearming uniterarces and                        | packet outlies, realiting thirefelless and ability.                        | parketotalds, teating circuites and apinty.   |
|   | and sexual orientation; and other aspects of                          | sexual orientation: and other aspects of humankind                         | sexual orientation; and other aspects of humankind  |
|   | humankind   | • engages students in shared problem-solving and                           | engages students in shared problem-solving and  |
|   | • engages students in shared problem-solving and                      | conflict resolution  | conflict resolution   |
|   | conflict resolution   | · provides learning apportunities that encourage                           | provides learning opportunities that encourage  |
|   | • provides learning opportunities that encourage                      | Stituent-to-state to minimication was empairly and                         | אנחברוניים אינון בחומות במונים המונים במונים המונים במונים מינון במונים מינים במונים מינים במונים מינים במונים  |
|   | Student-to-student communication with chipathy                        | modestationing and provides  | develops students, leadership skills and provides   |
|   | develops students' leadership skills and provides                     | opportunities to apply them  | opportunities to apply them   |
|   | opportunities to apply them   | creates a classroom culture where students feel a                          | • creates a classroom culture where students feel a   |
|   | creates a classroom culture where students feel a                     | sense of responsibility to and for one another                             | sense of responsibility to and for one another  |
|   | sense of responsibility to and for one another                        | <ul> <li>helps students to appreciate their own identities and</li> </ul>  | <ul> <li>helps students to appreciate their own identities and</li> </ul>                                       |
|   | <ul> <li>helps students to appreciate their own identities</li> </ul> | to view themselves as valued contributors to society                       | to view themselves as valued countibutors to society  |
|   | and to view themselves as valued contributors to                      | <ul> <li>develops activities that support positive interactions</li> </ul> | <ul> <li>develops activities that support positive interactions</li> </ul>                                      |
| 2 × 5 × 6 × 6 × 6 × 6 × 6 × 6 × 6 × 6 × 6 | society   | among students and that help students get to know                          | among students and that help students get to know   |
| # 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1   | <ul> <li>develops activities that support positive</li> </ul>         | each other   | each other  |
|   | interactions among students and that help students                    |  |   |
|   | get to know each other  |  | Charles and columns of process of the contract of   |
| 2.2 Creating physical or                  | • arranges and adapts classroom seating to                            | * arranges and adapts classically scaling to                               | attairges and adapts classically searning to accommendate individual and aroun fearning assets                  |
| virtual learning                          | accommodate individual and group teaming needs                        | accommittate mornal and group reguling recess                              | establishes a stimulating curriculum-rich learning  |
| environments mar promote                  | entitionment that riggorit content learning and                       | environment that supports content tearning and                             | environment that supports content feaming and   |
| Althorite and appointing                  | contribution that supports containing and                             | academic vocabulare development  | academic vocabulary development   |
| constructive and                          | ensures that students develop an appreciation of                      | ensures that students develop an appreciation of                           | <ul> <li>ensures that students develop an appreciation of</li> </ul>  |
| productive interactions                   | diversity   | diversity  | diversity   |
| among students                            | • provides students access to resources, technologies.                | <ul> <li>provides students access to resources, technologies,</li> </ul>   | <ul> <li>provides students access to resources, technologies,</li> </ul>  |
|   | and confortable workspaces  | and comfortable workspaces   | and comfortable workspaces  |
|   | e creates an environment that promotes optimal                        | <ul> <li>creates an environment that promotes optimal</li> </ul>           | creates an environment that promotes optimal  |
|   | learning for each student   | learning for each student  | learning for each Student   |
|   | • constructs an equitable learning environment for all                | • constructs an equitable rearring environment tot an                      | ביות ומני אונים ביות המיוות ביות המיוות ביות ומווית ומניות המיוות מון שניים ביות ומווית ומניות המיוות מון שניים |
| To some the second                        | Students  | Stilletits  are any interest to facilitate                                 | arranges the learning environment to facilitate   |
| 2.3 Establishing and                      | positive and productive classroom interactions                        | nostlive and productive classroom interactions                             | positive and productive classroom interactions  |
| environments that are                     | encourages, supports, and recognizes the                              | encourages, supports, and recognizes the                                   | encourages, supports, and recognizes the  |
| nivsically, intellectually                | achievenents and contributions of all students                        |  | achievements and contributions of all students  |
| and emotionally safe                      | • encourages students to take risks and to express                    | <ul> <li>encourages students to take risks and to express</li> </ul>       | <ul> <li>encourages students to take risks and to express</li> </ul>  |
|   | thoughtful and respectful opinions related to the                     | thoughtful and respectful opinions related to the                          | thoughtful and respectful opinions related to the   |
|   | topic or subject of discussion  | topic or subject of discussion   | topic of subject of discussion  |
| 4   | <ul> <li>fosters the development of each student's self-</li> </ul>   | * losters the development of each student's self-esteem                    | Insters the development of each students self-estern     Assets a safe severible learning entironment for       |
|   | esteem)   | effectes a sale, accessione realiting chyacumem to                         | sil dudents   |
| 9 9                                       | ereates a safe, accessible tearing environment tea                    | מון סוותרווס   |   |
| 10.0                                      | all studetins   |  |   |

| 2.4 Creating a rigorous<br>learning environment with | establishes a productive, achievement-oriented climate in his/her classroom   | establishes a productive, achievement-oriented   | <ul> <li>establishes a productive, achievement-oriented</li> </ul>   |
|--|---|--|--|
| high expectations and                                | • sets high expectations for all students   | sets high expectations for all students  | cumate in dis/ner classroom  • sets high expectations for all students   |
| appropriate support for all                          | motivates all students to initiate their own learning   | · motivates all students to initiate their own learning  | motivates all students to initiate their own learning  |
|  | • provides all students opportunities to examine and  | and surve for challenging learning goals  novides all student concommittee to examine and                          | and strive for challenging learning goals  |
| ¥.   | evaluate their own work and to learn from the work  | evaluate their own work and to learn from the work   | evaluate their own work and to learn from the work   |
|  | of their peers  | of their peers   | of their peers   |
|  | ensures access to challenging and diverse academic  | <ul> <li>ensures access to challenging and diverse academic</li> </ul>   | <ul> <li>ensures access to challenging and diverse academic</li> </ul>   |
| 2 5 Develoning                                       | • facilitates students  | content for all students   | content for all students   |
| comminicating and                                    | decision_making   | deciniates student participation in classroom  | · facilitates student participation in classroom   |
| majutalning high                                     | • fosters and supports annrowiate shident behavior  | decision-diaking  fosters and cusants announces thideat hebanian   | decision-making  |
| standards for individual                             | collaborates with students, families, and   | collaborates with students, families, and  | <ul> <li>Toslers and Supports appropriate student behavior</li> <li>collaborates with students fomilies and</li> </ul> |
| and group behavior                                   | communities to establish, maintain, and   | communities to establish, maintain, and  | communities to establish maintain and  |
|  | communicate standards for student behavior  | communicate standards for student behavior   | communicate standards for smdent behavior  |
|  | understands the underlying causes of student  | <ul> <li>understands the underlying causes of student</li> </ul>   | <ul> <li>understands the underlying causes of student</li> </ul>   |
|  | behavior, including developmental and individual  | behavior, including developmental and individual   | behavior, including developmental and individual   |
|  | nositive classroom conduct  | needs, and utilizes that knowledge in support of   | needs, and utilizes that knowledge in support of   |
|  | • Works proactively to prevent and respond mirely   | positive ciassroom conduct   | positive classroom conduct   |
|  | to minimize behavioral issues   | minimize behavioral issues   | * Works proactively to prevent and respond quickly to  |
|  | <ul> <li>understands and responds to inappropriate</li> </ul>   | understands and responds to inappropriate hebaviors  | innimize ochaviolai issues  - imderetande and rechonde to insummerete hebenion   |
|  | behaviors in an efficient, fair, and equitable way  | in an efficient, fair, and equitable way   | in an efficient fair and acceptable way.   |
|  | <ul> <li>helps all students learn to take responsibility for</li> </ul>   | helps all students fearn to take responsibility for  | <ul> <li>helps all students learn to take responsibility for</li> </ul>  |
|  | their own behavior and actions  | their own behavior and actions   | their own behavior and actions   |
| 2.6 Employing classroom                              | <ul> <li>involves all students in the development of</li> </ul>   | * involves all students in the development of  | * involves all students in the development of  |
| rondoes, procedures,                                 | classroom procedures and routines   | classroom procedures and routines  | classroom procedures and routines  |
| norms and supports for                               | <ul> <li>helps students transition smoothly and efficiently</li> </ul>  | <ul> <li>helps students transition smoothly and efficiently</li> </ul>   | <ul> <li>helps students transition smoothly and efficiently</li> </ul>   |
| positive benavior to ensure                          | from one instructional activity to the next   | from one instructional activity to the next  | from one instructional activity to the next  |
| a cimate in which all                                | applies knowledge of students' physical, social,  | <ul> <li>applies knowledge of students' physical, social,</li> </ul>   | <ul> <li>applies knowledge of students' physical, social,</li> </ul>   |
| students can learn.                                  | cognitive, and emotional development to ensure  | cognitive, and emotional development to ensure that  | cognitive, and emotional development to ensure that  |
|  | that adequate time and support are provided for students to complete learning activities                            | adequate time and support are provided for students  | adequate time and support are provided for students  |
|  | develons daily schedules timelines classroom  | 10 complete realiting activities   | to complete learning activities  |
|  | routines, and norms that maximize learning  | routines and norms that maximize learning  | gevelops daily schedules, timelines, classroom   |
|  | <ul> <li>connects district, site, and classroom procedures to</li> </ul>  | connects district, site, and classroom procedures to   | connects district site and classroom procedures to   |
|  | promote a climate of faimess and respect for all  | promote a climate of faimess and respect for all   | promote a climate of faimess and respect for all   |
| *  | students  | students   | students   |
|  | <ul> <li>adapts routines, procedures, and norms to ensure the<br/>success of students with special needs</li> </ul> | <ul> <li>adapts routines, procedures, and noms to ensure the<br/>surcess of emidents with energy proofs</li> </ul> | adapts routines, procedures, and norms to ensure the   |
| 2.7 Using instruction time                           | organizes instruction to optimize learning time   | organizes instruction to onlimize learning time  | organizaci defendion to continuiza lacuta  |
| to optimize learning.                                | <ul> <li>paces instruction to accomplish learning goals</li> </ul>  | * paces instruction to accomplish learning goals   | * paces instruction to accomplish learning goals   |
|  | re-directs students' off-task behavior to make the  | * re-directs students' off-task behavior to make the   | * re-directs students' off-task behavior to make the   |
|  | adjust instructional time   | most of instructional time   | most of instructional time   |
| (file  | remain encaced and challenced   | * adjusts instructional time so that all students remain   | <ul> <li>adjusts instructional time so that all students remain</li> </ul>   |
|  | structures time for both independent and  | structures time for both independent and   | engaged and challenged  * structures time for hoth independent and   |
|  | collaborative learning opportunities  | collaborative learning opportunities   | collaborative feaming opportunities  |
|  | <ul> <li>balances instructional, preparation, administrative,</li> </ul>  | <ul> <li>balances instructional, preparation, administrative,</li> </ul>   | balances instructional, preparation, administrative  |
|  | and managerial time   | and managerial time  | and managerial time  |

Standard 3: Understanding Subject matter, academic content standards, and Organizing Subject Matter for Student Learning of student and proficiencies to ensure student understanding of content standards, and curriculum frameworks. They apply knowledge of student and proficiencies to ensure student understanding of the subject matter. They use and adapt resources, technologics and standard-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.

|   |  | The second secon |  |
|---|--|--|--|
| ELEMENT                                 | Satisfactory Teacher frequently:                                     | Needs Improvement Teacher minimally:   | Tracher ratein   |
| 21.0                                    |  | The state of the s | יובמיוני ושכול.  |
| S.1 Demonsurating                       | cusules und subject matter knowledge is                              | ensures mai subject maner knowledge is sufficient to   | <ul> <li>ensures that subject matter knowledge is sufficient to</li> </ul> |
| Knowledge of subject                    | sufficient to support student learning                               | support student learning   | support student learning   |
| matter, academic content                | <ul> <li>continues to keep subject matter knowledge</li> </ul>       | <ul> <li>continues to keep subject matter knowledge current</li> </ul>   | • Continues to keep subject matter browledge surgest                       |
| standards and curriculum                | i traffic  | a identified moderated on a tendent and the characters   | יייייייייייייייייייייייייייייייייייייי                                     |
|   |  | sections, mineral and leading the key concepts   | identifies, understands, and leaches the key concepts                      |
| JIMMEWORKS.                             | <ul> <li>Identities, understands, and teaches the key</li> </ul>     | and underlying themes and relationships in the   | and underlying themes and relationships in the                             |
|   | concepts and underlying themes and relationships                     | academic content standards and state curriculum  | academic content standards and state corrientum                            |
|   | in the academic content standards and state                          | frameworks   | Grameworks   |
|   | enrichm frameworks   | * interrate transfer themse as a principle as  |  |
|   |  | muce area wey concepts, ulcines, relationships, and  | Integrates Key concepts, thernes, relationships, and                       |
|   | <ul> <li>integrates key concepts, themes, relationships,</li> </ul>  | connections across subject niatter areas   | connections across subject matter areas                                    |
|   | and connections across subject matter areas                          | <ul> <li>ensures that knowledge of the subject matter</li> </ul>   | * Positive that knowledge of the subject matter                            |
|   | 20 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -                             |  | מושמות שומו שונה אורחבר חד חוב שתחוברו ווומוננו                            |
|   | בתופתוכים נוושו עווסאוכת לכי מוני פתחלכת חושוניו                     | montherates unterent perspectives, appropriate to the  | incorporates different perspectives, appropriate to                        |
|   | incorporates different perspectives, appropriate to                  | discipline   | the discipline   |
|   | the discipline   | and a restrict the state of the |  |
|   | TITA CISCIDITIVE   | וומוחושלא מוח חווודכי כתונכווו חוותכואוחווה חו   | maintains and unitzes current understanding of                             |
|   | maintains and unities current understanding of                       | relevant content standards and frameworks  | relevant content standards and frameworks                                  |
| 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | ictorall collectif standards and trailierfolins                      |  |  |
| 3.4 Applying knowledge of               | · applies knowledge of numan development and                         | <ul> <li>applies knowledge of numan development and</li> </ul>   | applies knowledge of human development and                                 |
| student development and                 | learning theory to the unique students that he/she                   | learning theory to the unique students that he/she   | learning theory to the unique students that he/she                         |
| proficiencies to ensure                 | teaches  | teaches  | teaches  |
| student understanding of                | <ul> <li>acquires understanding of students' individual</li> </ul>   | <ul> <li>acquires understanding of students' individual</li> </ul>   | acquires understanding of students' individual                             |
| enhinet motter                          | comitive social emotional and physical                               | coonditive social emotional and physical development   | population propied amorphisms and appreciate                               |
| ambert matters                          | dereloured action, traidment and projects                            | second to content being toucht to chideate' with   | להיים שונה החוסותה בחוסותה שונה לחוקפונים                                  |
|   | development  | ביין יין יין יין יין יין יין יין יין יין   | nevelopment  |
|   | <ul> <li>connects content being taught to students' prior</li> </ul> | knowledge and experiences  | <ul> <li>connects content being taught to students' prior</li> </ul>       |
|   | knowledge and experiences  | <ul> <li>builds understanding of English learners! levels of</li> </ul>  | knowledge and experiences  |
|   | <ul> <li>builds understanding of English learners' levels</li> </ul> | language acquisition in order to know how to best  | builds understanding of English Jeamers' levels of                         |
|   | of language acquisition in order to know how to                      | support their learning   | language acquisition in order to know how to been                          |
|   |  | The state of the s |  |
|   | Dest support toen rearming   | * pulles unherstationally of students with special needs in  | support their tearning   |
|   | <ul> <li>builds understanding of students with special</li> </ul>    | order to know how and when to differentiate  | <ul> <li>builds understanding of students with special needs</li> </ul>    |
|   | needs in order to know how and when to                               | instruction  | in order to know how and when to differentiate                             |
|   | differentiate instruction  |  | instruction  |
| 3.3 Organizing curriculum               | <ul> <li>uses knowledge of student readiness to learn to</li> </ul>  | <ul> <li>uses knowledge of student readiness to learn to</li> </ul>  | <ul> <li>uses knowledge of student readiness to learn to</li> </ul>        |
| to facilitate student                   | organize, sequence, and enhance the curriculum                       | organize, sequence, and enhance the curriculum   | organize, sequence, and enhance the curriculum                             |
| understanding of subject                | applies knowledge of the subject matter to                           | <ul> <li>applies knowledge of the subject matter to organize</li> </ul>  | <ul> <li>applies knowledge of the subject matter to organize</li> </ul>    |
| matter                                  | organize curriculum, plan lessons and units, and                     | curriculum, plan lessons and units, and select   | curriculum, plan Jessons and units, and select                             |
|   | select instructional strategies that demonstrate                     | instructional strategies that demonstrate key concepts   | instructional strategies that demonstrate key                              |
|   | lear one oast ond their internal ationshine                          | and their internal attouching  | concents and their interrelationships                                      |
| 'n                                      | אכלוווכוטובוסודון ווונכווסודולים איניסיווסי                          | and then interioratings  | ביקטיויה ביין ייין ייין ייין ייין ייין ייין יי                             |
|   | • organizes subject matter to reveal and value                       | • organizes subject matter to reveal and value different   | organizes subject matter to reveal and value different                     |
| 177                                     | different cultural perspectives                                      | cultural perspectives  | cultural perspectives  |
|   | <ul> <li>incorporates subject or grade level expectations</li> </ul> | <ul> <li>incorporates subject or grade level expectations and</li> </ul>   | <ul> <li>incorporates subject or grade level expectations and</li> </ul>   |
|   | and curriculum frameworks in organizing subject                      | curriculum frameworks in organizing subject matter   | curriculum frameworks in organizing subject matter                         |
|   | matter   | <ul> <li>utilizes standards-aligned and/or adopted curriculum</li> </ul>   | <ul> <li>utilizes standards-aligned and/or adopted curriculum</li> </ul>   |
|   | <ul> <li>utilizes standards-aligned and/or adopted</li> </ul>        | in ways that support student learning  | in ways that support student learning                                      |
| (1) (1) (1) (1) (1) (1) (1) (1) (1) (1) | curriculum in ways that support student learning                     | And the second s |  |
| 3.4 Utilizing Instructional             | <ul> <li>develops and uses a repertoire of instructional</li> </ul>  | <ul> <li>develops and uses a repertoire of instructional</li> </ul>  | <ul> <li>develops and uses a repertoire of instructional</li> </ul>        |
| strategies that are                     | strategies appropriate to the subject matter                         | strategies appropriate to the subject matter   | strategies appropriate to the subject matter                               |
|   |  |  |  |

