Collective Bargaining Agreement between Reed Union School District and Reed District Teachers' Association

July 1, 2019 – June 30, 2022

April 2019

Reed Union School District and Reed District Teachers' Association/California Teachers' Association/National Education Association Contract

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ARTICLE I
TERM OF AGREEMENT

A. The Article and provisions contained herein constitute a bilateral and binding Agreement, hereinafter referred to as the "Agreement" by and between Reed Union School District, hereinafter referred to as "District" and the Reed District Teachers' Association/California Teachers' Association/National Education Association, hereinafter referred to as "Association."

B. This Agreement is entered into pursuant to Chapter 10.7, Sections 3540-3549 of the Government Code ("Act").

C. This Agreement shall remain in full force and effective from July 1, 2019, to June 30, 2022.

D. Re-openers: The District and RDTA agree to reopen for 2021-2022 school year on salary, benefits, and two additional articles of each parties' choosing. The District and RDTA agree to present their initial proposals on reopener subjects during the term of this agreement to each other and for public review no later than the January Board meeting.

E. This Agreement comprises the entire Agreement between the District and the Association on the matters within the lawful scope of negotiations and shall supersede any rules, regulations, and practices of the District which are or may in the future be contrary to or inconsistent with the specific terms of this Agreement. Neither the District nor the Association shall have further obligation to meet and negotiate during the term of this Agreement, on any subject whether or not said subject is covered by this Agreement, except that either the District or the Association may reopen negotiations by mutual consent to discuss matters relating to changes in the State statutes or regulations which affect the District and its Unit Members.

F. The parties agree to meet and negotiate upon the written request of either party if the District determines or is notified that the District's funding will be based on Local Control Funding Formula rather than community funding.

ARTICLE II
RECOGNITION

A. The District recognizes the Association as the exclusive representative for the Unit Members of the Certificated Unit.

B. The Certificated Unit consists of all certificated Unit Members of the District, except those designated in management, substitute teachers, home teachers, consultants and summer school teachers.

ARTICLE III
DEFINITION

A. "Unit Member(s)" or "Certificated Unit Member(s)" refers to any Unit Member who is included in the Certificated Unit described in Article II-B above, and therefore, covered by the terms and provisions of this Agreement.

B. "District" refers to the Board of Trustees of the Reed Union School District.

C. "Day" refers to workday for Unit Members.

ARTICLE IV
ASSOCIATION RIGHTS

A. The association shall have the right to post notices of activities and matters of Association concern on Association bulletin boards, at least one of which shall be provided in each school faculty room. The Association may use the District mail services, including electronic mail, and Unit Member mailboxes for communications to Unit Members, subject to reasonable regulation, and without interference or censorship. Authorized representatives of the Association shall have the right to use, at reasonable times, District facilities for the purpose of meetings concerned with the exercise of the rights guaranteed by the Rodda Act.

B. Names and non-confidential home addresses, telephone numbers, and electronic mail addresses of all representatives of the bargaining unit shall be provided without cost to the Association no later than October 1 of each school year.

C. The Association President, or his/her designee, shall be provided the opportunity to attend Reed District Parent Teacher Association meetings and may be released up to five half-days at Association's expense for business directly related to the this Agreement. The business shall not be connected with any concerted activity.

D. The Association has the right to initiate consultation on the definition of educational objectives, the determination of the content of courses and curriculum, and the selection of textbooks to the extent such matters are within the discretion of the public school employer under the law. The right to grieve over this section is solely the right to grieve over the failure of the Superintendent or the District to respond to reasonable requests for consultation.

E. All available information, economic and educational in nature, will be provided upon written request to the Association in order for the Association to adequately represent its Unit Members.

ARTICLE V
GRIEVANCE PROCEDURE

Section I: Definitions

A. "Grievance" is an allegation by a grievant that there has been a violation, misinterpretation, or misapplication of this Agreement that directly affects the grievant as defined in "B."

B. "Grievant" is the named Unit Member(s), including the Association or representative thereof, making the allegation.

C. "Immediate Supervisor" is the principal or program administrator or other management person having immediate responsibility and/or jurisdiction over the Unit Member.

Section II: Purpose

A. The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to Grievances. Both parties agree that these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.

B. Since it is important that a Grievance be processed as rapidly as possible, the time limits specified at each level should be considered to be maximum, and every effort should be made to expedite the process. The time limits may, however, be extended or compressed by mutual agreement.

Section III: Procedure

A Grievance or Grievances shall be presented and adjusted in accordance with the following procedures:

A. Level I

1. Informal

Within fifteen (15) Days after the occurrence of the act or omission giving rise to the Grievance, the Grievant shall first discuss the matter with the administrator involved. The Grievant then may go to his/her Immediate Supervisor either (1) individually or (2) if the Grievant so requests, accompanied by a representative of the Association with the objective of resolving the matter informally. If the problem is solved, the case is closed.