| appropriate to the subject  | • builds on students' life experiences prior                           | . builde on studente? life exmeriences prior browledge   | hillde on chidante' life avnoriannes miles                                 |
|-----------------------------|--|--|--|
| malfer                      | knowledge and interests to make subject matter                         | and interests to make rubblest matter released and   |  |
|                             | relevant and meaningful to chideate                                    | mornings to make sugger many relevant and  | Allowicuge, and interests to make subject marter                           |
|                             | ירוב אמווי שוני ווויקווווו ביווי אוויקוווי                             | וווכקווווו אינו ווו אווויבוווי   | relevant and meaninghi to shidents   |
|                             | uses effective instructional strategies and                            | uses effective instructional strategies and approaches   | <ul> <li>uses effective instructional strategies and approaches</li> </ul> |
| 3                           | approaches to illustrate a concept and its                             | to illustrate a concept and its connections within and   | to illustrate a concept and its connections within and                     |
|                             | connections within and across subject areas                            | across subject areas   | across subject areas   |
|                             | <ul> <li>challenges all students to think critically in the</li> </ul> | <ul> <li>challenges all students to think critically in the subject</li> </ul>   | <ul> <li>challenges all students to think critically in the</li> </ul>     |
|                             | subject area   | area   | subject area   |
|                             | <ul> <li>helps all students develop enthusiasm for and a</li> </ul>    | <ul> <li>helps all students develop enthusiasm for and a deep</li> </ul>   | <ul> <li>helps all students develop enthusiasm for and a deep</li> </ul>   |
|                             | deep knowledge of the subject matter                                   | knowledge of the subject matter  | knowledge of the subject matter  |
|                             | <ul> <li>uses strategies that make the depth and</li> </ul>            | <ul> <li>uses strategies that make the depth and complexity of</li> </ul>  | <ul> <li>uses strategies that make the depth and complexity</li> </ul>     |
|                             | complexity of subject matter understandable to all students            | subject matter understandable to all students  | of subject matter understandable to all students                           |
| 3.5 Using and adapting      | <ul> <li>knows the full range of materials, resources, and</li> </ul>  | * knows the full range of materials, resources, and  | knows the full range of materials, resources, and                          |
| resources, technologies,    | technologies provided by the school or district                        | technologies provided by the school or district  | technologies provided by the school or district                            |
| and standard-aligned        | <ul> <li>selects materials, resources, and technologies to</li> </ul>  | <ul> <li>selects materials, resources, and technologies to</li> </ul>  | • selects materials, resources, and technologies to                        |
| instructional materials,    | support differentiated student learning of the                         | support differentiated student learning of the subject   | sunnort differentiated student learning of the subject                     |
| including adopted           | subject matter   | matter   | matter   |
| materials to make subject   | <ul> <li>selects and uses learning materials and resources</li> </ul>  | <ul> <li>selects and uses learning materials and resources that</li> </ul>   | <ul> <li>selects and uses learning materials and resources that</li> </ul> |
| matter accessible to all    | that reflect the diversity in his/her classroom                        | reflect the diversity in his/her classroom   | reflect the diversity in his/her classroom                                 |
| students.                   | <ul> <li>uses technologies to convey key concepts in the</li> </ul>    | <ul> <li>uses technologies to convey key concepts in the</li> </ul>  | <ul> <li>uses technologies to convey key concepts in the</li> </ul>        |
|                             | subject matter   | subject matter   | subject matter   |
|                             | <ul> <li>learns about and accesses new instructional</li> </ul>        | <ul> <li>learns about and accesses new instructional resources</li> </ul>  | <ul> <li>fearns about and accesses new instructional</li> </ul>            |
|                             | resources to support student learning                                  | to support student learning  | resources to support student learning                                      |
| 3.6 Addressing the needs of | · addresses the English Language Development                           | <ul> <li>addresses the English Language Development (ELD)</li> </ul>   | <ul> <li>addresses the English Language Development</li> </ul>             |
| English learners and        | (ELD) standards as they relate to English                              | standards as they relate to English learners' levels of  | (ELD) standards as they relate to English leamers'                         |
| students with special needs | learners' levels of language acquisition                               | language acquisition   | levels of language acquisition   |
| to provide equitable access | <ul> <li>addresses the Individual Education Plan (IEP)</li> </ul>      | <ul> <li>addresses the Individual Education Plan (IEP) goals</li> </ul>  | <ul> <li>addresses the Individual Education Plan (IEP) goals</li> </ul>    |
| to the content.             | goals and objectives of students with special                          | and objectives of students with special needs  | and objectives of students with special needs                              |
|                             | speau  | <ul> <li>selects materials, resources, and technologies to</li> </ul>  | <ul> <li>selects materials, resources, and technologies to</li> </ul>      |
|                             | <ul> <li>selects materials, resources, and technologies to</li> </ul>  | support subject matter instruction of English learners   | support subject matter instruction of English learners                     |
|                             | support subject matter instruction of English                          | and students with special needs  | and students with special needs  |
| 0.                          | learners and students with special needs                               | <ul> <li>ensures access to the critical concepts and themes in</li> </ul>  | <ul> <li>ensures access to the critical concepts and themes in</li> </ul>  |
|                             | <ul> <li>ensures access to the critical concepts and themes</li> </ul> | the academic content standards and state curriculum  | the academic content standards and state curriculum                        |
|                             | in the academic content standards and state                            | frameworks for students at various levels of English   | frameworks for students at various levels of English                       |
| ,                           | curriculum frameworks for students at various                          | proficiency and for students with special needs  | proficiency and for students with special needs                            |
|                             | levels of English proficiency and for students                         |  |  |
| 6 - 4 - 35                  | With special needs   | and the second of the second o |  |



# APPENDIX E, ATTACHMENT L

Standard 4: Planning Instruction and Designing Learning Experiences for All Students
develop and sequence long-term and short-term instructional plans to support student learning. They
modify and adapt instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. They

| The same of the sa | month and make monormy blance or more recessor than 1919 blacks at the control of   |  |  |
|--|---|--|--|
| ELEMENT  | Satisfactory Teacher frequently:  | Needs Improvement Teacher minimally:   | Unsatisfactory Teacher rarely:   |
| 4.1 Using knowledge of   | incorporates students' prior knowledge and     experience in curriculum and instructional planning.                         | Incorporates students prior knowledge and     Appropriate and incorporational planning   | incorporates students' prior knowledge and   |
| readiness, language  | <ul> <li>uses knowledge of students lives, their families, and</li> </ul>   | uses knowledge of students lives, their families, and  | experience in curriculum and instructional planning  • uses knowledge of students lives, their families, and |
| proficiency, cultural  | their communities to inform planning of curriculum  | their communities to inform planning of curriculum   | their communities to inform planning of curriculum   |
| background and individual  | and instruction   | and instruction  | and instruction  |
| development to plan  | <ul> <li>uses knowledge of students' individual cognitive,<br/>social emotional and abusinal development to alan</li> </ul> | uses knowledge of students' individual cognitive,     cocial emotional and absented development to also  | <ul> <li>uses knowledge of students' individual cognitive,</li> </ul>  |
| יייני הרווסווי   | instruction and make appropriate adaptations to   | instruction and make appropriate adaptations to  | social, emotional, and physical development to plan<br>instruction and make appropriate adaptations to       |
|  | meet students' unique needs   | meet students' unique needs  | meet students' unique needs  |
|  | <ul> <li>plans lessons and units that promote access to</li> </ul>  | <ul> <li>plans lessons and units that promote access to</li> </ul>   | <ul> <li>plans lessons and units that promote access to</li> </ul>   |
|  | academic content standards for all students   | academic content standards for all students  | academic content standards for all students  |
|  | Uses Knowledge of English learners levels of language profficiency to plan instruction that                                 | USES KNOWLEGGE OF ENGISH JEARNEYS LEVELS OF     Individue of the property      | language profit in the intervious of   |
| 100  | supports their subject matter learning and academic   | supports their subject matter learning and academic  | supports their subject matter learning and academic  |
|  | language development  | language development   | language development   |
|  | <ul> <li>uses knowledge of students' diverse learning needs</li> </ul>  | <ul> <li>uses knowledge of students' diverse learning needs</li> </ul>   | <ul> <li>uses knowledge of students' diverse learning needs</li> </ul>                                       |
| A STATE OF THE PERSON NAMED IN   | to plan instruction that supports their learning  | to plan instruction that supports their learning   | to plan instruction that supports their learning   |
| 4.2 Establishing and   | · builds on the strengths, interests, and needs of all  | · builds on the strengths, interests, and needs of all   | <ul> <li>builds on the strengths, interests, and needs of all</li> </ul>                                     |
| articulating goals for   | students to establish high expectations for learning  | students to establish high expectations for learning   | students to establish high expectations for learning   |
| student learning.  | <ul> <li>establishes long-term and short-term goals that are</li> </ul>   | · establishes long-term and short-term goals that are  | establishes long-term and short-term goals that are  |
|  | based on academic content standards and reflect   | oased on academic content standards and reflect  | based on academic confent standards and reflect  |
|  | students' strengths, interests, and needs   | students' strengths, interests, and needs  | students' strengths, interests, and needs  |
|  | <ul> <li>determines learning goals that address all students'</li> </ul>  | <ul> <li>determines learning goals that address all students'</li> </ul>   | <ul> <li>determines learning goals that address all students'</li> </ul>                                     |
| 24.0   | language abilities and diverse learning needs   | language abilities and diverse learning needs  | language abilities and diverse learning needs  |
|  | <ul> <li>establishes learning goals that address school,</li> </ul>   | <ul> <li>establishes fearning goals that address school,</li> </ul>  | <ul> <li>establishes learning goals that address school,</li> </ul>  |
|  | district, and community expectations  | district, and community expectations   | district, and community expectations   |
|  | <ul> <li>works with students and families to establish</li> </ul>   | <ul> <li>works with students and families to establish</li> </ul>  | <ul> <li>works with students and families to establish</li> </ul>  |
|  | learning goals  | learning goals   | learning goals   |
|  | <ul> <li>develops goals that prepare students for successful</li> </ul>   | <ul> <li>develops goals that prepare students for successful</li> </ul>  | <ul> <li>develops goals that prepare students for successful</li> </ul>                                      |
|  | transition to their next learning environment   | transition to their next learning environment  | transition to their next learning environment  |
|  | <ul> <li>communicates clear, challenging, and achievable</li> </ul>   | <ul> <li>communicates clear, challenging, and achievable</li> </ul>  | <ul> <li>communicates clear, challenging, and achievable</li> </ul>  |
|  |   | expectations for students  | expectations for students  |
| 4.3 Development and  | <ul> <li>designs an instructional program that considers the</li> </ul>   | <ul> <li>designs an instructional program that considers the</li> </ul>  | <ul> <li>designs an instructional program that considers the</li> </ul>                                      |
| sequencing long-term and   |   | long-term and the short-term   | long-term and the short-term   |
| short-term instructional   | <ul> <li>uses assessment results for long-term and short-term</li> </ul>  | <ul> <li>uses assessment results for long-term and short-term</li> </ul>   | <ul> <li>uses assessment results for long-term and short-tenn</li> </ul>                                     |
| plans to support student   | planning  | planning   | planning   |
| learning.  | <ul> <li>incorporates diverse subject matter perspectives in</li> </ul>   | <ul> <li>incorporates diverse subject mafter perspectives in</li> </ul>  | <ul> <li>incorporates diverse subject matter perspectives in</li> </ul>                                      |
|  | my planning   | my planning  | grinnsig ym  |
|  | <ul> <li>selects and sequences instructional strategies</li> </ul>  | selects and sequences instructional strategies   | <ul> <li>selects and sequences instructional strategies</li> </ul>   |
|  | appropriate to the complexity of the lesson content   | appropriate to the complexity of the lesson content  | appropriate to the complexity of the lesson content  |
|  | and to student learning needs   | and to student learning needs  | and to student learning needs  |
|  | <ul> <li>plans an instructional program that supports</li> </ul>  | <ul> <li>plans an instructional program that supports</li> </ul>   | plans an instructional program that supports   |
|  | students' second language learning and diverse  | students' second language learning and diverse   | students' second language learning and diverse   |
|  | learning needs  | Jearning needs   Jear   | ieaming needs incomparates professional expertise and knowledge  |
|  | יווכטניטטונים פרויסנאים מוטופיפיסונים איט איט איפטער  | Admiration of the second secon |  |

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| LUMBER .   | of students into a prescribed curriculum, page, and                        | of students into a prescribed curriculum, nace, and                        | of students into a prescribed curriculum nace and                          |
|--|--|--|--|
|  | district assessment calendar   | district assessment calendar   | district assessment calendar   |
|  | · collaborates with colleagues to make instructional                       | * collaborates with colleagues to make instructional                       | • collaborates with colleagues to make instructional                       |
|  | decisions  | decisions  | decisions  |
|  | <ul> <li>designs instruction so that students participate in</li> </ul>    | · designs instruction so that students participate in                      | <ul> <li>designs instruction so that students participate in</li> </ul>    |
|  | setting and achieving their individual learning goals                      | setting and achieving their individual learning goals                      | setting and achieving their individual learning goals                      |
| 4.4 Planning instruction   | <ul> <li>develops unit and lesson plans that build on and</li> </ul>       | <ul> <li>develops unit and lesson plans that build on and</li> </ul>       | · develops unit and lesson plans that build on and                         |
| that incorporates  | extend students' understanding of subject matter                           | extend students' understanding of subject matter                           | extend students' understanding of subject matter                           |
| appropriate strategies to  | <ul> <li>ensures that each instructional strategy is related to</li> </ul> | <ul> <li>ensures that each instructional strategy is related to</li> </ul> | <ul> <li>ensures that each instructional strategy is related to</li> </ul> |
| meet the learning needs of   | learning goals   | learning goals   | learning goals   |
| all students.  | <ul> <li>plans instruction to allow enough time for student</li> </ul>     | <ul> <li>plans instruction to allow enough time for student</li> </ul>     | · plans instruction to allow enough time for student                       |
|  | learning, review, and assessment   | learning, review, and assessment   | learning, review, and assessment   |
| ,  | <ul> <li>uses knowledge of subject matter and students to</li> </ul>       | <ul> <li>uses knowledge of subject matter and students to</li> </ul>       | <ul> <li>uses knowledge of subject matter and students to</li> </ul>       |
|  | plan and appropriately pace instructional activities                       | plan and appropriately pace instructional activities                       | plan and appropriately pace instructional activities                       |
|  | within a lesson and over time  | within a lesson and over time  | within a lesson and over time  |
|  | <ul> <li>checks for understanding, prepares for adjustments,</li> </ul>    | checks for understanding, prepares for adjustments,                        | <ul> <li>checks for understanding, prepares for adjustments,</li> </ul>    |
|  | remediates or accelerates instruction, and                                 | remediates or accelerates instruction, and                                 | remediates or accelerates instruction, and                                 |
|  | individualizes when appropriate  | individualizes when appropriate  | individualizes when appropriate  |
|  | <ul> <li>addresses the ELD standards appropriately, based</li> </ul>       | <ul> <li>addresses the ELD standards appropriately, based</li> </ul>       | <ul> <li>addresses the ELD standards appropriately, based</li> </ul>       |
|  | on English learners' levels of language acquisition                        | on English learners' levels of language acquisition                        | on English learners' levels of language acquisition                        |
|  | <ul> <li>addresses the IEP goals and objectives of students</li> </ul>     | <ul> <li>addresses the IEP goals and objectives of students</li> </ul>     | <ul> <li>addresses the IEP goals and objectives of students</li> </ul>     |
|  | with special needs   | with special needs   | with special needs   |
|  | <ul> <li>selects materials, resources, and technologies to</li> </ul>      | <ul> <li>selects materials, resources, and technologies to</li> </ul>      | <ul> <li>selects materials, resources, and technologies to</li> </ul>      |
|  | support the learning needs of English learners and                         | support the learning needs of English learners and                         | support the fearning needs of English learners and                         |
|  | students with special needs  | students with special needs  | students with special needs  |
| 4.5 Adapting instructional   | interacts with colleagues to identify typically                            | <ul> <li>interacts with colleagues to identify typically</li> </ul>        | <ul> <li>interacts with colleagues to identify typically</li> </ul>        |
| plans and curricular   | difficult concepts or skills for students in order to                      | difficult concepts or skills for students in order to                      | difficult concepts or skills for students in order to                      |
| materials to meet the  | re-examine and strengthen plans for future lessons                         | re-examine and strengthen plans for future lessons                         | re-examine and strengthen plans for future lessons                         |
| assessed learning needs of   | <ul> <li>proactively prepares for appropriate adjustments</li> </ul>       | <ul> <li>proaclively prepares for appropriate adjustments</li> </ul>       | <ul> <li>proactively prepares for appropriate adjustments</li> </ul>       |
| all students.  | based on assessment of student learning while                              | based on assessment of student learning while                              | based on assessment of student learning while                              |
|  | teaching   | teaching   | teaching   |
|  | <ul> <li>strengthers existing plans for students at identified</li> </ul>  | <ul> <li>strengthens existing plans for students at identified</li> </ul>  | <ul> <li>strengthens existing plans for students at identified</li> </ul>  |
|  | levels of English proficiency  | levels of English proticiency  | levels of English proficiency  |
|  | <ul> <li>strengthens existing plans for students with special</li> </ul>   | <ul> <li>strengthens existing plans for students with special</li> </ul>   | <ul> <li>strengthens existing plans for students with special</li> </ul>   |
|  | needs  | needs  | needs  |
|  | reflects on successes and struggles and applies what                       | reflects on successes and struggles and applies what                       | · reflects on successes and struggles and applies what                     |
|  | ne/she has learned about effective and ineffective                         | he/she has learned about effective and meffective                          | he/she has learned about effective and ineffective                         |
|  | strategies to existing plans for future lessons                            | strategies to existing plans for future lessons                            | strategies to existing plans for future lessons                            |
|  | <ul> <li>reflects on successes and struggles with the use of</li> </ul>    | <ul> <li>reflects on successes and struggles with the use of</li> </ul>    | <ul> <li>reflects on successes and struggles with the use of</li> </ul>    |
| 50   | curriculum and applies what he/she has learned to                          | curriculum and applies what he/she has learned to                          | curriculum and applies what he/she has learned to                          |
|  | existing plans for future lessons  | existing plans for future lessons  | existing plans for future lessons  |
|  | <ul> <li>captures what he/she has learned during a particular</li> </ul>   | <ul> <li>captures what hc/she has learned during a particular</li> </ul>   | <ul> <li>captures what he/she has learned during a particular</li> </ul>   |
|  | lesson so that he/she can revisit plans in advance of                      | lesson so that he/she can revisit plans in advance of                      | lesson so that he/she can revisit plans in advance of                      |
| The second secon | teaching the lesson again  | teaching the lesson again  | teaching the lesson again  |

Teacher's Name:

Date of Observation:

Evaluator's Initial:

Revised 11/2010 PUSD

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Standard 5: Assessing Student Learning review data from a variety of sources and use those data to inform instruction. They collect and analyze assessment data from a variety of sources and use those data to inform instruction. They self-assessment and both individually and with colleagues, to monitor student learning. Teachers used assessment data to establish learning goals and to plan, differentiae and modify instruction. They involve all students in self-assessment goal setting and monitoring progress. Teachers use available technologies to assist in assessment, analysis and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.

|  |  |  | The state of the s |
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| TINGS NO. 10   | Satisfactory   | Needs Improvement  | Unsatisfactory   |
| ELEMENI  | l eacher Trequently;   | Leacher minimally;   | Leacher rarely.  |
| 5.1 Applying knowledge of  | <ul> <li>becomes knowledgeable of the different types of</li> </ul>  | <ul> <li>becomes knowledgeable of the different types of</li> </ul>                              | <ul> <li>becomes knowledgeable of the different types of</li> </ul>  |
| the purposes,  | assessments—and their uses, benefits, and  | assessments-and their uses, benefits, and  | assessmentsand their uses, benefits, and   |
| characteristics, and uses of   | limitationsthat he/she draws on to inform  | limitationsthat he/she draws on to inform  | limitationsthat he/she draws on to inform  |
| different types of   | instruction  | instruction  | instruction  |
| assessments.   | <ul> <li>selects assessment strategies and instruments</li> </ul>  | · selects assessment strategies and instruments  | <ul> <li>selects assessment strategies and instruments</li> </ul>  |
|  | appropriate to the learning outcomes being   | appropriate to the learning outcomes being evaluated   | appropriate to the learning outcomes being evaluated   |
|  | evaluated  | <ul> <li>uses knowledge of assessment concepts such as</li> </ul>                                | <ul> <li>uses knowledge of assessment concepts such as</li> </ul>  |
|  |  | validity, reliability, and bias to choose assessments  | validity, reliability, and bias to choose assessments  |
|  | validity, reliability, and bias to choose assessments  | appropriate to students  | appropriate to students  |
|  |  | • designs grading practices that draw on multiple  | <ul> <li>designs grading practices that draw on multiple</li> </ul>  |
|  | designs graduing practices that thaw on multiple sources of information and reflect student learning   | Sources of miormation बाल (ट्यालट)। तिहासाम  | sources of intollination and reflect student learning  |
| 5.2 Collecting and   | keeps a continuous and comprehensive record of   | <ul> <li>keeps a continuous and comprehensive record of</li> </ul>                               | <ul> <li>keeps a continuous and comprehensive record of</li> </ul>   |
| analyzing assessment data  | group and individual achievement   | group and individual achievement   | group and individual achievement   |
| from a variety of sources  | <ul> <li>selects, designs, and uses assessment tools</li> </ul>  | <ul> <li>selects, designs, and uses assessment tools</li> </ul>                                  | <ul> <li>selects, designs, and uses assessment tools</li> </ul>  |
| to inform instruction.   | appropriate to what is being assessed  | appropriate to what is being assessed  | appropriate to what is being assessed  |
|  | <ul> <li>collects, selects, and reflects upon evidence of</li> </ul>   | <ul> <li>collects, selects, and reflects upon evidence of</li> </ul>                             | <ul> <li>collects, selects, and reflects upon evidence of</li> </ul>   |
|  | student learning   | student learning   | student learning   |
| -  | <ul> <li>works with families to gather information about all</li> </ul>  | <ul> <li>works with families to gather information about all</li> </ul>                          | <ul> <li>works with families to gather information about all</li> </ul>  |
|  | students and their learning  | students and their Jearning  | students and their learning  |
|  | <ul> <li>uses standardized tests, diagnostic tools, and</li> </ul>   | <ul> <li>uses standardized tests, diagnostic tools, and</li> </ul>                               | <ul> <li>uses standardized tests, diagnostic tools, and</li> </ul>   |
|  | developmental assessments to understand student  | developmental assessments to understand student  | developmental assessments to understand student  |
| Arra   | progress   | progress   | progress   |
|  | <ul> <li>uses a range of assessment strategies to implement</li> </ul>   | <ul> <li>uses a range of assessment strategies to implement</li> </ul>                           | <ul> <li>uses a range of assessment strategies to implement</li> </ul>   |
|  | and monitor individualized student learning goals  | and monitor individualized student learning goals  | and monitor individualized student learning goals  |
| · term   | (including IEP goals)  | (including IEP goals)  | (including IEP goals)  |
|  | <ul> <li>assesses student behavior to support learning</li> </ul>  | <ul> <li>assesses student behavior to support learning</li> </ul>                                | <ul> <li>assesses student behavior to support learning</li> </ul>  |
|  | <ul> <li>interprets data based on how an assessment is</li> </ul>  | <ul> <li>interprets data based on how an assessment is scored</li> </ul>                         | interprets data based on how an assessment is scored   |
|  | scored and what results it reports   | and what results it reports  | and what results it reports  |
| 5.3 Reviewing data, both   | 丑  | <ul> <li>reviews student assessment data with colleagues</li> </ul>                              | <ul> <li>reviews student assessment data with colleagues</li> </ul>  |
| individually and with  | <ul> <li>uses assessment results to monitor teaching and</li> </ul>  | •  | <ul> <li>uses assessment results to monitor teaching and</li> </ul>  |
| colleagues to monitor  | guide planning and instruction   | -  | guide planning and instruction   |
| student learning.  | <ul> <li>uses assessment information to determine when</li> </ul>  | •  | <ul> <li>uses assessment information to determine when and</li> </ul>  |
|  | and how to revisit content that has been taught  | how to revisit content that has been taught  | how to revisit content that has been taught  |
|  | <ul> <li>uses assessment data to eliminate gaps between</li> </ul>   | uses assessment data to eliminate gaps between   | <ul> <li>uses assessment data to eliminate gaps between</li> </ul>   |
|  | students' potential and their performance  |  | students' potential and their performance  |
|  | <ul> <li>uses assessment results to plan instruction to support</li> </ul>   | 2  | • uses assessment results to plan instruction to support   |
|  |  |  | English learners   |
|  | <ul> <li>uses assessment results to plan instruction to</li> </ul>   |  | <ul> <li>uses assessment results to plan instruction to support</li> </ul>   |
|  | support students' IEPs   | students' IEPs   | students' IEPs   |
| 5.4 Using assessment data  | <ul> <li>draws upon assessment data to support</li> </ul>  | · draws upon assessment data to support development  | <ul> <li>draws upon assessment data to support development</li> </ul>  |
| to establish learning goals  | development of learning goals  | or learning goals  | of learning goals  |
| and to plan differentiate  | • reviews and revises learning goals with students   | reviews and revises learning goals with students   | reviews and revises regining goals will students   |
| and modify instruction.  | over time  | OVE JUINE  | OVEL LITTLE  |
|  | • ensures that student learning goals reflect key  | ensures that student learning goals restect key subject matter concents skills and annitications | subject matter concents skills, and applications   |
|  | subject matter concepts, same applications   | 10   | i 1  |
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|  | while teaching  |  | THE PARTY AND THE ALANDARY   |
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|  | while teaching uses multiple sources of assessment to measure                                   | teaching to measure of assessment to measure                               | feaching   |
|  | student progress and revise instructional plans works to differentiate cools and alone based on | student progress and revise instructional plans                            | student progress and revise instructional plans                            |
|  | assessed needs of diverse learners  | works to differentiate goals and plans based on                            | <ul> <li>works to differentiate goals and plans based on</li> </ul>        |
| 34   | addresses the specific needs of English learners and  | * addresses the specific needs of English learness and                     | assessed needs of diverse learners   |
|  | students with special needs as he/she need  | children with greated and a Little   | ngijst   |
|  |   | assessments to inform instruction  | students with special needs as he/she uses                                 |
| 5.5 Involving all students   | <ul> <li>makes assessment integral to the learning process</li> </ul>                           | makes assessment integral to the learning process                          | makes assessment integral to the learning process                          |
| in sell-assessment, goal   | <ul> <li>makes assessment an interactive process between</li> </ul>                             | <ul> <li>makes assessment an interactive process between</li> </ul>        | # makes acceptment an interacting process between                          |
| setting, and monitoring  | teacher and student   | teacher and student  | teacher and shident  |
| progress   | <ul> <li>models self-assessment strategies for all students</li> </ul>                          | <ul> <li>models self-assessment strategies for all students</li> </ul>     | <ul> <li>models self-assessment strategies for all students</li> </ul>     |
| 13   | <ul> <li>develops and uses tools and guidelines that help all</li> </ul>                        | <ul> <li>develops and uses tools and guidelines that help all</li> </ul>   | <ul> <li>develops and uses tools and evidelines that help all</li> </ul>   |
|  | Students assess their work and monitor their  | students assess their work and monitor their learning                      | students assess their work and monitor their learning                      |
|  | learning goals  | goals  | Edals  |
|  | <ul> <li>provides opportunities for all students to engage in</li> </ul>                        | <ul> <li>provides opportunities for all students to engage in</li> </ul>   | <ul> <li>provides opportunities for all students to engage in</li> </ul>   |
|  | peer discussion and reflection of their work  | peer discussion and reflection of their work                               | peer discussion and reflection of their work                               |
|  | provides opportunities for all students to  | <ul> <li>provides opportunities for all students to</li> </ul>             | <ul> <li>provides opportunities for all students to</li> </ul>             |
|  | demonstrate and reflect on their learning inside and  | demonstrate and reflect on their learning inside and                       | demonstrate and reflect on their learning inside and                       |
| 1147   | outside of the classroom  | outside of the classroom   | outside of the classroom   |
| 5.6 Using available  | <ul> <li>becomes familiar with and selects technology</li> </ul>                                | becomes familiar with and selects technology                               | <ul> <li>becomes familiar with and selects technology</li> </ul>           |
| recunologies to assist in  | resources that support assessment practices   | resources that support assessment practices                                | resources that support assessment practices                                |
| assessment, analysis, and  | <ul> <li>uses technology to analyze student learning and</li> </ul>                             | <ul> <li>uses technology to analyze student learning and</li> </ul>        | <ul> <li>uses technology to analyze student learning and</li> </ul>        |
| communication of student   | inform instruction  | inform instruction   | inform instruction   |
| learning .   | uses appropriate technology resources to  | <ul> <li>uses appropriate technology resources to</li> </ul>               | <ul> <li>uses appropriate technology resources to</li> </ul>               |
|  | communicate students' learning to students and  | communicate students' learning to students and their                       | communicate students' learning to students and their                       |
|  | their tamilies  | families   | families   |
| 5.7 Using assessment   | <ul> <li>provides all students with information about their</li> </ul>                          | <ul> <li>provides all students with information about their</li> </ul>     | · provides all students with information about their                       |
| PRICAL INDICATION OF THE PRICAL PRICA | progress as mey engage in learning activities   | progress as they engage in learning activities                             | progress as they engage in learning activities                             |
| umery and comprehensible   | initiates regular and timely contact with families  | <ul> <li>initiates regular and timely contact with families and</li> </ul> | <ul> <li>initiates regular and timely contact with families and</li> </ul> |
| recuback with students and   | and resource providers about student progress   | resource providers about student progress                                  | resource providers about student progress                                  |
| meir iamines   | <ul> <li>confirminates assessment results to families in</li> </ul>                             | <ul> <li>communicates assessment results to families in ways</li> </ul>    | <ul> <li>communicates assessment results to families in ways</li> </ul>    |
|  | ways that are respectful and understandable   | that are respectful and understandable                                     | that are respectful and understandable                                     |
|  | provides families with ways to use assessment   | <ul> <li>provides families with ways to use assessment</li> </ul>          | <ul> <li>provides families with ways to use assessment</li> </ul>          |
|  | Information at home to improve student learning   | information at home to improve student leaming                             | information at home to improve student learning                            |



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development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity and ethical conduct. Standard 6: Developing as a Professional Education
Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and

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|--|--|---|--|--|
| • tassess growth as a teacher over time  • tassess growth as a teacher over time  • targets about teaching as he/she observes and  • interats with suderns and each of the continues to a substant strain or terflets on instructional successes and dilemmas to more his/her protecte forward  • analyze treating to understand what contributes to a student learning  • formulates professional development plans that are based on reflection and analysis  • formulates professional development plans that are stabilistes goals and seeks out opportunities; for professional good in an establistic an attitude of Illeforag learning  • stabilistes goals and seeks out opportunities; for professional good and district professional opportunities; onleagues, supervisors, mentors, and personal restencing some derstanding of retenting and teaching each of the professional opportunities to increase understanding of retenting and teaching each of the professional opportunities to seek out and refine approaches that make the contributes to seek out and refine approaches that make the contributes to seek out and refine approaches that make the contributes to seek out and refine approaches that make the contributes to seek out or professional appropriate resources such as the knowledge base after the opportunities.  • for teaching, school and district professional toles are professional professional opportunities, colleagues, supervisors, mentors, and personal reflections and teachinologies of the professional profess | ELEMENT  | Teacher frequently:   | Teacher minimally:   | Teacher rarely:  |
| interacts with students reflects on instructional successes and dilemmas to move his/fore practice forward analysis move his/fore practice forward analysis move his/fore practice forward analysis subtent learning formulates professional development plans that are setablishes goals and analysis formulates professional development plans that are setablishes goals and seeks out opportunities for maintains an attitude of filleong learning formulates professional goals are informed by appropriate resources and and evelopment establishes goals and seeks out opportunities for maintains an attitude of filleong learning for traching, school and district professional goals are informed by appropriate resources such as the knowledge base for teaching are stood and district professional guests supervisors, mentors, and personal development, and other professional goals are informed by appropriate resources such as the knowledge base for teaching as professional goals are informed by appropriate resources such as the knowledge base for teaching as professional goals are informed by appropriate resources such as the knowledge base for teaching, school and district professional development, and other professional guess professional literature, district professional development, and other professional professional development, and other professional approximates on the resources such as the knowledge and effective application of resure that all studiests, praceducators, and personal interactive and technologies and effective application of resure that all studiests, praceducators, and personal reductions on specialists, praceducators, and personal reductions on specialists, praceducators, and personal reductions on specialists, and studies are treating and teaching are treating and teaching and teaching are treating and teaching are treating to the reductor of collegares, reduction appears school and district and treations are all profes | 6.1 Reflecting on teaching   | assesses growth as a teacher over time  | assesses growth as a teacher over time   | <ul> <li>assesses growth as a teacher over time</li> </ul>                               |
| interacts with students  reflects on instructional successes and diferrmans to  more his/her practice froward  analyzes teaching to understand what contributes to student learning  fromulates professional development plans that are based on reflection and analysis  fromulates professional development plans that are based on reflection and analysis  fromulates professional development plans that might influence teaching or affect student learning  fromulates professional development plans that are based on reflection and analysis  fromulates professional development plans that might influence teaching or affect student learning  restablises goals and seake out gopertunities for establishes goals and seake out gopertunities for professional growth and development and one of professional growth and development and growth professional growth and professional growth and and an expressional growth and an exportant a | practice in support of   | <ul> <li>learns about teaching as he/she observes and</li> </ul>  | <ul> <li>learns about teaching as he/she observes and</li> </ul>   | · learns about teaching as he/she observes and   |
| reflecte or instructional structures and dilemmas to move his/her practice forward a many part of the structures of potential his that might inherous teaching to understand what contributes to a subset featuring and contributes to a subset feature of professional development and development and development and development and other professional growth and development and development and other professional growth and development and development and development and development and development and other professional growth and development and other professional growth and development, and other professional growth and suddents growth and and structured methods and technologies and reflective and professional growth and and structured methods and technologies and reflective and professional growth and and structured methods and technologies and reflective and student development, and other professional growth and and structured methods and technologies and growth and and and  | student learning   | interacts with students   | interacts with students  | interacts with students  |
| move his/her practice forward  analyzes teaching to understand what contributes to student learning formulates professional development plans that are based on reflection and analysis chevelops wateness of potential bias that might influence teaching or affect student learning establishes goals and seeks out opportunities for professional growth and development establishes goals and seeks out opportunities for professional growth and development of reaching, satiol and failtrick priorises, colleagues, supervisors, mentors, and personal responses understanding of teaching and personal responses understanding of teaching and responses with teachers, and supervisors, and staff to and responsibilities continues to seek out and refine approaches that make the curriculum accessible to all students colleborates with teachers, administrations and supervisors in support of teaching practice and supervisors in support of teaching practice and subvivales and teachogues, suppruse school and district goals and district conmunities contributes to the learning practice and subvivales and teachogues with other school suffer to be celearing organizations to the teacher of creating and proportion and supporting to the professional organizations of treating and personal subvivales, and subvivales and teaching goal open and subvivales and teaching goal open and subvivales and teaching and subvivales and teaching and elective application of subvivales and subvivales and teaching and subvivales and teaching and subvivales and teaching goal elective application of subvivales and teaching productive relationships subvivales and professional subvivales and reading applications of the school and district communities contributes to the learning productive relationships subvivales and professional learning practice and student learning organizations  |  |   | <ul> <li>reflects on instructional successes and dilemmas to</li> </ul>  | <ul> <li>reflects on instructional successes and dilemmas to</li> </ul>                  |
| student learning from lates professional development plans that are student learning from lates professional development plans that are based on reflection and analysis and reflection and analysis develops awareness of potential bias that might influence reactabilities of a feet student learning maintains an attitude of lifetong learning cathoring and the professional development and the professional development and other professional peaks and reselves on the professional literature, district professional reflections and spropriate resources such as the knowledge base for teaching, school and district professional ories and reflective application of continuers to seek out and refline approaches that make the curriculum accessible to all students continuers to seek out and refline approaches that make the curriculum accessible to all students continuers to seek out and refline approaches that make the curriculum accessible to all students continuers to seek out and refline approaches that make the curriculum accessible to all students continuers to seek out and refline approaches that make the curriculum accessible to all students continuers to seek out and refline approaches that make the curriculum accessible to all students continuers to seek out and refline approaches that make the curriculum accessible to all students continuers to seek out and refline approaches that make the curriculum accessible to all students continuers to seek out and refline approaches that the continuers to the tendack of colleagues, administrators, and interests, and student learning receptive to the feedback of colleagues, and supervisors in support of teaching and professional contributes to |  | move his/her practice forward   | move his/her practice forward  | move his/her practice forward  |
| formulates professional development plans that are based on reflection and analysis of the cheer |  | <ul> <li>analyzes teaching to understand what contributes to</li> </ul>   | <ul> <li>analyzes teaching to understand what contributes to</li> </ul>  | <ul> <li>analyzes teaching to understand what contributes to</li> </ul>                  |
| Communities productive and analysis     continues to ground in the current maintains an attitude of lifelong learning establishes goals and development to professional goals are informed by appropriate resources such as the knowledge base for teaching, school and district professional opportunities for professional professional professional professional opportunities for teaching shool and district professional learning and responsibilities or increase understanding of teaching professional learning make the curriculum accessible to all students of verse learning represente and student learning such maintains and responsibilities and responsibilities are continues to seek our and responsibilities are continues to seek our and responsibilities are continues to seek our and responsibilities are make the curriculum accessible to all students of verse learning responsibilities are made the curriculum accessible to all students diverse learning meets, administrations and supervisors in support of teaching specialists, paraeducators, and starging is are met remains receptable and professional of district professional of district professional learning responsibilities are met remaintered to the feedback of colleagues, metalors, administrations in support of teaching specialists, paraeducators, and starging is are met remains receptable and professional on district continues to school wide events, administrations in property events, adviving and supports of the feedback of colleagues, metalors, and supports of the feedback of colleagues, metalors, and supervisors in support of teaching specific some professional on district continuities to school wide events, advinities and su      |  | student learning  | student learning   | student learning   |
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| maintains an attitude of lifelong learning midence teaching or affect student learning midence teaching soals and seeks out opportunities for professional and seeks out opportunities for eachlishes goals and seeks out opportunities for eachlishes goals and seeks out opportunities for eachlishes goals and seeks out opportunities for eachling school and district priorities, colleagues, supervisors, mentors, and personal references understanding of teaching and learning service and other professional apportunities to increase understanding of teaching and learning learns more about his/her own professional and evelopment, and other professional and accessible to all students or professional and the continues to seek out and refine approaches that make the curriculum accessible to all students or continues to seek out and refine approaches that make the curriculum accessible to all students of vierse learning new may and the continues to seek out and technologies and effective application of increase understanding of teaching and learning recognive to the feedback of colleagues, mentors, and supervisors in support of teaching and district goals and priorities onliaborates with teachers, administrators, precialists, paraeductous, and staff to man outlibutes to the feedback of colleagues, mentors, and supervisors in support of the school staff to become a visible and organizations to improve teaching enemely of the rechoal of the school staff for the choal staff for the enemity of the professional organizations to improve teaching the professional and organizations to improve teaching enemely and something to an and say to the knowledge base of the professional and organizations to improve teaching enember of the professional and organizations to improve teaching enemity the professional and support of the professional and organizations to improve teaching enemely and the professional and support of the professional and organizations to improve teaching enemy and and so our time to the professional and organizations  | 169.   | <ul> <li>develops awareness of potential bias that might</li> </ul>   | develops awareness of potential bias that might  | develops awareness of potential bias that might  |
| restablishes goals and seeks out opportunities for professional growth and development ensures that professional goals are informed by appropriate resources such as the knowledge base for teaching, school and district priorities, colleagues, supervisors, mentors, and personal reflections and supervisors mentors, and personal development, and other professional observances of the supervisors in support of teaching and responsibilities out professional teaming the ministructural methods and technologies of continues to seek out and refine approaches that methods and technologies of continues to seek out and refine approaches that methods and technologies of continues to seek out and refine approaches that methods and technologies of continues to seek out and refine approaches that methods and technologies of continues to seek out and refine approaches that methods and technologies of continues to seek out and refine approaches that methods and technologies of continues to seek out and refine approaches that methods and technologies of continues to seek out and refine approaches that methods and technologies of continues to seek out and refine approaches that methods and technologies of continues to seek out and refine approaches that methods and technologies of continues to seek out and refine approaches that and students diverse learning needs, interest, and strangification of remains receptive to the feedback of colleagues, methods and district goals and priorities of contributes to professional objectives and support of teaching predicts and subdent learning and district goals and priorities or contributes to the learning of other educators of supports school and district goals and priorities of contributes to the learning of other educators of supports school and district goals and priorities or contributes to the learning of other educators of colleagues, methods  |  | influence teaching or affect student learning   | influence teaching or affect student learning  | influence teaching or affect student learning  |
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| <ul> <li>continues to seek out and refine approaches that make the curriculum accessible to all students</li> <li>expands knowledge and effective application of new instructional methods and technologies</li> <li>collaborates with teachers, administrators, educations specialists, paraeducators, and staff to ensure that all students diverse learning needs, interests, and strengths are met remains receptive to the feedback of colleagues, mentors, and supervisors in support of teaching practice and student learning</li> <li>supports school and district goals and priorities</li> <li>contributes to school-wide events, activities, and decision-making</li> <li>establishes and maintains productive relationships with other school staff to become a visible and valued member of the school and district communities</li> <li>contributes to the learning of other educators</li> <li>benefits from and adds to the knowledge base of the profession</li> </ul>   |  | and responsibilities  | responsibilities   | responsibilities   |
| <ul> <li>expands knowledge and effective application of new instructional methods and staff to ensure that all students diverse learning needs, interests, and students diverse learning needs, interests, and students diverse learning needs, interests, and students of the effoack of colleagues, mentors, and supervisors in support of teaching practice and student learning.</li> <li>supports school and district goals and priorities or contributes to school-wide events, activities, and decision-making.</li> <li>establishes and maintains productive relationships with other school staff to become a visible and valued member of the school and district communities.</li> <li>communities</li> <li>contributes to the learning of other educators</li> <li>benefits from and adds to the knowledge base of the profession</li> </ul>  |  | <ul> <li>continues to seek out and refine approaches that</li> </ul>  | <ul> <li>continues to seek out and refine approaches that</li> </ul>   | <ul> <li>continues to seek out and refine approaches that</li> </ul>                     |
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| education specialists, paraeducators, and staff to ensure that all students' diverse learning needs, interests, and strengths are met remains receptive to the feedback of colleagues, mentors, and supervisors in support of teaching practice and student learning receptive to the feedback of colleagues, mentors, and supervisors in support of teaching practice and student learning strengths and maintains productive relationships with other school and district goals and priorities or contributes to school-wide events, activities, and decision-making establishes and maintains productive relationships with other school staff to become a visible and valued member of the school and district communities contributes to the learning of other educators communities contributes to the learning of other educators benefits from and adds to the knowledge base of the profession  | 6.3 Collaborating with   | <ul> <li>collaborates with teachers, administrators,</li> </ul>   | <ul> <li>collaborates with teachers, administrators, education</li> </ul>  | <ul> <li>collaborates with teachers, administrators, education</li> </ul>                |
| interests, and strengths are met remains receptive to the feedback of colleagues, mentors, and supervisors in support of teaching practice and subernt learning supports school and district goals and priorities contributes to school-wide events, activities, and decision-making establishes and maintains productive relationships with other school staff to become a visible and valued member of the school and district communities communities contributes to the learning of other educators benefits from and adds to the knowledge base of the profession  interests, and strengths are met remains receptive to the feedback of colleagues, mentors, and suberning productive relationships with other school staff to become a visible and valued member of the school and district communities communities benefits from and adds to the knowledge base of the profession  | colleagues and the broader   | education specialists, paraeducators, and staff to  | specialists, paraeducators, and staff to ensure that all   | specialists, paraeducators, and staff to ensure that all                                 |
| remains receptive to the feedback of colleagues, mentors, and supervisors in support of teaching practice and student learning establishes and maintains productive relationships with other school staff to become a visible and valued member of the school and district communities  • contributes to the learning of other educators  • contributes to the learning of other educators  • benefits from and adds to the knowledge base of the profession  • temains receptive to the feedback of colleagues, mentors, and support of teaching practice and subport of teaching practice and principles or orntributes to the fearning of other educators or orntributes to professional organizations to improve teaching professional organizations to improve teaching professional organizations to improve teaching professional organizations to improve teaching professional organizations to the learning of the educators organizations to professional organizations to professional organizations to professional organizations to professional  | professional community to  | ensure that all students' diverse learning needs,   | students' diverse learning needs, interests, and   | students' diverse learning needs, interests, and   |
| <ul> <li>remains receptive to the feedback of colleagues, mentors, and supervisors in support of teaching practice and student learning practice and student learning supports school and district goals and priorities or contributes to school-wide events, activities, and decision-making establishes and maintains productive relationships with other school staff to become a visible and valued member of the school and district communities</li> <li>contributes to the learning of other educators</li> <li>benefits from and adds to the knowledge base of the profession</li> <li>remains receptive to the feaching practice and supervisors in support of teaching practice and supervisors in support of teaching practice and strict goals and priorities</li> <li>contributes to professional caganizations to improve teaching</li> <li>benefits from and adds to the knowledge base of the profession</li> </ul>  | support teacher and  | interests, and strengths are met  | strengths are met  | strengths are met  |
| support of teaching mentors, and supervisors in support of teaching practice and student learning state of supports school and district goals and priorities contributes to school-wide events, activities, and decision-making establishes and maintains productive relationships with other school staff to become a visible and valued member of the school and district communities communities contributes to professional corpulations to improve teaching corpurations to improve teaching corpussion and adds to the knowledge base of the profession  | student fearning   | remains receptive to the feedback of colleagues,  | <ul> <li>remains receptive to the feedback of colleagues,</li> </ul>   | <ul> <li>remains receptive to the feedback of colleagues,</li> </ul>                     |
| outs, and priorities and student learning strivities, and decision-making ductive relationships with other school staff to become a visible and valued member of the school and district contributes to the learning of other educators other educators to professional organizations to improve teaching benefits from and adds to the knowledge base of the profession   |  | mentors, and supervisors in support of teaching   | mentors, and supervisors in support of teaching  | mentors, and supervisors in support of teaching  |
| supports section and district goals and priorities     conributes to school-wide events, activities, and decision-making     establishes and maintains productive relationships with other school staff to become a visible and valued member of the school and district communities     contributes to the learning of other educators     benefits from and contributes to professional organizations to improve teaching     benefits from and adds to the knowledge base of the profession   |  | practice and student learning   | practice and student learning  | practice and student learning  |
| decision-making  • establishes and maintains productive relationships  • establishes and maintains productive relationships  with other school staff to become a visible and valued member of the school and district communities  • contributes to the learning of other educators  • benefits from and contributes to professional organizations to improve teaching  • benefits from and adds to the knowledge base of the profession   |  | <ul> <li>supports school and district goals and priorities</li> </ul>   | • supports school and district goals and priorities  | supports school and district goals and priorities  |
| relationships establishes and maintains productive relationships with other school staff to become a visible and valued member of the school and district communities contributes to the learning of other educators contributes to the learning of other educators benefits from and contributes to professional organizations to improve teaching benefits from and adds to the knowledge base of the profession   |  | contibutes to school-wide events, activities, and   | designation of the second of t | conclibutes to school-wide events, activities, and                                       |
| relationships with other school staff to become a visible and valued member of the school and district communities contributes to the learning of other educators contributes to the learning of other educators benefits from and contributes to professional organizations to improve teaching benefits from and adds to the knowledge base of the profession  |  | decision-making   | decision-making  | decision-making  |
| with other school start to become a visible and valued member of the school and district confinuities of the learning of other educators  • confibitues to the learning of other educators  • benefits from and contributes to professional organizations to improve teaching  • benefits from and adds to the knowledge base of the profession  |  | establishes and maintains productive relationships  | establishes allu illamitanis productive telanonsmps  | establishes and manuality productive relationships                                       |
| conmunities contributes to the learning of other educators contributes to the learning of other educators conganizations to improve teaching cof cof profession  |  | with other school staff to become a visible and valued member of the school and district  | with other school start to become a visible and valued member of the school and district   | with other school stail to become a visible and valued member of the school and district |
| contributes to the learning of other educators     benefits from and contributes to professional     organizations to improve teaching     benefits from and adds to the knowledge base of the     profession  | . 1  | communities   | communities  | communities  |
| benefits from and contributes to professional organizations to improve teaching     benefits from and adds to the knowledge base of the profession   |  | <ul> <li>contributes to the learning of other educators</li> </ul>  | contributes to the learning of other educators   | <ul> <li>contributes to the learning of other educators</li> </ul>                       |
| organizations to improve teaching  • benefits from and adds to the knowledge base of the profession  |  | <ul> <li>benefits from and contributes to professional</li> </ul>   | benefits from and contributes to professional  | <ul> <li>benefits from and contributes to professional</li> </ul>                        |
| <ul> <li>benefits from and adds to the knowledge base of the profession</li> </ul>   |  | organizations to improve teaching   | organizations to improve teaching  | organizations to improve teaching  |
| profession   | 34   | <ul> <li>benefits from and adds to the knowledge base of</li> </ul>   | <ul> <li>benefits from and adds to the knowledge base of the</li> </ul>  | <ul> <li>benefits from and adds to the knowledge base of the</li> </ul>                  |
|  | The second secon | the profession  | profession   | profession   |

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| ٠., |
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| 6 4 Working with families    | a tiefine and records standards from the sailes                                      | 4/  | APPENDIX E, ATTACHMENT I  |
|------------------------------|--|---|---|
| to support student learning  |  | Values and respects students families and     appreciates their role in student learning  | annesistes their role in condents families and                                    |
| ě                            | · develops an understanding of families' racial,                                     | develops an understanding of families' racial.  | approvates are local total leaning  develops an understanding of families' racial |
|                              | cultural, linguistic, and socioeconomic  | cultural, linguistic, and socioeconomic backgrounds   | cultural, Impuistic, and socioeconomic backgrounds                                |
|                              | backgrounds  | engages families as sources of knowledge about  | engages families as sources of knowledge about                                    |
|                              | Students' strengths interests and needs in support                                   | students strengths, interests, and needs in support of  | students' strengths, interests, and needs in support of                           |
|                              | of their learning and personal growth and  | * presents the educational program to all families in a   | their learning and personal growth and development                                |
|                              | development  | thorough and comprehensible fashion   | thorough and commentantly forking   |
|                              | <ul> <li>presents the educational program to all families in</li> </ul>              | <ul> <li>provides opportunities for all families to participate</li> </ul>  | provides opportunities for all families to participate                            |
|                              | provides opportunities for all families to participate                               | in the classroom and school community   | in the classroom and school community   |
| 6 5 Engagino local           | in the classroom and school community  | A contract  |   |
| communities in support of    | dynamics of students' communities  | transfer of children's communities  | · increases understanding of the cultures and                                     |
| the instructional program    | <ul> <li>values and respects the students' communities and</li> </ul>                | * values and respects the students' communities and   | dynamics of students' communities   |
|                              | appreciates the role of community in student   | appreciates the role of community in student  | appreciates the role of community in student                                      |
| 590                          | • promotes collaboration between school and  | learning ** Tromotes collaboration   Tromotes | learning  |
|                              | community  | community   | • promotes collaboration between school and                                       |
|                              | · identifies and draws upon school, district, and local                              | identifies and draws upon school, district, and local   | community identifies and draws upon school district and local                     |
|                              | community social service resources to benefit shidents and their families            | community social service resources to benefit   | community social service resources to benefit                                     |
|                              | seeks out and uses additional resources from the                                     | students and mely ramines   | students and their families   |
| ) )                          | local community and businesses to support student                                    | local community and businesses to support chideat   | seeks out and uses additional resources from the                                  |
|                              |  | learning  | local community and pusinesses to support student                                 |
|                              | <ul> <li>provides students with community-based</li> </ul>                           | <ul> <li>provides students with community-based</li> </ul>  | • provides students with community-based  |
| 6 6 Monoping monofestional   | - 10.0   | experiences that support their learning   | experiences that support their learning   |
| responsibilities to maintain | challenges numselt/herself intellectually and  | challenges himself/herself intellectually and   | · challenges himselfherself intellectually and                                    |
| motivation and               | cleanively unoughout his/ner career finds support and develops strategies to beleace | creatively throughout his/her career  |   |
| commitment to all students   | professional responsibilities with personal needs                                    | numb support and develops strategies to balance   | <ul> <li>finds support and develops strategies to balance</li> </ul>              |
|                              | manages stress and maintains a positive attitude                                     | * manages stress and maintains with personal needs  | professional responsibilities with personal needs                                 |
|                              | with students and colleagues   | students and colleagues   | s manages stress and maintains a positive aftitude with                           |
| Sanc *                       | <ul> <li>addresses the complications and challenges of</li> </ul>                    | <ul> <li>addresses the complications and challenges of</li> </ul>   | addresses the complications and challenges of                                     |
| e erri                       | teaching   | teaching  | teaching  |
|                              | nichanies sources of engagement and renewal in professional work                     | <ul> <li>identifies sources of engagement and renewal in</li> </ul>   | <ul> <li>identifies sources of engagement and renewal in</li> </ul>               |
| 6.7 Demonstrating            | remains informed of understands and unholds the                                      | processional Work   |   |
| professional responsibility  | professional codes, ethical responsibilities, and                                    | professional codes, ethical responsibilities and least  | remains informed of, understands, and upholds the                                 |
| integrity and ethical        | legal requirements applicable to the profession                                      | requirements applicable to the profession   | requirements applicable to the profession   |
| 12000                        | knowledgeship of learning goods, standards, and                                      | · contributes to school and student success by being  | · contributes to school and student success by being                              |
|                              | objectives established by relevant national, state                                   | chiective erabilished by releast actions  | knowledgeable of learning goals, standards, and                                   |
|                              | and local organizations and stakeholders   | local organizations and stakeholders  | objectives established by relevant national, state, and                           |
|                              | · meets professional obligations to implement  | · meets professional obligations to implement school,   | • meets professional obligations to implement school                              |
|                              | school, district, state, and tederal policies and                                    |   | district, state, and federal policies and guidelines                              |
|                              | guidelines  • extends knowledge shout professional and femal                         | <ul> <li>extends knowledge about professional and legal</li> </ul>  | <ul> <li>extends knowledge about professional and legal</li> </ul>                |
|                              | responsibilities for students' learning, behavior, and                               | safety  | responsibilities for students' learning, behavior, and                            |
| -11/2                        | safety   | · maintains professional conduct and integrity in the   | • maintains professional conduct and integrity in the                             |
|                              | " maintains professional conduct and integrity in the                                | classroom and school community  | classroom and school community  |
|                              | interacts appropriately with students and families                                   | uniciacts appropriately with students and families  | interacts appropriately with students and families                                |
|                              | outside the classroom  | demonstrates professional obligations to students   | outside the classroom   |
|                              | demonstrates professional obligations to students,                                   | colleagues, school, and the profession  | colleagues, school, and the profession  |
|                              | concagnes, school, and the profession  |   |   |

# PASADENA UNIFIED SCHOOL DISTRICT Pasadena, California SELF-AND SUMMATIVE EVALUATION FOR NON-TEACHING CERTIFICATED PERSONNEL

| Name of Evaluatee   | Name of Evaluator           |                        | Date      | NA       | NOT A | APPLIC | CABLE | Ξ   |
|---|-----------------------------|------------------------|-----------|----------|-------|--------|-------|-----|
|   |                             |                        |           |          | OFS N | OT M   | FFT   |     |
| School/Location   |                             |                        |           | ۱ ، ۳    | OLST  | 101 W  | LLI   |     |
|   |                             |                        |           | 2 N      | EEDS  | IMPR   | OVEM  | ENT |
| D. (C. D. )   |                             |                        |           | - 3 N    | IEETS |        |       |     |
| Report for Period   |                             |                        |           |          | LLLIU |        |       |     |
|   |                             |                        |           | 4 E      | XCEE  | DS     |       |     |
| I. DEVELOPING STAFF PEI   | RSONNEL                     |                        |           |          |       |        |       |     |
| A. Maintains good staff morale.   |                             |                        |           | NA       | 1     | 2      | 3     | 4   |
| B. Is approachable.   | 1                           |                        |           | NA       | 1     | 2      | 3     | 4   |
| C. Emphasizes the importance of te D. Maintains effective communicat  |                             |                        |           | NA<br>NA | 1     | 2      | 3     | 4   |
|   |                             | empathy and accer      | stance of | NA       | 1     | 2      | 3     | 4   |
| E. Shows sensitivity as evidenced by understanding of others, empathy, and acceptance of others' point of view. |                             |                        | tance of  | 1421     |       | _      | 3     |     |
|   |                             |                        |           |          |       |        |       |     |
| EVALUATOR COMMENTS:   |                             | EVALUATEE CO           | MMENTS:   |          |       |        |       |     |
|   |                             |                        |           |          |       |        |       |     |
|   |                             |                        |           |          |       |        |       |     |
|   |                             |                        |           |          |       |        |       |     |
|   |                             |                        |           |          |       |        |       |     |
|   |                             |                        |           |          |       |        |       |     |
|   |                             |                        |           |          |       |        |       |     |
|   |                             |                        |           |          |       |        |       |     |
|   |                             |                        |           |          |       |        |       |     |
|   |                             |                        |           |          |       |        |       |     |
| II. JOB PERFORMANCE   |                             |                        |           |          |       |        |       |     |
| A. Performs those duties as establis  |                             | sitions.               |           | NA       | 1     | 2      | 3     | 4   |
| B. Communicates effectively in ora  |                             |                        |           | NA       | 1     | 2      | 3     | 4   |
| C. Exhibits creativity by innovation  |                             |                        |           | NA<br>NA | 1     | 2      | 3     | 4   |
| D. Demonstrates knowledge of curr   |                             |                        |           | NA<br>NA | 1     | 2      | 3     | 4   |
| E. Assists staff to achieve goals where F. Provides a good working enviror                                      |                             |                        | and       | NA<br>NA | 1     | 2      | 3     | 4   |
| suggestions   | intent as evidenced by an   | ention to start needs  | and       | INA      | 1     | -      | 3     | 7   |
| G. Supports learning opportunities  | for students and/or provide | les services for stude | nts       | NA       | 1     | 2      | 3     | 4   |
|   |                             |                        |           |          |       |        |       |     |
| EVALUATOR COMMENTS:   |                             | EVALUATEE CO           | MMENTS:   |          |       |        |       |     |
|   |                             |                        |           |          |       |        |       |     |
|   |                             |                        |           |          |       |        |       |     |
|   |                             |                        |           |          |       |        |       |     |
|   |                             |                        |           |          |       |        |       |     |
| l   |                             |                        |           |          |       |        |       |     |
| l   |                             |                        |           |          |       |        |       |     |
|   |                             |                        |           |          |       |        |       |     |
|   |                             |                        |           |          |       |        |       |     |
|   |                             |                        |           |          |       |        |       |     |
|   |                             |                        |           |          |       |        |       |     |

| III. PROFESSIONAL RESPONSIBILITY  |  |          |                   |                     |        |                 |
|---|--|----------|-------------------|---------------------|--------|-----------------|
| A. Assumes responsibility for records, materials, and equipme   | ent.                                   | NA       | 1                 | 2                   | 3      | 4               |
| B. Seeks appropriate help when needed; accepts supervision in   | n a positive manner.                   | NA       | 1                 | 2                   | 3      | 4               |
| C. Works constructively with staff and students.  |  | NA       | 1                 | 2                   | 3      | 4               |
| D. Conducts workshops, demonstrations, and inservice training   | igs.                                   | NA       | 1                 | 2                   | 3      | 4               |
| E. Effectively assists in the development and implementation  | of behavior management.                | NA       | 1                 | 2                   | 3      | 4               |
| F. Displays knowledge of community resources and utilizes ar  | nd refers when appropriate.            | NA       | 1                 | 2                   | 3      | 4               |
| G. Works and communicates effectively with parents and the  |  | NA       | 1                 | 2                   | 3      | 4               |
| H. Participates in professional growth activities.  |  | NA       | 1                 | 2                   | 3      | 4               |
| EVALUATOR COMMENTS:   | <b>EVALUATEE COMMENTS:</b>             |          |                   |                     |        | "               |
|   |  |          |                   |                     |        |                 |
| IV. IMPLEMENTING SCHOOL POLICIES  |  | 274      |                   |                     |        |                 |
| A. Carries out instructions properly.   |  | NA       | 11                | 2                   | 3      | 4               |
| B. Is consistent in the administration of policies and rules.   |  | NA       | 1                 | 2                   | 3      | 4               |
| C. Adheres to Board policies as well as appropriate state regul <b>EVALUATOR COMMENTS</b>   | EVALUATEE COMMENTS                     | NA       | 1                 | 2                   | 3      | 4               |
|   |  |          |                   |                     |        |                 |
| Assistance Recommended:   |  |          |                   |                     |        |                 |
|   |  |          |                   |                     |        |                 |
|   |  |          |                   |                     |        |                 |
| *   |  |          |                   |                     |        |                 |
|   |  |          |                   |                     |        |                 |
|   |  |          |                   |                     |        |                 |
|   |  |          |                   |                     |        | ***             |
| EVALUATOR SIGNATURE   | EVALUATEE SIGNATURE                    |          |                   |                     |        |                 |
| SIGNATURES: This report has been discussed with me and signing Both the evaluator and the evaluatee shall date and sign the report request a witness to sign as evidence that the conference has been hel | . In case the evaluatee refuses to sig | n that I | agree v<br>eport, | vith all<br>the eva | the ra | tings.<br>shall |

# SUMMARY STATEMENT

| Current employment status (check one)   | t status (check one)  |
|---|---|
| Permanent Probationary  | ıry Temporary   |
| EVALUATOR'S RECOMMENDATION  | COMMENDATION  |
| <ul> <li>I. Recommended for continued employment</li> <li>II. Recommended for continued employment with assistance and evaluation as outlined for the school year.</li> </ul>     | III. Performance is unsatisfactory – recommended for assistance and evaluation as outlined for the school year. |
| Assistance recommended (use additional sheets if necessary)   |   |
|   |   |
|   | IV. Performance is unsatisfactory   |
|   |   |
|   |   |
| EVALUATOR SIGNATURE   | EVALUATOR'S SIGNATURE   |
| SIGNATURES: This report has been discussed with me and signing this report does not necessarily mean that I agree with all the ratings. Both the evaluator and the evaluate shall | DATE:   |

SIGNATURES: This report has been discussed with me and signing this report does not necessarily mean that I agree with all the ratings. Both the evaluator and the evaluate shall sign the report. In case the evaluate refuses to sign the report, the evaluator shall request a witness to sign as evidence that the conference has been held.

| Page 4     | Attachment to Summary Statement |
|------------|---------------------------------|
| Evaluatee: |                                 |
| Evaluator: |                                 |
| Date:      |                                 |

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# **AGREEMENT**

This agreement constitutes the implementation of Article XV, Health and Welfare Benefits, Section 15.5, regarding the Evidence of Coverage ("EOC") and the Summary of the Blue Shield HMO and PPO, including Navitas Health Solutions Prescription Plan, and Kaiser HMO Self-Insured Schools of California ("SISC") Plans documents for members of the United Teachers of Pasadena for the 2019-2020 Plan Year, effective October 1, 2019.

The parties acknowledge that the attached summaries accurately reflect the coverage provided under the Blue Shield HMO and PPO, including Navitas Health Solutions Prescription Plan, and Kaiser HMO SISC Plans, effective October 1, 2019, through and including September 30, 2020. In addition, the insurance broker for the District, Alliant, has provided the attached letter of assurance that "exclusive of any SISC mandated changes or legislative required changes (i.e. Health Care reform), there are no changes in benefit coverage levels that could be considered a decrease in coverage offered" in the 2019-2020 Plan Year. Upon receipt of the entire EOCs for Kaiser and Blue Shield, Alliant shall review their content and provide a letter of assurance that the insurance coverage for the 2019-2020 Plan Year is the same as the insurance coverage for the 2018-2019 Plan Year, except for those changes referenced above.

It is the expressed intent of the District and the Association to hold SISC, Blue Shield including Navitas Health Solutions, and Kaiser accountable for providing the exact coverage that the parties have negotiated.

Dated: August 1, 2019

Dated: August 1, 2019

UNITED TEACHERS OF PASADENA

PASADENA UNIFIED SCHOOL DISTRICT

Allison Steppes President

Steve Miller, Chief Human Resources Officer

Alvin Nash, Bargaining Chairperson





July 23, 2019

Ms. Allison Steppes UTP President 2303 E. Washington Blvd. Pasadena, CA 91104

Subject: 2019-20 SISC (Blue Shield & Kaiser) Summaries

Dear Ms. Steppes,

The purpose of this letter is to confirm that we have reviewed the 2019-20 benefit summaries from SISC (Blue Shield and Kaiser) and have determined that, exclusive of any SISC mandated changes or legislative required changes, there are no changes in benefit coverage levels that could be considered a decrease in coverage offered from 2018-19.

The selected plans are as follows, along with reference to SISC mandated changes:

- 1) Blue Shield PPO SISC Blue Shield PPO 80-E \$20; Rx \$5-20
  - a. Member cost-share for Home physician visit (not available in all regions) will be enhanced from 20% coinsurance to \$20 copay
- 2) Blue Shield HMO SISC Blue Shield HMO 10-0 with Chiro; Rx \$5-20
  - a. No changes for 2019-2020
- 3) Kaiser HMO Kaiser \$10 OV with Chiro; Rx \$10-10
  - a. No changes for 2019-2020

We will complete a thorough review of the EOC and plan summaries, when available, and provide assurance that they have not altered as well.

If you have any additional questions, please feel free to contact our office.

Sincerely,

Michael Morales, Vice President

**Alliant Employee Benefits** 

cc: Steven R. Miller, Pasadena Unified School District

**Enclosures** 

# **Proposed Benefit Summary**

SISC - Self-Insured Schools of California

# **Principal Benefits for**

# Kaiser Permanente Traditional HMO Plan (10/1/19-9/30/20)

**Accumulation Period** 

The Accumulation Period for this plan is 1/1/19 through 12/31/19 (calendar year).

# Out-of-Pocket Maximum(s) and Deductible(s)

For Services that apply to the Plan Out-of-Pocket Maximum, you will not pay any more Cost Share for the rest of the Accumulation Period once you have reached the amounts listed below.

**Self-Only Coverage** 

**Family Coverage** 

| Amounts Per Accumulation Period                 | Seif-Only Coverage                  | Each Member in a Family of two      | Entire Family of two or more      |
|---|-------------------------------------|-------------------------------------|-----------------------------------|
|   | (a Family of one Member)            | or more Members                     | Members                           |
| Plan Out-of-Pocket Maximum                      | \$1,500                             | \$1,500                             | \$3,000                           |
| Plan Deductible                                 | None                                | None                                | None                              |
| Drug Deductible                                 | None                                | None                                | None                              |
| Professional Services (Plan Provider office vis | its)                                | You Pay                             |                                   |
| Most Primary Care Visits and most Non-Physic    | cian Specialist Visits              | \$10 per visit                      |                                   |
| Most Physician Specialist Visits                |                                     | \$10 per visit                      |                                   |
| Routine physical maintenance exams, includin    | g well-woman exams                  | No charge                           |                                   |
| Well-child preventive exams (through age 23 r   | months)                             | No charge                           |                                   |
| Family planning counseling and consultations.   |                                     | No charge                           |                                   |
| Scheduled prenatal care exams                   |                                     | No charge                           |                                   |
| Routine eye exams with a Plan Optometrist       |                                     | No charge                           |                                   |
| Urgent care consultations, evaluations, and tre | eatment                             | \$10 per visit                      |                                   |
| Most physical, occupational, and speech thera   | ру                                  | \$10 per visit                      |                                   |
| Outpatient Services                             |                                     | You Pay                             |                                   |
| Outpatient surgery and certain other outpatie   | nt procedures                       | \$10 per procedure                  |                                   |
| Allergy injections (including allergy serum)    |                                     |                                     |                                   |
| Most immunizations (including the vaccine)      |                                     | No charge                           |                                   |
| Most X-rays and laboratory tests                |                                     | No charge                           |                                   |
| Covered individual health education counselin   | g                                   | No charge                           |                                   |
| Covered health education programs               |                                     | No charge                           |                                   |
| Hospitalization Services                        |                                     | You Pay                             |                                   |
| Room and board, surgery, anesthesia, X-rays,    | laboratory tests, and drugs         | No charge                           |                                   |
| Emergency Health Coverage                       |                                     | You Pay                             |                                   |
| mergency Department visits                      |                                     | •                                   |                                   |
| Note: This Cost Share does not apply if you are | e admitted directly to the hospital | as an inpatient for covered Service | s (see "Hospitalization Services' |
| for inpatient Cost Share).                      |                                     |                                     |                                   |
| Ambulance Services                              |                                     | You Pay                             |                                   |
| Ambulance Services                              |                                     | \$50 per trip                       |                                   |
| Prescription Drug Coverage                      |                                     | You Pay                             |                                   |
| Covered outpatient items in accord with our d   |                                     | 4405                                | . 1                               |
| Most generic items at a Plan Pharmacy or th     |                                     |                                     |                                   |
| Most brand-name items at a Plan Pharmacy        | _                                   |                                     |                                   |
| Most specialty items at a Plan Pharmacy         |                                     |                                     | supply                            |
| Durable Medical Equipment (DME)                 |                                     |                                     |                                   |
| DME items as described in the EOC               |                                     |                                     |                                   |
| Mental Health Services                          |                                     | You Pay                             |                                   |
| npatient psychiatric hospitalization            |                                     |                                     |                                   |
| ndividual outpatient mental health evaluation   |                                     |                                     |                                   |
| Group outpatient mental health treatment        |                                     | \$5 per visit                       |                                   |
| ubstance Use Disorder Treatment                 |                                     | You Pay                             |                                   |
| npatient detoxification                         |                                     |                                     |                                   |
| ndividual outpatient substance use disorder e   |                                     |                                     |                                   |
| iroup outpatient substance use disorder treat   | ment                                | \$5 per visit                       |                                   |
|   |                                     |                                     |                                   |
|   |                                     |                                     | (continue                         |



**Family Coverage** 

# **Proposed Benefit Summary**



| Home Health Services  | You Pay                                     |
|---|---|
| Home health care (up to 100 visits per Accumulation Period)       | No charge                                   |
| Other   | You Pay                                     |
| Hearing aid(s) every 36 months                                    | Amount in excess of \$500 Allowance per aid |
| Skilled nursing facility care (up to 100 days per benefit period) | No charge                                   |
| Prosthetic and orthotic devices as described in the EOC           | No charge                                   |
| Hospice care  | No charge                                   |

This is a summary of the most frequently asked-about benefits. This chart does not explain benefits, Cost Share, out-of-pocket maximums, exclusions, or limitations, nor does it list all benefits and Cost Share amounts. For a complete explanation, please refer to the EOC. Please note that we provide all benefits required by law (for example, diabetes testing supplies).



# Your Kaiser Permanente CHIROPRACTIC and ACUPUNCTURE benefits

# When you need chiropractic or acupuncture care, follow these simple steps:

- 1. Find an ASH Plans Participating Provider near you:
  - Go to ashlink.com/ash/kp, or
  - Call 1-800-678-9133 (TTY 711), Monday through Friday, from 5 a.m. to 6 p.m. Pacific time.
- 2. Schedule an appointment.
- 3. Pay for your office visit when you arrive for your appointment.

(See the reverse for more details.)





# YOUR KAISER PERMANENTE COMBINED CHIROPRACTIC AND ACUPUNCTURE BENEFIT



### Services

Chiropractic Services are covered when provided by a Participating Provider and Medically Necessary to treat or diagnose Neuromusculoskeletal Disorders. Acupuncture Services are covered when a Participating Provider finds that the Services are Medically Necessary to treat or diagnose Neuromusculoskeletal Disorders, nausea, or pain. You can obtain Services from any ASH Plans Participating Providers without a referral from a Kaiser Permanente Plan Physician.

# Cost Sharing and Office Visit Maximums

Office visit cost share: \$10 copay per visit

Office visit limit: Up to a combined total of 30 medically necessary Chiropractic and Acupuncture visits per year

Chiropractic appliance benefit: If the amount of the appliance in the ASH Plans fee schedule exceeds \$50, you will pay the amount in excess of \$50, and that payment will not apply toward the Plan Deductible or Plan Out-of-Pocket Maximum. Covered chiropractic appliances are limited to: elbow supports, back supports, cervical collars, cervical pillows, heel lifts, hot or cold packs, lumbar braces and supports, lumbar cushions, orthotics, wrist supports, rib belts, home traction units, ankles braces, knee braces, rib supports, and wrist braces.

Office visits: Covered Services are limited to Medically Necessary Chiropractic and Acupuncture Services authorized and provided by ASH Plans Participating Providers except for the initial examination, emergency and urgent Chiropractic and Acupuncture Services, and Services that are not available from Participating Providers or other licensed providers with which ASH contracts to provide covered care. Each office visit counts toward any visit limit, if applicable, even if acupuncture or a chiropractic adjustment is not provided during the visit.

X-rays and laboratory tests: Medically Necessary X-rays and laboratory tests are covered at no charge when prescribed as part of covered chiropractic care and a Participating Provider provides the Services or refers you to another licensed provider with which ASH contracts for the Services.

# Participating Providers

ASH Plans contracts with Participating Providers and other licensed providers to provide covered Chiropractic Services (including laboratory tests, X-rays, and chiropractic appliances). ASH Plans contracts with Participating Providers to provide acupuncture care (including adjunctive therapies, such as acupressure, moxibustion, or breathing techniques, when provided during the same course of treatment and in conjunction with acupuncture). You must receive covered Services from a Participating Provider or another licensed provider with which ASH contracts, except for Emergency Chiropractic Services, Emergency Acupuncture Services, Urgent Chiropractic Services, and Urgent Acupuncture Services, and Services that are not available from Participating Providers or other licensed providers with which ASH contracts to provide covered Services that are authorized in advance by ASH Plans. The list of Participating Providers is available on the ASH Plans website at ashlink.com/ash/kp or from the ASH Plans Customer Service Department at 1-800-678-9133. The list of Participating Providers is subject to change at any time without notice.

# **How to Obtain Covered Services**

To obtain covered Services, call a Participating Provider to schedule an initial examination. If additional Services are required, verification that the Services are Medically Necessary may be required. Your Participating Provider will request any medical necessity determinations. An ASH Plan's clinician in the same or similar specialty as the provider of Services under review will decide whether Services are or were Medically Necessary. ASH Plans will disclose to you, upon request, the written criteria it uses to make the decision to authorize, modify, delay, or deny a request for authorization. If you have questions or concerns, please contact the ASH Plans Customer Service Department.

### Second Opinions

You may request a second opinion in regard to covered Services by contacting another Participating Provider. A Participating Provider may also request a second opinion in regard to covered Services by referring you to another Participating Provider in the same or similar specialty.

# **Your Costs**

When you receive covered Services, you must pay your Cost Share as described in the Combined Chiropractic and Acupuncture Services Amendment of your Health Plan Evidence of Coverage. The Cost Share does not apply toward the Plan Out-of-Pocket Maximum described in the Health Plan Evidence of Coverage (unless you have a plan with an HSA option).

# **Emergency and Urgent Chiropractic and Acupuncture Services**

We cover Emergency Chiropractic Services, Emergency Acupuncture Services, Urgent Chiropractic Services, and Urgent Acupuncture Services provided by both Participating Providers and Non-Participating Providers. We do not cover follow-up or continuing care from a Non-Participating Provider unless ASH Plans has authorized the services in advance. Also, we do not cover services from a Non-Participating Provider that ASH Plans determines are not Emergency Chiropractic Services, Emergency Acupuncture Services, Urgent Chiropractic Services, or Urgent Acupuncture Services.

# **Getting Assistance**

If you have questions about the Services you can get from an ASH Plans Participating Provider or another licensed provider with which ASH contracts, you may call ASH Plans Customer Service Department at 1-800-678-9133 (TTY users call 711), weekdays from 5 a.m. to 6 p.m. Pacific time.

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# YOUR KAISER PERMANENTE COMBINED CHIROPRACTIC AND ACUPUNCTURE BENEFIT



### **Grievances**

You can file a grievance with Kaiser Permanente regarding any issue. Your grievance must explain your issue, such as the reasons why you believe a decision was in error or why you are dissatisfied with Services you received. You may submit your grievance orally or in writing to Kaiser Permanente as described in your Health Plan Evidence of Coverage.

### **Exclusions and Limitations**

- Macupuncture Services for conditions other than Neuromusculoskeletal Disorders, nausea, and pain
- Services for asthma or addiction, such as nicotine addiction
- Mark Hypnotherapy, behavior training, sleep therapy, and weight programs
- ☑ Thermography
- ☑ Experimental or investigational Services
- ☑ CT scans, MRIs, PET scans, bone scans, nuclear medicine, and any other types of diagnostic imaging or radiology other than X-rays covered under the "Covered Services" section of your Combined Chiropractic and Acupuncture Services Amendment
- Ambulance and other transportation
- 🛮 Education programs, nonmedical self-care or self-help, any self-help physical exercise training, and any related diagnostic testing
- Services for pre-employment physicals or vocational rehabilitation
- Acupuncture performed with reusable needles
- Air conditioners, air purifiers, therapeutic mattresses, chiropractic appliances, durable medical equipment, supplies, devices, appliances, and any other item except those listed as covered in your Combined Chiropractic and Acupuncture Services Amendment
- ☑ Drugs and medicines, including non-legend or proprietary drugs and medicines
- Services you receive outside the state of California, except for Emergency Chiropractic Services, Emergency Acupuncture Services, Urgent Chiropractic Services, or Urgent Acupuncture Services
- Male Hospital services, anesthesia, manipulation under anesthesia, and related services
- Mark For Chiropractic Services, adjunctive therapy not associated with spinal, muscle, or joint manipulations
- 🛮 For Acupuncture Services, adjunctive therapies unless provided during the same course of treatment and in conjunction with acupuncture
- Dietary and nutritional supplements, such as vitamins, minerals, herbs, herbal products, injectable supplements, and similar products
- Massage therapy
- Services provided by a chiropractor that are not within the scope of licensure for a chiropractor licensed in California
- Services provided by an acupuncturist that are not within the scope of licensure for an acupuncturist licensed in California
- Maintenance care (services provided to Members whose treatment records indicate that they have reached maximum therapeutic benefit)

### **Definitions**

Acupuncture Services: The stimulation of certain points on or near the surface of the body by the insertion of needles to prevent or modify the perception of pain or to normalize physiological functions (including adjunctive therapies, such as acupressure, cupping, moxibustion, or breathing techniques, when provided during the same course of treatment and in conjunction with acupuncture) when provided by an acupuncturist for the treatment of your Neuromusculoskeletal Disorder, nausea (such as nausea related to chemotherapy, postsurgical pain, or pregnancy), or pain (such as lower back pain, shoulder pain, joint pain, or headaches).

ASH Plans: American Specialty Health Plans of California, Inc., a California corporation.

Chiropractic Services: Services provided or prescribed by a chiropractor (including laboratory tests, X-rays, and chiropractic appliances) for the treatment of your Neuromusculoskeletal Disorder.

**Emergency Acupuncture Services:** Covered Acupuncture Services provided for the treatment of a Neuromusculoskeletal Disorder, nausea, or pain, which manifests itself by acute symptoms of sufficient severity (including severe pain) such that a reasonable person could expect the absence of immediate Acupuncture Services to result in serious jeopardy to your health or body functions or organs.

**Emergency Chiropractic Services:** Covered Chiropractic Services provided for the treatment of a Neuromusculoskeletal Disorder which manifests itself by acute symptoms of sufficient severity (including severe pain) such that a reasonable person could expect the absence of immediate Chiropractic Services to result in serious jeopardy to your health or body functions or organs.

**Neuromusculoskeletal Disorders:** Conditions with associated signs and symptoms related to the nervous, muscular, or skeletal systems. Neuromusculoskeletal Disorders are conditions typically categorized as structural, degenerative, or inflammatory disorders, or biomechanical dysfunction of the joints of the body or related components of the motor unit (muscles, tendons, fascia, nerves, ligaments/capsules, discs, and synovial structures), and related neurological manifestations or conditions.

**Participating Provider:** An acupuncturist who is licensed to provide acupuncture services in California and who has a contract with ASH Plans to provide Medically Necessary Acupuncture Services to you, or a chiropractor who is licensed to provide chiropractic services in California and who has a contract with ASH Plans to provide Medically Necessary Chiropractic Services to you. (continues)

# YOUR KAISER PERMANENTE COMBINED CHIROPRACTIC AND ACUPUNCTURE BENEFIT

### **Definitions** (continued)



Urgent Acupuncture Services: Acupuncture Services that meet all of the following requirements:

- ☐ They are necessary to prevent serious deterioration of your health resulting from an unforeseen illness, injury, or complication of an existing condition, including pregnancy.
- ☐ They cannot be delayed until you return to the Service Area.

**Urgent Chiropractic Services:** Chiropractic Services that meet all of the following requirements:

- ☐ They are necessary to prevent serious deterioration of your health, resulting from an unforeseen illness, injury, or complication of an existing condition, including pregnancy.
- ☐ They cannot be delayed until you return to the Service Area.

This is a summary and is intended to highlight only the most frequently asked questions about the chiropractic and acupuncture benefit, including cost shares. Please refer to the Combined Chiropractic and Acupuncture Services Amendment of the Kaiser Foundation Health Plan, Inc., Evidence of Coverage for a detailed description of the chiropractic and acupuncture benefits, including exclusions and limitations, Emergency Chiropractic Services, Emergency Acupuncture Services, Urgent Chiropractic Services, or Urgent Acupuncture Services.

Kaiser Foundation Health Plan, Inc. (Health Plan) contracts with American Specialty Health Plans of California, Inc. (ASH Plans) to make the ASH Plans network of Participating Providers available to you. You can obtain covered Services from any Participating Provider without a referral from a Plan Physician. Your Cost Share is due when you receive covered Services. Please see the definitions section of your Combined Chiropractic and Acupuncture Services Amendment of the Kaiser Foundation Health Plan, Inc., Evidence of Coverage for terms you should know.







ATTENTION: If you speak English, language assistance services, free of charge, are available to you. Call 1-800-678-9133 (TTY: 1-877-257-2746).

ملحوظة؛ إذا كتب تتحدث اذكر اللغة، فإن خدمات المساعدة اللغوية تتوافر لك بالمجان. انصل برقم 133.1-678-800 (رقم هاتف المسم والمكم: 4-274-277-877).

ՈՒՇԱԴՐՈՒԹՑՈՒՆ` Եթե խոսում եք հայերեն, ապա ձեզ անվձար կարող են տրամադրվել լեզվական աջակցության ծառայություններ։ Ձանգահարեք 1-800-678-9133 (TTY (հեռատիպ)`1-877-257-2746)։

نوجه: اگر به زبان فارسی گفتگو می کنید، نسهبلات زبانی بصورت رابگان برای شمافراهم می باشد. با -1 :TTY) 9133-678-678-1-200-1 (274-257-277) نماس بگیرید.

ध्यान दें: यदि आप हिंदी बोलते हैं तो आपके लिए मुफ्त में भाषा सहायता सेवाएं उपलब्ध हैं। 1-800-678-9133 (TTY: 1-877-257-2746) पर कॉल करें।

LUS CEEV: Yog tias koj hais lus Hmoob, cov kev pab txog lus, muaj kev pab dawb rau koj. Hu rau 1-800-678-9133 (TTY: 1-877-257-2746).

注意事項:日本語を話される場合、無料の書語支援をご利用いただけます。1-800-678-9133(TTY:1-877-257-2746)まで、お電話にてご連絡ください。

ழுக்று: ம்வுளந்துக்காக காவர்து, ரணித்துள்துகாக காவக்கள்கூறு கோவகக்கள்கிறார். நடித்து 1-800-678-9133 (TTY: 1-877-257-2746) ர

주의: 한국어를 사용하시는 경우, 언어 지원 서비스를 무료로 이용하실 수 있습니다. 1-800-678-9133 (TTY: 1-877-257-2746)번으로 전화해 주십시오.

Dii baa akó nintzin: Dii saad bee yaniiti 'go Dine Bizaad, saad bee aka 'anida 'awo 'dee', t 'aa jiik'eh, ei na hole, koji 'hódiilnih 1-800-678-9133 (TTY: 1-877-257-2746).

ਧਿਆਨ ਦਿਓ: ਜੇ ਤੁਸੀਂ ਪੰਜਾਬੀ ਬੋਲਦੇ ਹੋ, ਤਾਂ ਭਾਸ਼ਾ ਵਿੱਚ ਸਹਾਇਤਾ ਸੇਵਾ ਤੁਹਾਡੇ ਲਈ ਮੁਫਤ ਉਪਲਬਧ ਹੈ। 1-800-678-9133 (TTY: 1-877-257-2746) 'ਤੇ ਕਾਲ ਕਰੋ।

ВНИМАНИЕ: Если вы говорите на русском языке, то вам доступны бесплатные услуги перевода. Звоните 1-800-678-9133 (телетайп: 1-877-257-2746).

ATENCIÓN: si habla español, tiene a su disposición servicios gratuitos de asistencia lingüística. Llame al 1-800-678-9133 (TTY: 1-877-257-2746).



PAUNAWA: Kung nagsasalita kang Tagalog, maaari kang gumamit ng mga serbisvo ng tulong sa wika nang walang bayad. Tumawag sa 1-800-678-9133 (TTY:1-877-257-2746).

เลอน: ล้าดูสุขตลายา โทยดุลสายารสได้บริสารล้ายเหยือทางสาษา โด้ชโร โทร 1-800-678-9133 (TTY: 1-877-257-2746)

注意:如果您使用繁體中文,您可以免費變得語直援助服務。請數電 1-800-678-9133 (TTY:1-877-257-2746)。

CHỦ Ý: Nếu bạn nói Tiếng Việt, có các dịch vụ hỗ trợ ngôn ngữ miễn phí dành cho bạn. Gọi số 1-800-678-9133 (TTY: 1-877-257-2746).







# **Summary of Benefits**

Self-Insured Schools of California Effective October 1, 2019 HMO Benefit Plan

# **Custom HMO 10 Zero Admit**

This Summary of Benefits shows the amount you will pay for Covered Services under this Blue Shield of California benefit Plan. It is only a summary and it is part of the contract for health care coverage, called the Evidence of Coverage (EOC). Please read both documents carefully for details.

Provider Network: Access+ HMO Network

This benefit Plan uses a specific network of Health Care Providers, called the Access+ HMO provider network. Medical Groups, Independent Practice Associations (IPAs), and Physicians in this network are called Participating Providers. You must select a Primary Care Physician from this network to provide your primary care and help you access services, but there are some exceptions. Please review your Evidence of Coverage for details about how to access care under this Plan. You can find Participating Providers in this network at blueshieldca.com.

# Calendar Year Deductibles (CYD)<sup>2</sup>

A Calendar Year Deductible (CYD) is the amount a Member pays each Calendar Year before Blue Shield pays for Covered Services under the benefit Plan.

| When using a Participating Provider | When | using | a | <b>Participating</b> | Provider <sup>3</sup> |
|-------------------------------------|------|-------|---|----------------------|-----------------------|
|-------------------------------------|------|-------|---|----------------------|-----------------------|

Calendar Year medical Deductible

Individual coverage \$1

Family coverage \$0: individual

\$0: Family

## Calendar Year Out-of-Pocket Maximum<sup>4</sup>

An Out-of-Pocket Maximum is the most a Member will pay for Covered Services each Calendar Year. Any exceptions are listed in the EOC.

# When using a Participating Provider<sup>3</sup>

Individual coverage \$1,000

Family coverage \$1,000: individual

\$2,000: Family

# No Lifetime Benefit Maximum

Under this benefit Plan there is no dollar limit on the total amount Blue Shield will pay for Covered Services in a Member's lifetime.

# Your payment



|  |   | E                           |
|--|---|-----------------------------|
|  | When using a<br>Participating Provider <sup>3</sup> | CYD <sup>2</sup><br>applies |
| Preventive Health Services <sup>6</sup>  | \$0   |                             |
| California Prenatal Screening Program  | \$0   |                             |
| Physician services   |   |                             |
| Primary care office visit  | \$10/visit  |                             |
| Access+ specialist care office visit (self-referral)   | \$30/visit  |                             |
| Other specialist care office visit (referred by PCP)   | \$10/visit  |                             |
| Physician home visit   | \$10/visit  |                             |
| Physician or surgeon services in an Outpatient Facility  | \$0   |                             |
| Physician or surgeon services in an inpatient facility   | \$0   |                             |
| Other professional services  |   |                             |
| Other practitioner office visit  | \$10/visit  |                             |
| Includes nurse practitioners, physician assistants, and therapists.  |   |                             |
| Teladoc consultation   | Not covered   |                             |
| Family planning  |   |                             |
| <ul> <li>Counseling, consulting, and education</li> </ul>  | \$0   |                             |
| <ul> <li>Injectable contraceptive; diaphragm fitting, intrauterine<br/>device (IUD), implantable contraceptive, and related<br/>procedure.</li> </ul>  | \$0   |                             |
| Tubal ligation   | \$0   |                             |
| <ul> <li>Vasectomy</li> </ul>  | \$0   |                             |
| <ul> <li>Infertility services</li> </ul>   | 50%   |                             |
| Podiatric services   | \$10/visit  |                             |
| Pregnancy and maternity care <sup>6</sup>  | 4   |                             |
| Physician office visits: prenatal and postnatal  | \$0   |                             |
| Physician services for pregnancy termination   | \$0   |                             |
| mergency services  |   |                             |
| Emergency room services  | \$100/visit   |                             |
| If admitted to the Hospital, this payment for emergency room services does not apply. Instead, you pay the Participating Provider payment under Inpatient facility services/ Hospital services and stay. |   |                             |
| Emergency room Physician services  | \$0   |                             |
|  |   |                             |



# Benefits<sup>5</sup>

Your payment

|   | 14 |
|---|----|
| 1 |    |
| 0 | _  |

|   | . ,   | <u> </u>                    |
|---|---|-----------------------------|
|   | When using a<br>Participating Provider <sup>3</sup> | CYD <sup>2</sup><br>applies |
| Urgent care center services   | \$10/visít  |                             |
| Ambulance services  | \$100/transport                                     |                             |
| This payment is for emergency or authorized transport.  |   |                             |
| Outpatient Facility services  |   |                             |
| Ambulatory Surgery Center   | \$0   |                             |
| Outpatient department of a Hospital: surgery  | \$0   |                             |
| Outpatient department of a Hospital: treatment of illness or injury, radiation therapy, chemotherapy, and necessary supplies  | \$0   |                             |
| Inpatient facility services   |   |                             |
| Hospital services and stay  | \$0   |                             |
| Transplant services   |   |                             |
| This payment is for all covered transplants except tissue and kidney. For tissue and kidney transplant services, the payment for Inpatient facility services/ Hospital services and stay applies.   |   |                             |
| <ul> <li>Special transplant facility inpatient services</li> </ul>  | \$0   |                             |
| <ul> <li>Physician inpatient services</li> </ul>  | \$0   |                             |
| Diagnostic x-ray, imaging, pathology, and laboratory services   |   |                             |
| This payment is for Covered Services that are diagnostic, non-<br>Preventive Health Services, and diagnostic radiological procedures,<br>such as CT scans, MRIs, MRAs, and PET scans. For the payments for<br>Covered Services that are considered Preventive Health Services, see<br>Preventive Health Services. |   |                             |
| Laboratory services   |   |                             |
| Includes diagnostic Papanicolaou (Pap) test.  |   |                             |
| Laboratory center   | <b>\$</b> O   |                             |
| <ul> <li>Outpatient department of a Hospital</li> </ul>   | \$0   |                             |
| X-ray and imaging services  |   |                             |
| Includes diagnostic mammography.  |   |                             |
| <ul> <li>Outpatient radiology center</li> </ul>   | \$0   |                             |
| <ul> <li>Outpatient department of a Hospital</li> </ul>   | \$0   |                             |
| Other outpatient diagnostic testing   |   |                             |
| Testing to diagnose illness or injury such as vestibular function tests, EKG, ECG, cardiac monitoring, non-invasive vascular studies, sleep medicine testing, muscle and range of motion tests, EEG, and EMG.   |   |                             |
| Office location   | \$0   |                             |
| <ul> <li>Outpatient department of a Hospital</li> </ul>   | \$0   |                             |

Your payment

| AN |
|----|
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|    |

|   | When using a                        | CYD <sup>2</sup> |
|---|-------------------------------------|------------------|
|   | Participating Provider <sup>3</sup> | applies          |
| Radiological and nuclear imaging services   |                                     |                  |
| <ul> <li>Outpatient radiology center</li> </ul>   | \$0                                 |                  |
| <ul> <li>Outpatient department of a Hospital</li> </ul>   | \$0                                 |                  |
| Rehabilitative and Habilitative Services  |                                     |                  |
| Includes Physical Therapy, Occupational Therapy, Respiratory Therapy, and Speech Therapy services.  |                                     |                  |
| Office location   | \$10/visit                          |                  |
| Outpatient department of a Hospital   | \$10/visit                          |                  |
| Durable medical equipment (DME)   |                                     |                  |
| DME   | \$0                                 |                  |
| Breast pump   | \$O                                 |                  |
| Orthotic equipment and devices  | \$0                                 |                  |
| Prosthetic equipment and devices  | \$0                                 |                  |
| Home health services  |                                     |                  |
| Up to 100 visits per Member, per Calendar Year, by a home health care agency. All visits count towards the limit, including visits during any applicable Deductible period, except hemophilia and home infusion nursing visits.                 |                                     |                  |
| Home health agency services   | \$10/visit                          |                  |
| Includes home visits by a nurse, Home Health Aide, medical social worker, physical therapist, speech therapist, or occupational therapist.  |                                     |                  |
| Home visits by an infusion nurse  | \$10/visit                          |                  |
| Home health medical supplies  | \$0                                 |                  |
| Home infusion agency services   | \$0                                 |                  |
| Hemophilia home infusion services   | \$0                                 |                  |
| Includes blood factor products.   |                                     |                  |
| Skilled Nursing Facility (SNF) services   |                                     |                  |
| Up to 100 days per Member, per Benefit Period, except when provided as part of a Hospice program. All days count towards the limit, including days during any applicable Deductible period and days in different SNFs during the Calendar Year. |                                     |                  |
| Freestanding SNF  | \$0                                 |                  |
| Hospital-based SNF  | \$0                                 |                  |
| Hospice program services  | \$0                                 |                  |
| Includes pre-Hospice consultation, routine home care, 24-hour continuous home care, short-term inpatient care for pain and symptom management, and inpatient respite care.  |                                     |                  |

# Benefits<sup>5</sup>

# Your payment

|  | When using a<br>Participating Provider <sup>3</sup> | CYD <sup>2</sup><br>applies |
|--|---|-----------------------------|
| Other services and supplies                          |   |                             |
| Diabetes care services                               |   |                             |
| <ul> <li>Devices, equipment, and supplies</li> </ul> | \$0   |                             |
| <ul> <li>Self-management training</li> </ul>         | \$10/višit  |                             |
| Dialysis services                                    | \$0   |                             |
| PKU product formulas and Special Food Products       | \$0   |                             |
| Allergy serum  | 50%   |                             |
| Hearing services                                     |   |                             |
| <ul> <li>Hearing aids and equipment</li> </ul>       | E097  |                             |
| I hearing aid per member, per 24 months.             | 50%   |                             |

# Mental Health and Substance Use Disorder Benefits

# Your payment

| Mental health and substance use disorder Benefits are provided through Blue Shield's Mental Health Services Administrator (MHSA).   | When using a MHSA<br>Participating Provider <sup>3</sup> | CYD <sup>2</sup><br>applies |
|---|--|-----------------------------|
| Outpatient services   |  |                             |
| Office visit, including Physician office visit  | \$10/visit   |                             |
| Other outpatient services, including intensive outpatient care, Behavioral Health Treatment for pervasive developmental disorder or autism in an office setting, home, or other non-institutional facility setting, and office-based opioid treatment | \$O  |                             |
| Partial Hospitalization Program   | \$0  |                             |
| Psychological Testing   | \$0  | - K                         |
| Inpatient services  |  |                             |
| Physician inpatient services  | \$0  |                             |
| Hospital services   | \$0  |                             |
| Residential Care  | \$0  |                             |

# **Notes**

# 1 Evidence of Coverage (EOC):

The Evidence of Coverage (EOC) describes the Benefits, limitations, and exclusions that apply to coverage under this benefit Plan. Please review the EOC for more details of coverage outlined in this Summary of Benefits. You can request a copy of the EOC at any time.

<u>Defined terms are in the EOC.</u> Refer to the EOC for an explanation of the terms used in this Summary of Benefits.

### **Notes**



# 2 Calendar Year Deductible (CYD):

<u>Calendar Year Deductible explained.</u> A Deductible is the amount you pay each Calendar Year before Blue Shield pays for Covered Services under the benefit Plan.

If this benefit Plan has any Calendar Year Deductible(s), Covered Services subject to that Deductible are identified with a check mark ( > ) in the Benefits chart above.

# 3 Using Participating Providers:

<u>Participating Providers have a contract to provide health care services to Members.</u> When you receive Covered Services from a Participating Provider, you are only responsible for the Copayment or Coinsurance, once any Calendar Year Deductible has been met.

<u>Your payment for services from "Other Providers."</u> You will pay the Copayment or Coinsurance applicable to Participating Providers for Covered Services received from Other Providers. However, Other Providers do not have a contract to provide health care services to Members and so are not Participating Providers. Therefore, you will also pay all charges above the Allowable Amount. This out-of-pocket expense can be significant.

# 4 Calendar Year Out-of-Pocket Maximum (OOPM):

Your payment after you reach the Calendar Year OOPM. You will continue to pay all charges above a Benefit maximum.

Essential health benefits count towards the OOPM.

<u>Family coverage has an individual OOPM within the Family OOPM.</u> This means that the OOPM will be met for an individual with Family coverage who meets the individual OOPM prior to the Family meeting the Family OOPM within a Calendar Year.

### 5 Separate Member Payments When Multiple Covered Services are Received:

Each time you receive multiple Covered Services, you might have separate payments (Copayment or Coinsurance) for each service. When this happens, you may be responsible for multiple Copayments or Coinsurance. For example, you may owe an office visit Copayment in addition to an allergy serum Copayment when you visit the doctor for an allergy shot.

# 6 Preventive Health Services:

If you only receive Preventive Health Services during a Physician office visit, there is no Copayment or Coinsurance for the visit. If you receive both Preventive Health Services and other Covered Services during the Physician office visit, you may have a Copayment or Coinsurance for the visit.

Benefit Plans may be modified to ensure compliance with State and Federal requirements.







# Self-Insured Schools of California (SISC) Pharmacy Benefit Schedule

# **PLAN RX 5-20**

|               |      | Walk-In |      |      | Mail   |         |
|---------------|------|---------|------|------|--------|---------|
|               | Net  | work    | Cos  | stco | Costco | Navitus |
| Days' Supply* | 30   | 90      | 30   | 90   | 90     | 30      |
| Generic       | \$5  | N/A     | FREE | FREE | FREE   | N/A     |
| Brand         | \$20 | N/A     | \$20 | \$50 | \$50   | N/A     |
| Specialty     | N/A  | N/A     | N/A  | N/A  | N/A    | \$20    |

| Out-of-Pocket Maximum  | \$1,500 Individual / \$2,500 Family |
|------------------------|-------------------------------------|
| Odt-of-1 Goket Maximum | Ψ1,000 Harvidadi / Ψ2,000 Fairmy    |

SISC urges members to use generic drugs when available. If you or your physician requests the brand name when a generic equivalent is available, you will pay the generic copay plus the difference in cost between the brand and generic. The difference in cost between the brand and generic will not count toward the Annual Out-of-Pocket Maximum.

\*Members may receive up to 30 days and/or up to 90 days supply of medication at participating pharmacies. Some narcotic pain and cough medications are not included in the Costco Free Generic or 90-day supply programs. Navitus contracts with most independent and chain pharmacies with the exception of Walgreens.

# Mail Order Service

The Mail Order Service allows you to receive a 90-day supply of maintenance medications. This program is part of your pharmacy benefit and is **voluntary**.

# **Specialty Pharmacy**

Navitus SpecialtyRx helps members who are taking medications for certain chronic illnesses or complex diseases by providing services that offer convenience and support. This program is part of your pharmacy benefit and is **mandatory**.

For information regarding the Prescription Drug Program call or visit on-line: Navitus Customer Care 1-866-333-2757 (toll-free) TTY (toll free) 711 www.navitus.com

Navi-Gate® for Members allows you to access personalized pharmacy benefit information online at <a href="https://www.navitus.com">www.navitus.com</a>. For information specific to your plan, visit Navi-Gate® for Members. Activate your account online using the Member Login link and an activation email will be sent to you. The site provides access to prescription benefits, pharmacy locator, drug search, drug interaction information, medication history, and mail order information. The site is available 24 hours a day, seven days a week.

# An independent member of the Rlue Shield Association A17973 (01/19)

# Chiropractic and Acupuncture Benefits



# Additional coverage for your HMO and POS Plans

Blue Shield Chiropractic and Acupuncture Care coverage lets you self refer to a network of more than 4,000 licensed chiropractors and more than 2,500 licensed acupuncturists. Benefits are provided through a contract with American Specialty Health Plans of California, Inc. (ASH Plans).

# How the Program Works

You can visit any participating chiropractors or acupuncturists in California from the ASH Plans network without a referral from your HMO or POS Primary Care Physician. Simply call a participating provider to schedule an initial exam.

At the time of your first visit, you'll present your Blue Shield identification card and pay only your copayment. Because participating chiropractors and acupuncturists bill ASH Plans directly, you'll never have to file claim forms.

If you need further treatment, the participating chiropractor or acupuncturist will submit a proposed treatment plan to ASH Plans for medical necessity review to continue treatment up to the calendar year maximum of 30 Combined Visits.

# What's Covered

The plan covers medically necessary chiropractic and acupuncture services including:

Initial and subsequent examinations

Office visits and adjustments (subject to annual limits)

Adjunctive therapies

X-rays (chiropractic only)

# Benefit Plan Design

| Calendar year Maximum   | 30 Combined Visits |  |
|---|--------------------|--|
| Calendar year Deductible  | None               |  |
| Calendar year Chiropractic Appliances Benefit <sup>1</sup> , <sup>2</sup> | \$50               |  |

| vered Services          | Member Copayment |
|-------------------------|------------------|
| Acupuncture Services    | \$10 per visit   |
| Chiropractic Services   | \$10 per visit   |
| Out-of-network Coverage | None             |

- 1 Chiropractic appliances are covered up to a maximum of \$50 in a calendar year as determined medically necessary by ASH Plans.
- 2 As determined medically necessary by ASH plans, this allowance is applied toward the purchase of items, such as supports, collars, pillows, heel lifts, ice packs, cushions, orthotics, rib belts and home traction units.

# Friendly Customer Service

Helpful ASH Plans Member Services representatives are available at (800) 678-9133 Monday through Friday from 6 a.m. to 5 p.m. to answer questions, assist with problems, or help locate a participating chiropractor or acupuncturist.

This document is only a summary for informational purposes. It is not a contract. Please refer to the Evidence of Coverage and the Group Health Service Agreement for the exact terms and conditions of coverage.

# **Blue Shield of California**



# Notice Informing Individuals about Nondiscrimination and Accessibility Requirements

# Discrimination is against the law

Blue Shield of California complies with applicable state laws and federal civil rights laws, and does not discriminate on the basis of race, color, national origin, ancestry, religion, sex, marital status, gender, gender identity, sexual orientation, age, or disability. Blue Shield of California does not exclude people or treat them differently because of race, color, national origin, ancestry, religion, sex, marital status, gender, gender identity, sexual orientation, age, or disability.

# Blue Shield of California:

- Provides aids and services at no cost to people with disabilities to communicate effectively with us such as:
  - Qualified sign language interpreters
  - Written information in other formats (including large print, audio, accessible electronic formats, and other formats)
- Provides language services at no cost to people whose primary language is not English such as:
  - Qualified interpreters
  - Information written in other languages

If you need these services, contact the Blue Shield of California Civil Rights Coordinator.

If you believe that Blue Shield of California has failed to provide these services or discriminated in another way on the basis of race, color, national origin, ancestry, religion, sex, marital status, gender, gender identity, sexual orientation, age, or disability, you can file a grievance with:

Blue Shield of California Civil Rights Coordinator P.O. Box 629007 El Dorado Hills, CA 95762-9007

Phone: (844) 831-4133 (TTY: 711)

Fax: (844) 696-6070

Email: BlueShieldCivilRightsCoordinator@blueshieldca.com

You can file a grievance in person or by mail, fax, or email. If you need help filing a grievance, our Civil Rights Coordinator is available to help you. You can also file a civil rights complaint with the U.S. Department of Health and Human Services, Office for Civil Rights electronically through the Office for Civil Rights Complaint Portal, available at https://ocrportal.hhs.gov/ocr/portal/lobby.jsf, or by mail or phone at:

U.S. Department of Health and Human Services 200 Independence Avenue SW. Room 509F, HHH Building Washington, DC 20201 (800) 368-1019; TTY: (800) 537-7697

Complaint forms are available at www.hhs.gov/ocr/office/file/index.html.



# Notice of the Availability of Language Assistance Services Blue Shield of California

AN CO

**IMPORTANT:** Can you read this letter? If not, we can have somebody help you read it. You may also be able to get this letter written in your language. For help at no cost, please call right away at the Member/Customer Service telephone number on the back of your Blue Shield ID card, or (866) 346-7198.

**IMPORTANTE:** ¿Puede leer esta carta? Si no, podemos hacer que alguien le ayude a leerla. También puede recibir esta carta en su idioma. Para ayuda sin cargo, por favor llame inmediatamente al teléfono de Servicios al miembro/cliente que se encuentra al reverso de su tarjeta de identificación de Blue Shield o al (866) 346-7198. (Spanish)

**重要通知:**您能讀懂這封信嗎?如果不能,我們可以請人幫您閱讀。這封信也可以 用您所講的語言書寫。如需免费幫助,請立即撥打登列在您的Blue Shield ID卡背面上的 會員/客戶服務部的電話,或者撥打電話 (866) 346-7198。(Chinese)

**QUAN TRONG:** Quý vị có thể đọc lá thư này không? Nếu không, chúng tôi có thể nhờ người giúp quý vị đọc thư. Quý vị cũng có thể nhận lá thư này được viết bằng ngôn ngữ của quý vị. Để được hỗ trợ miễn phí, vui lòng gọi ngay đến Ban Dịch vụ Hội viên/Khách hàng theo số ở mặt sau thẻ ID Blue Shield của quý vị hoặc theo số (866) 346-7198. (Vietnamese)

**MAHALAGA:** Nababasa mo ba ang sulat na ito? Kung hindi, maari kaming kumuha ng isang tao upang matulungan ka upang mabasa ito. Maari ka ring makakuha ng sulat na ito na nakasulat sa iyong wika. Para sa libreng tulong, mangyaring tumawag kaagad sa numerong telepono ng Miyembro/Customer Service sa likod ng iyong Blue Shield ID kard, o (866) 346-7198. (Tagalog)

Baa' ákohwiindzindooígí: Díí naaltsoosísh yííniłta'go bííníghah? Doo bííníghahgóó éí, naaltsoos nich'i yiidóołtahígíí ła' nihee hóló. Díí naaltsoos ałdó' t'áá Diné k'ehjí ádoolnííł nínízingo bíighah. Doo baah ílínígó shíká' adoowoł nínízingó nihich'i béésh bee hodíilnih dóó námboo éí díí Blue Shield bee néího'dílzinígí bine'déé' bikáá' éí doodagó éí (866) 346-7198 ji hodíílnih. (Navajo)

중요: 이 서신을 읽을 수 있으세요? 읽으실 수 경우, 도움을 드릴 수 있는 사람이 있습니다. 또한 다른 언어로 작성된 이 서신을 받으실 수도 있습니다. 무료로 도움을 받으시려면 Blue Shield ID 카드 뒷면의 회원/고객 서비스 전화번호 또는 (866) 346-7198로 지금 전환하세요. (Korean)

ԿԱՐԵՎՈՐ Է. Կարողանում ե՞ք կարդալ այս նամակը։ Եթե ոչ, ապա մենք կօգնենք ձեզ։ Դուք պետք է նաև կարողանաք ստանալ այս նամակը ձեր լեզվով։ Ծառայությունն անվձար է։ Խնդրում ենք անմիջապես զանգահարել Հաձախորդների սպասարկման բաժնի հեռախոսահամարով, որը նշված է ձեր Blue Shield ID քարտի ետևի մասում, կամ (866) 346-7198 համարով։ (Armenian)

**ВАЖНО:** Не можете прочесть данное письмо? Мы поможем вам, если необходимо. Вы также можете получить это письмо написанное на вашем родном языке. Позвоните в Службу клиентской/членской поддержки прямо сейчас по телефону, указанному сзади идентификационной карты Blue Shield, или по телефону (866) 346-7198, и вам помогут совершенно бесплатно. (Russian)

**重要**:お客様は、この手紙を読むことができますか?もし読むことができない場合、弊社が、お客様をサポートする人物を手配いたします。また、お客様の母国語で書かれた手紙をお送りすることも可能です。 無料のサポートを希望される場合は、Blue Shield IDカードの裏面に記載されている会員/お客様サービスの電話番号、または、(866) 346-7198にお電話をおかけください。 (Japanese)



مهم: آیا میتوانید این نامه را بخوانید؟ اگر پاسختان منفی است، میتوانیم کسی را برای کمک به شما در اختیارتان قرار دهیم حتی میتوانید نسخه مکتوب این نامه را به زبان خودتان دریافت کنید. برای دریافت کمک رایگان، لطفاً بدون فوت وقت از طریق شماره تلفنی که در پشت کارت شناسی Blue Shield تان در ج شده است و یا از طریق شماره تلفن 7198-346 (866) با خدمات اعضا/مشتری تماس بگیرید.
(Persian)



**ਮਹੱਤਵਪੂਰਨ:** ਕੀ ਤੁਸੀਂ ਇਸ ਪੱਤਰ ਨੂੰ ਪੜ੍ਹ ਸਕਦੇ ਹੋ? ਜੇ ਨਹੀਂ ਤਾਂ ਇਸ ਨੂੰ ਪੜ੍ਹਨ ਵਿਚ ਮਦਦ ਲਈ ਅਸੀਂ ਕਿਸੇ ਵਿਅਕਤੀ ਦਾ ਪ੍ਰਬੰਧ ਕਰ ਸਕਦੇ ਹਾਂ। ਤੁਸੀਂ ਇਹ ਪੱਤਰ ਆਪਣੀ ਭਾਸ਼ਾ ਵਿਚ ਲਿਖਿਆ ਹੋਇਆ ਵੀ ਪ੍ਰਾਪਤ ਕਰ ਸਕਦੇ ਹੋ। ਮੁਫ਼ਤ ਵਿਚ ਮਦਦ ਪ੍ਰਾਪਤ ਕਰਨ ਲਈ ਤੁਹਾਡੇ Blue Shield ID ਕਾਰਡ ਦੇ ਪਿੱਛੇ ਦਿੱਤੇ ਮੈਂਬਰ/ਕਸਟਮਰ ਸਰਵਿਸ ਟੈਲੀਫ਼ੋਨ ਨੰਬਰ ਤੇ, ਜਾਂ (866) 346-7198 ਤੇ ਕਾੱਲ ਕਰੋ। (Punjabi)

**ប្រការសំខាន់៖** កើអ្នកអាចលិខិតនេះ បានដែរឬទេ? បើមិនអាចទេ យើងអាចឲ្យគេដួយអ្នកក្នុងការអានលិ ខិតនេះ។ អ្នកក៍អាចទទួលបានលិខិតនេះជាភាសារបស់អ្នកផងដែរ។ សម្រាប់ជំនួយដោយឥតគិតថ្លៃ សូមហៅទូរស័ព្ទភ្លាមៗទៅកាន់លេខទូរស័ព្ទសេវាសមាជិក/អតិថិជនដែលមាននៅលើខ្នងប័ណ្ណសម្គាល់ Blue Shield របស់អ្នក ឬតាមរយៈលេខ (866) 346-7198។ (Khmer)

المهم: هل تستطيع قراءة هذا الخطاب؟ أن لم تستطع قراءته، يمكننا إحضار شخص ما ليساعدك في قراءته. قد تحتاج أيضاً إلى الحصول على هذا الخطاب مكتوباً بلغتك. للحصول على المساعدة بدون تكلفة، يرجى الاتصال الأن على رقم هاتف خدمة العملاء/أحد الأعضاء المدون على الجانب الخطاب مكتوباً بلغتك. للحصول على المساعدة بدون تكلفة، يرجى الاتصال الأن على رقم هاتف خدمة العملاء/أحد الأعضاء المدون على الجانب الخلفي من بطاقة الهوية Blue Shield أو على الرقم 346-7198 (866).

**TSEEM CEEB:** Koj pos tuaj yeem nyeem tau tsab ntawv no? Yog hais tias nyeem tsis tau, peb tuaj yeem nrhiav ib tug neeg los pab nyeem nws rau koj. Tej zaum koj kuj yuav tau txais muab tsab ntawv no sau ua koj hom lus. Rau kev pab txhais dawb, thov hu kiag rau tus xov tooj Kev Pab Cuam Tub Koom Xeeb/Tub Lag Luam uas nyob rau sab nraum nrob qaum ntawm koj daim npav Blue Shield ID, los yog hu rau tus xov tooj (866) 346-7198. (Hmong)

สำคัญ: คุณอ่านจดหมายฉบับนี้ได้หรือไม่ หากไม่ได้ โปรดขอคงามช่วยจากผู้อ่านได้ คุณอาจได้รับจดหมายฉบับนี้เป็นภาษาของคุณ หากต้องการความช่วยเหลือโดยไม่มีค่าใช้จ่าย โปรดติดต่อฝ่ายบริการลูกค้า/สมาชิกหางเบอร์โทรศัพท์ในบัตรประจำตัว Blue Shield ของคุณ หรือโทร (866) 346-7198 (Thai)

महत्वपूर्ण: क्या आप इस पत्र को पढ़ सकते हैं? यदि नहीं, तो हम इसे पढ़ने में आपकी मदद के लिए किसी व्यक्ति का प्रबंध कर सकते हैं। आप इस पत्र को अपनी भाषा में भी प्राप्त कर सकते हैं। नि:शुल्क मदद प्राप्त करने के लिए अपने Blue Shield ID कार्ड के पीछे दिए गये मेंबर/कस्टमर सर्विस टेलीफोन नंबर, या (866) 346-7198 पर कॉल करें। (Hindi)

ສິ່ງສຳຄັນ: ທ່ານສາມາດອ່ານຈົດໝາຍນີ້ໄດ້ບໍ? ຖ້າອ່ານບໍ່ໄດ້, ພວກເຮົາສາມາດໃຫ້ບາງຄົນຊ່ວຍອ່ານໃຫ້ທ່ານຟັງໄດ້. ທ່ານຍັງສາມາດຂໍໃຫ້ແປຈົດໝາຍນີ້ເປັນພາສາຂອງທ່ານໄດ້.ສຳລັບຄວາມຊ່ວຍເຫຼືອແບບບໍ່ເສຍຄ່າ, ກະລຸນາ ໂທຫາເບີໂທຂອງຝ່າຍບໍລິການສະມາຊິກ/ລູກຄ້າໃນທັນທີເບີໂທລະສັບຢູ່ດ້ານຫຼັງບັດສະມາຊິກ Blue Shield ຂອງທ່ານ, ຫຼືໂທໄປຫາເບີ(866) 346-7198. (Laotian)



# SISC ASO

# Blue Shield of California 80% Plan E \$20 Copayment

Benefit Summary

(Uniform Health Plan Benefits and Coverage Matrix)

# Blue Shield of California

Effective: October 1, 2019

THIS MATRIX IS INTENDED TO BE USED TO HELP YOU COMPARE COVERAGE BENEFITS AND IS A SUMMARY ONLY. THE *PLAN CONTRACT* SHOULD BE CONSULTED FOR A DETAILED DESCRIPTION OF COVERAGE BENEFITS AND LIMITATIONS.

Highlights: A description of the prescription drug coverage is provided separately

|   | Participating Providers <sup>1</sup>                                       | Non-Participating Providers |
|---|--|-----------------------------|
| Calendar Year Medical Deductible All providers combined   | \$300 per individ  | ual / \$600 per family      |
| Calendar Year Out-of-Pocket Maximum <sup>12</sup> Includes the Calendar Year medical deductible.  | \$1,000 per individ  | ual / \$3,000 per family    |
| Lifetime Benefit Maximum  | 1  | None                        |
| Covered Services  | Member   | Copayment                   |
| OUTPATIENT PROFESSIONAL SERVICES  | Participating Providers <sup>1</sup>                                       | Non-Participating Providers |
| Professional (Physician) Benefits   | <del>11 11 11 11 11 11 11 11 11 11 11 11 11 </del>                         |                             |
| Physician and Specialist office visits  | \$20 per visit<br>(not subject to the Calendar Year<br>medical deductible) | 50%12                       |
| Outpatient diagnostic x-ray, imaging, pathology, laboratory and other testing services  | 20%  | Not Covered                 |
| Radiological and nuclear imaging (CT scans, MRIs, MRAs, PET scans<br>and cardiac diagnostic procedures utilizing nuclear medicine)                                | 20%  | 50%12                       |
| Allergy Testing and Treatment Benefits  |  |                             |
| Allergy testing, treatment and serum injections (separate office visit copayment may apply)   | 20%  | 50%12                       |
| Preventive Health Benefits <sup>11</sup>  |  |                             |
| Preventive health services (as required by applicable Federal law)  | No Charge<br>(not subject to the Calendar Year<br>medical deductible)      | Not Covered                 |
| OUTPATIENT FACILITY SERVICES  |  |                             |
| Outpatient surgery performed at a free-standing ambulatory<br>surgery center  | 20%  | No Charge <sup>3</sup>      |
| Outpatient surgery performed in a hospital or a hospital affiliated ambulatory surgery center <sup>14</sup>   | 20%14  | No Charge <sup>3</sup>      |
| Outpatient services and supplies <sup>14</sup>  | 20%14  | No Charge <sup>3</sup>      |
| Outpatient services for treatment of illness or injury and necessary supplies (except as described under "Rehabilitation Benefits" and "Speech Therapy Benefits") | 20%  | 50%3,12                     |
| Outpatient diagnostic x-ray, imaging, pathology, laboratory and other testing services <sup>14</sup>  | 20%14  | Not Covered                 |
| Radiological and nuclear imaging (CT scans, MRIs, MRAs, PET scans and cardiac diagnostic procedures utilizing nuclear medicine)                                   | 20%  | 50%3,12                     |
| Bariatric surgery (prior authorization is required; medically necessary surgery for weight loss, for morbid obesity only) <sup>4</sup>                            | 20%  | No Charge <sup>3</sup>      |
| HOSPITALIZATION SERVICES  |  |                             |
| Hospital Benefits (Facility Services)   |  |                             |
| Inpatient physician services  | 20%  | 50%12,13                    |
| Inpatient non-emergency facility services (semi-private room and board, and medically necessary services and supplies, including subacute care)                   | 20%  | No Charge <sup>5</sup>      |
| Bariatric surgery (prior authorization is required; medically necessary surgery for weight loss, for morbid obesity only) <sup>4</sup>                            | 20%  | No Charge <sup>5</sup>      |
| Inpatient Skilled Nursing Benefits <sup>6</sup>   |  |                             |
| (Coverage limited to 100 days per member per benefit period combined with hospital/free   | e-standing skilled nursing facility)                                       |                             |
| Free-standing skilled nursing facility  | 20%  | 20%7                        |
| Skilled nursing unit of a hospital  | 20%  | No Charge <sup>5</sup>      |

| EMERGENCY HEALTH COVERAGE  | <b>A100</b>   |                             |
|--|---|-----------------------------|
| Emergency room services not resulting in admission (copayment does not apply if the member is directly admitted to the hospital for inpatient services)  | \$100 per visit + 20%   | \$100 per visit + 20%       |
| Emergency room services resulting in admission (when the member is admitted directly from the ER)  | 20%   | 20%                         |
| Emergency room physician services  AMBULANCE SERVICES  | 20%   | 20%13                       |
| Emergency or authorized transport (ground or air)  | \$100 per transport + 20%   | \$100 per transport + 20%   |
| PRESCRIPTION DRUG COVERAGE   | \$100 pc/ statiopere 2070   | Trooper transport - 20%     |
| Outpatient Prescription Drug Benefits  | Administered by Navitus He  | alth Solutions 1-866-333-27 |
| PROSTHETICS/ORTHOTICS  |   |                             |
| Prosthetic equipment and devices (separate office visit copayment may apply)   | 20%   | 50%12                       |
| Orthotic equipment and devices (separate office visit copayment may apply)   | 20%   | Not Covered                 |
| DURABLE MEDICAL EQUIPMENT  |   |                             |
| Breast pump  | No Charge<br>(not subject to the Calendar Year<br>medical deductible) | Not Covered                 |
| Other durable medical equipment  | 20%   | Not Covered                 |
| MENTAL HEALTH AND SUBSTANCE USE DISORDER<br>SERVICES <sup>8, 9</sup>   |   |                             |
| Inpatient hospital services  | 20%   | No Charge⁵                  |
| Residential care   | 20%   | No Charge <sup>5</sup>      |
| Inpatient physician services   | 20%   | 50%12,13                    |
| Routine outpatient mental health and substance use disorder services (includes professional/physician visits)  | \$20 per visit (not subject to the Calendar Year medical deductible)  | 50%12                       |
| Non-routine outpatient mental health and substance use disorder services (includes behavioral health treatment, electroconvulsive therapy, intensive outpatient programs, office-based opioid treatment, partial hospitalization program, psychological testing and transcranial magnetic stimulation) | 20%   | 50%12                       |
| HOME HEALTH SERVICES   |   |                             |
| Home health care agency services <sup>6</sup> (Coverage limited to 100 visits per member per calendar year)  | 20%   | Not Covered <sup>10</sup>   |
| Home infusion/home injectable therapy and infusion nursing visits provided by a home infusion agency   | 20%   | Not Covered <sup>10</sup>   |
| HOSPICE PROGRAM BENEFITS   |   |                             |
| Routine home care  | No Charge<br>(not subject to the Calendar Year<br>medical deductible) | Not Covered <sup>10</sup>   |
| Inpatient respite care   | No Charge<br>(not subject to the Calendar Year<br>medical deductible) | Not Covered <sup>10</sup>   |
| 24-hour continuous home care   | No Charge<br>(not subject to the Calendar Year<br>medical deductible) | Not Covered <sup>10</sup>   |
| Short-term inpatient care for pain and symptom management  | No Charge<br>(not subject to the Calendar Year<br>medical deductible) | Not Covered <sup>10</sup>   |
| CHIROPRACTIC BENEFITS6   |   |                             |
| Chiropractic spinal manipulation (Coverage limited to 20 visits per calendar year.)  | 20%   | Not Covered                 |
| ACUPUNCTURE BENEFITS <sup>6</sup>  | 222   | =26                         |
| Acupuncture services (Coverage limited to 12 visits per calendar year.)  | 20%   | 50% <sup>12</sup>           |
| REHABILITATION AND HABILITATION BENEFITS (Physical, Occupation   |   |                             |
| Office location (an additional facility copayment may apply when services are rendered in a hospital or skilled nursing facility)  SPEECH THERAPY BENEFITS   | 20%   | Not Covered                 |
| Office location (an additional facility copayment may apply when services are rendered in a hospital or skilled nursing facility)  | 20%   | 50% <sup>12</sup>           |
| PREGNANCY AND MATERNITY CARE BENEFITS  |   |                             |
| Prenatal and postnatal physician office visits (when billed as part of global maternity fee including hospital inpatient delivery services)  | \$20 per visit (not subject to the Calendar Year                      | 50% <sup>12</sup>           |
| Abortion services (an additional facility copayment may apply when services  | medical deductible) 20%   | Not Covered                 |

AND RS

| FAMILY PLANNING BENEFITS   |  |   |
|--|--|---|
| Counseling and consulting (includes insertion of IUD, as well as injectable and implantable contraceptives for women)  | No Charge<br>(not subject to the Calendar Year<br>medical deductible)      | Not Covered                             |
| Tubal ligation   | No Charge<br>(not subject to the Calendar Year<br>medical deductible)      | Not Covered                             |
| Vasectomy (an additional facility copayment may apply when services are<br>rendered in a hospital or outpatient surgery center)                                    | 20%  | Not Covered                             |
| DIABETES CARE BENEFITS   |  |   |
| Devices, equipment, and non-testing supplies (for testing supplies see Outpatient Prescription Drug Benefits)  | 20%  | 50% <sup>12</sup>                       |
| Diabetes self-management training  | \$20 per visit (not subject to the Calendar Year medical deductible)       | 50% <sup>12</sup>                       |
| HEARING BENEFITS   |  |   |
| Audiological evaluations   | \$20 per visit<br>(not subject to the calendar year<br>medical deductible) | 50%12                                   |
| Hearing aid instrument and ancillary equipment (Up to a maximum combined benefit of \$700 per person every 24 months for the hearing aid and ancillary equipment.) | 20%  | 20%                                     |
| CARE OUTSIDE OF PLAN SERVICE AREA Benefits provided through the  | BlueCard® Program are paid at the Partic                                   | ipating level. Member's cost share will |
| be either a copayment or coinsurance based on the lower of billed charges or the negotiat<br>Blue's Plan.  | ed allowable amount for Participating prov                                 | riders as agreed upon with the local    |
| Within US: BlueCard Program  | See Applicable Benefit   | See Applicable Benefit                  |
|  |  |   |

Unless otherwise specified, copayments/coinsurance are calculated based on allowable amounts. After the calendar year medical deductible is met, the member is responsible for copayments/coinsurance for covered services from participating providers. Participating providers agree to accept Blue Shield's allowable amount plus any applicable member copayment or coinsurance as full payment for covered services.

See Applicable Benefit

See Applicable Benefit

- Non-participating providers can charge more than Blue Shield's allowable amounts. When members use non-participating providers, they must pay the applicable deductibles, copayments or coinsurance plus any amount that exceeds Blue Shield's allowable amount. Charges above the allowable amount do not count toward the calendar year deductible or out-of-pocket maximum.
- The maximum allowed charges for non-emergency surgery performed in a non-participating ambulatory surgery center or outpatient unit of a non-participating hospital is \$350 per day. Members are responsible for all charges in excess of \$350.
- Bariatric surgery is covered when prior authorized by Blue Shield; however, for members residing in Imperial, Kem, Los Angeles, Orange, Riverside, San Bernardino, San Diego, Santa Barbara and Ventura Counties ("Designated Counties"), bariatric surgery services are covered only when performed at designated contracting bariatric surgery facilities and by designated contracting surgeons; coverage is not available for bariatric services from any other participating provider and there is no coverage for bariatric services from non-participating providers. In addition, if prior authorized by Blue Shield, a member in a Designated County who is required to travel more than 50 miles to a designated bariatric surgery facility will be eligible for limited reimbursement for specified travel expenses for the member and one companion. Refer to the Plan Contract for further details.
- 5 The maximum allowed charges for non-emergency hospital services received from a non-participating hospital is \$600 per day. Members are responsible for all charges in excess of \$600.
- For plans with a calendar year medical deductible amount, services with a day or visit limit accrue to the calendar year day or visit limit maximum regardless of whether the calendar year medical deductible has been met.
- 7 Services may require prior authorization. When services are prior authorized, members pay the participating provider amount.
- 8 Mental health and Substance use disorder services are accessed through Blue Shield's participating and non-participating providers.
- Inpatient services for acute detoxification are covered under the medical benefit; see the Hospital Benefits (Facility Services) section of the Plan Contract for benefit details. Services for acute medical detoxification are accessed through Blue Shield using Blue Shield's participating providers or non-participating providers.
- Services from non-participating providers for home health care and hospice services are not covered unless prior authorized. When these services are prior authorized, the member's copayment or coinsurance will be calculated at the participating provider level, based upon the agreed upon rate between Blue Shield and the agency.
- Preventive Health Services, including an annual preventive care or well-baby care office visit, are not subject to the calendar year medical deductible. Other covered non-preventive services received during, or in connection with, the preventive care or well-baby care office visit are subject to the calendar year medical deductible and applicable member copayment/coinsurance.
- 12 Copayments/coinsurance marked with this footnote do not accrue to the calendar year out-of-pocket maximum. Copayments/coinsurance and charges for services not accruing to the member's calendar year out-of-pocket continue to be the member's responsibility after the calendar year out-of-pocket maximum is reached. This amount could be substantial. Please refer to the Plan Contract for exact terms and conditions of coverage.
- When these services are rendered by a non-participating Radiologist, Anesthesiologist, Pathologist and/or Emergency Room Physician in a participating facility, the member pays the participating provider copayment.
- Services and supplies for the following Outpatient surgeries are subject to the following Benefit maximums if performed in the Outpatient department of a Hospital. The Benefit maximum does not apply when the same services are provided in a participating ambulatory surgery center.
  - Arthroscopy limited to \$4,500 per procedure

Outside of US: BlueCard Worldwide

- Cataract Surgery limited to \$2,000 per procedure
- Colonoscopy limited to \$1,500 per procedure
- Upper G! Endoscopy with Biopsy limited to \$1,250 per procedure
- Upper GI Endoscopy limited to \$1,000 per procedure

Members are responsible for the applicable deductibles, copayments or coinsurance, plus all charges in excess of these maximums.

Plan designs may be modified to ensure compliance with Federal requirements.





# Self-Insured Schools of California (SISC) Pharmacy Benefit Schedule

# **PLAN RX 5-20**

|               |      | Walk-In |      |      |        | Mail    |  |
|---------------|------|---------|------|------|--------|---------|--|
|               | Net  | work    | Cos  | stco | Costco | Navitus |  |
| Days' Supply* | 30   | 90      | 30   | 90   | 90     | 30      |  |
| Generic       | \$5  | N/A     | FREE | FREE | FREE   | N/A     |  |
| Brand         | \$20 | N/A     | \$20 | \$50 | \$50   | N/A     |  |
| Specialty     | N/A  | N/A     | N/A  | N/A  | N/A    | \$20    |  |

| Out-of-Pocket Maximum | \$1,500 Individual / \$2,500 Family |
|-----------------------|-------------------------------------|
|                       |                                     |

SISC urges members to use generic drugs when available. If you or your physician requests the brand name when a generic equivalent is available, you will pay the generic copay plus the difference in cost between the brand and generic. The difference in cost between the brand and generic will not count toward the Annual Out-of-Pocket Maximum.

\*Members may receive up to 30 days and/or up to 90 days supply of medication at participating pharmacies. Some narcotic pain and cough medications are not included in the Costco Free Generic or 90-day supply programs. Navitus contracts with most independent and chain pharmacies with the exception of Walgreens.

# Mail Order Service

The Mail Order Service allows you to receive a 90-day supply of maintenance medications. This program is part of your pharmacy benefit and is **yoluntary**.

# **Specialty Pharmacy**

Navitus SpecialtyRx helps members who are taking medications for certain chronic illnesses or complex diseases by providing services that offer convenience and support. This program is part of your pharmacy benefit and is **mandatory**.

For information regarding the Prescription Drug Program call or visit on-line: Navitus Customer Care 1-866-333-2757 (toll-free) TTY (toll free) 711 www.navitus.com

Navi-Gate® for Members allows you to access personalized pharmacy benefit information online at <a href="https://www.navitus.com">www.navitus.com</a>. For information specific to your plan, visit Navi-Gate® for Members. Activate your account online using the Member Login link and an activation email will be sent to you. The site provides access to prescription benefits, pharmacy locator, drug search, drug interaction information, medication history, and mail order information. The site is available 24 hours a day, seven days a week.

# **United Teachers of Pasadena**

# Grievance Procedure—Informal Level

The purpose of completing this form is to assure that the UTP member and immediate supervisor have made a good faith effort to resolve the alleged contract violation at the lowest administrative level.

| Name of UTP Member:  |
|--|
| Job Title of UTP Member: Work Location:  |
| Name of Immediate Supervisor:  |
| Date Informal meeting was requested:   |
| Date of Informal meeting: Location of meeting:   |
| Time: From To  |
| Specific provision(s) of the contract alleged to have been violated (Article and Section numbers): The   |
| violations include but are not limited to  |
|  |
| Topic(s) Discussed:  |
|  |
|  |
|  |
|  |
|  |
| Resolution Reached?: ☐ Yes (specify resolution below) ☐ No   |
| Agreed-upon Resolution:  |
| Agreed-upon resolution.  |
|  |
|  |
|  |
| Signature of UTP Member Date Signature of Immediate Supervisor Date  |
| Signature of UTP Site Representative Date  |
|  |
| Make two (2) originals - one for the UTP Member and one for the Immediate Supervisor  Copy to:   Site Rep UTP Contract Management Chair District Grievance Officer |

# **United Teachers of Pasadena**

# Grievance Procedure—Formal Level One (1)

| Grievance |  |
|-----------|--|
| Case No   |  |

| Grievance sub                                  | omitted by UTP on be          | half of:          |  |              |
|--|-------------------------------|-------------------|--|--------------|
| Job Title of U                                 | TP Member:                    |                   | Work Location:                                 |              |
| Name of Imm                                    | ediate Supervisor:            |                   |  |              |
|  | mal Level meeting:            |                   |  |              |
| Result(s) of In                                | nformal Level meetin          | g:                |  | ¥            |
| Specific prov                                  | ision(s) of the contract      | et alleged to hav | re been violated (Article and Section numbers) | : <u>The</u> |
| violations inc                                 | lude but are not limit        | ed to             |  |              |
| Date(s) & tim                                  | ue(s) of alleged violat       | ion(s):           |  |              |
| Statement of                                   | Grievance:                    |                   |  |              |
| , ,  |                               |                   |  |              |
| **   |                               |                   |  |              |
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| ***************************************        |                               |                   |  |              |
|  |                               |                   |  |              |
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| Specific Rem                                   |                               |                   |  |              |
|  | <i>,</i> 0                    |                   |  |              |
|  |                               |                   |  |              |
| Submitted to:                                  | (Name of Immediate Supervi    | ear)              | Date:  |              |
|  | (Maine of Hilliculate Supervi | 301)              |  |              |
| Signature of UT                                | P Member                      | Date              | Signature of UTP Contract Management Chair     | Date         |
| Copy to:                                       | □ UTP Member                  | □ Site Rep        | □ UTP President □ CTA Staff                    |              |
|  | ☐ District Grievance O        | fficer            | □ Other  |              |

# Pasadena Unified School District

| Grievance |  |  |  |
|-----------|--|--|--|
| Case No   |  |  |  |

# Formal Level One (1)—Immediate Supervisor's Response

| Date of receipt of | Formal Level One (1) Grievance:                                   |          |
|--------------------|---|----------|
| Response to the    | rievance:   | <u>.</u> |
| -                  |   |          |
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| -                  |   |          |
|                    |   |          |
| Signature of Imr   | nediate Supervisor Date   |          |
| ]                  | Formal Level One (1) Grievance must be attached to this response. |          |
| Copy to:           | UTP Member □ Site Rep □ UTP Contract Management Chair             |          |
|                    | UTP President □ CTA Staff □ District Grievance Officer □ Other    |          |



# United Teachers of Pasadena

Grievance Case No.

# Grievance Procedure-Formal Level Two (2)

|                      | itted by UTP on behalf                 |                     |                                   |                      |              |
|----------------------|--|---------------------|-----------------------------------|----------------------|--------------|
| Job Title of UTP     | Member:                                | <i>W</i>            | Vork Location:                    |                      |              |
| Name of District     | t Grievance Officer:                   |                     |                                   |                      | -            |
| Date of Informal     | l Level meeting:                       |                     |                                   |                      | <u> </u>     |
| Date of Formal I     | Level One (1) meeting                  | ;                   |                                   |                      |              |
|                      | of Formal Level One (1                 |                     |                                   |                      |              |
| Specific provision   | on(s) of the contract al               | leged to have l     | been violated (Article            | and Section numbers) | : <u>The</u> |
| violations include   | le but are not limited to              | 0                   | 30                                |                      |              |
|                      | s) of alleged violation(               | ·                   | -                                 |                      | ,            |
| Statement of Gr      | ievance:                               |                     | 100                               |                      |              |
| ****                 | 1                                      |                     | 4                                 |                      |              |
|                      |  |                     |                                   |                      |              |
|                      |  |                     | 37                                |                      |              |
|                      |  |                     |                                   |                      |              |
|                      |  |                     |                                   |                      |              |
| Specific Remedy      | / Sought                               |                     |                                   |                      |              |
| Submitted to:        | District Grievance Officer)            |                     | Date:                             |                      |              |
| Signature of UTP M   | 1ember                                 | Date                | Signature of UTP Contrac          | ct Management Chair  | Date         |
| Formal Level One (1) | Grievance and the Immediate St         | upėrvisor's Respons | e must be attached to this grieve | ance                 |              |
| Copy to:             | ☐ UTP Member<br>☐ Immediate Supervisor | □. Site Rep         | UTP President                     | CTA Staff            |              |

# Pasadena Unified School District

| Grievance |  |  |   |
|-----------|--|--|---|
| Case No   |  |  | c |

# Formal Level Two (2)—District Grievance Officer's Response

|                |                        | , ,             | -   |
|----------------|------------------------|-----------------|---|
| Date of rece   | eipt of Formal Level T | wo (2) Grievano | e:  |
| Response to    | o the grievance:       |                 |   |
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|                |                        |                 |   |
| Signature o    | f District Grievance O | fficer          | Date  |
|                |                        |                 |   |
| Formal L       |                        |                 | ate Supervisor's Response, and the Formal Level be attached to this response. |
| Copy to:       | □ UTP Member           | □ Site Rep      | □ UTP Contract Management Chair   |
|                | □ UTP President        | □ CTA Staff     | □ Other   |

# **United Teachers of Pasadena**

# Grievance Procedure-Formal Level Three (3) Grievance Case No.

# **Proposal for Local Grievance Resolution**

| Date of receipt of Formal Level Two (2) Grievance Response: |  |                             |   |                                      |  |  |  |  |
|---|--|-----------------------------|---|--------------------------------------|--|--|--|--|
| Formal Leve   | As set forth in Article V, Grievance Procedure, Section 5.3.3.2, "If a grievance is not resolved at Formal Level Two, the two parties may mutually agree to implement the "local grievance resolution process" as contained in Section 5.3.4." |                             |   |                                      |  |  |  |  |
| United Teac subject this                                    | hers of Pasadena, on be grievance to the local g   | ehalf of<br>rievance resolu | ntion process.                              | , proposes to                        |  |  |  |  |
| Signature of U  | TP Contract Management (   | Chair                       | Date  |                                      |  |  |  |  |
|   | hereby agrees to subje   |                             |   | ce resolution process.               |  |  |  |  |
| Signature of D  | listrict Grievance Officer   | Da                          | ate   |                                      |  |  |  |  |
| Submitted to  | O:(District Grievance Officer)   |                             | Date:                                       |                                      |  |  |  |  |
| Forma   | ` /  | •                           | Level Two (2) Griev<br>ttached to this prop | vance, and their respective<br>osal. |  |  |  |  |
| Copy to:  | □ UTP Member   | □ Site Rep                  | ☐ UTP President                             | □ CTA Staff                          |  |  |  |  |
|   | ☐ Immediate Superviso  | or                          | □ Other                                     |                                      |  |  |  |  |

# APPENDIX G ATTACHMENT G

# **United Teachers of Pasadena**

| Grievance | ; |
|-----------|---|
| Case No.  |   |

# Grievance Procedure - Level Four (4) Notice to Proceed to Arbitration

|  | ers of Pasadena<br>pinding arbitrati |                                  | istrict of its intent to su      | bmit the        |  |
|--|--------------------------------------|----------------------------------|----------------------------------|-----------------|--|
| Signature of UT  | P Contract Manage                    | ement Chair Dat                  | e                                |                 |  |
|  |                                      |                                  |                                  |                 |  |
|  |                                      |                                  |                                  |                 |  |
| C1   |                                      |                                  | D. (                             |                 |  |
| Submitted to:  | (District Grievance C                | Officer)                         | Date:                            |                 |  |
| Formal Level One (1) Grievance, Formal Level Two (2) Grievance, and their respective responses, and the Proposal for Local Grievance Resolution must be attached to this notice. |                                      |                                  |                                  |                 |  |
| Copy to:   | ☐ UTP Member☐ CTA Staff              | ☐ Site Rep☐ Immediate Supervisor | ☐ UTP Executive Board ☐ HR Chief | ☐ UTP President |  |