2. Formal

If the problem is still unresolved after the informal conference, the Grievant shall, within five (5) Days after the conference, present a statement of Grievance in writing to his/her Immediate Supervisor.

a. The Grievance Form (Appendix Section 1) shall be utilized.

b. After the Grievance has been filed, it may be discussed with the Immediate Supervisor through an Association representative.

c. The Immediate Supervisor shall communicate his/her decision to the Grievant and his/her representative, if any, and to the Association in writing within ten (10) Days after receiving the written complaint. (Appendix Section 1).

d. Either party to the Grievance shall have the right to request a conference in order to resolve the Grievance.

B. Level II – Superintendent

1. Within five (5) Days after receiving the decision of the Immediate Supervisor, the Grievant may appeal to the Superintendent. The appeal shall be accompanied by a copy of the decision reached at Level I and the Immediate Supervisor shall be notified of the appeal.

2. Within fifteen (15) Days after delivery of the appeal, the Superintendent or designee shall communicate a decision in writing, together with supporting reasons, to the Grievant, his/her representative, if any, the Immediate Supervisor, and the Association. During the first five (5) Days of the fifteen (15) Days, the Grievant may request a

meeting to discuss the Grievance with the Superintendent. The Superintendent shall meet with the Grievant and the Grievant may have the Association representative present.

C. <u>Level III – Binding Arbitration</u>

Within five (5) Days after the Superintendent's action, if the Grievant is not satisfied, the Grievant may appeal to the Association to request binding arbitration. If the Association proceeds to arbitration, it shall notify the District in writing within ten (10) Days. Within ten (10) Days of such notification, representatives of the District and the Association shall attempt to agree upon a mutually acceptable arbitrator and obtain a commitment from said arbitrator to serve. If the parties are unable to agree upon an arbitrator within the specified period, the Association shall file a Demand to Arbitrate with the California State Mediation and Conciliation Service or with the American Arbitration Association. The selection of the arbitrator and the arbitration proceedings shall be conducted under the Voluntary Labor Arbitration Rules of the American Arbitration Association.

The arbitrator's decision will be in writing and will set forth the findings of fact, reasoning, and conclusion of the issues submitted.

The arbitrator shall be subject to the following limitations:

1. The arbitrator shall have no power to add to, subtract from, disregard, alter, or modify any of the terms of this Agreement.

2. The arbitrator shall have no power to establish salary structures or change any salary. This limitation does not apply to a recommendation to change placement on the salary schedule.

3. The arbitrator shall have no power to recommend or evaluate issues involving the content of evaluation except as provided in Article XVII, Section I, C., 3., d.

4. The arbitrator shall be limited in his/her recommendations to recommend only return to status prior to the violation, misapplication or misinterpretation.

5. The arbitrator shall have no power to establish or recommend financial awards.

6. If any question arises as to the arbitrability of the Grievance, such a question shall be ruled upon by the arbitrator only after having had the opportunity to hear the merits of the Grievance.

7. Expenses incurred by the arbitrator shall be shared equally by the District and the Association. All other expenses shall be borne by the party incurring them, and neither party shall be responsible for the expenses of witnesses called by the other. The Grievant and the Association representative shall have release time to process the Grievance.

8. The fact that the Grievance has been considered by the parties in the preceding steps of the Grievance shall not constitute a waiver of jurisdiction limitations upon the arbitrator in this Agreement.

9. No probationary Unit Member may use the Grievance procedure in any way to appeal discharge or a decision by the District not to renew his/her contract.

Section IV: Miscellaneous Provisions

A. Time limits in these procedures may be modified by mutual agreement in writing.

B. There shall be no reprisals of any kind taken against any Unit Member because of participation in the Grievance procedure. A separate file shall be maintained for Grievance materials and the materials shall not be placed in the personnel file.

C. Failure at any step of this procedure to render a decision on a Grievance within the specified time limits shall indicate acceptance of the Grievance, except when the Immediate Supervisor or administrator is on personal or school business leave, or ill. Failure to appeal a decision within the specified time limits shall be deemed an acceptance of the decision.

D. Conferences held under the procedure shall be conducted at a time and place which will afford a fair and reasonable opportunity for all persons entitled to be present to attend. In all steps of the Grievance procedure, when it becomes necessary for individuals to be involved during school hours, release time shall be provided for that purpose.

E. The Unit Member may have representation by another Unit Member or by a member of the Association Executive Board at all steps in the procedure.

F. In an emergency, the Unit Member may appeal directly to the Superintendent who may agree to waive Level I after consultation with the Immediate Supervisor.

G. In the event a Grievance is filed on or after June 1, the time limits set forth herein may be reduced by mutual agreement so that the Grievance procedure may be concluded prior to the end of the school term, or as soon thereafter as possible.

H. Written notices to be filed under this procedure may be hand-delivered to the appropriate person or left with a person in charge of the office of the appropriate person, or mailed by certified mail, return receipt requested. If hand-delivered, the date shall be counted as the date of mailing. If mailed, the weekday following the date of mailing shall be counted as the date of giving notice.

I. A file of decisions of all formal Grievances shall be kept by the office of the Superintendent and the Association in order that established precedents can be used in future Grievances.

J. Any Unit Member may at any time present Grievances to his employer and have such Grievances adjusted, without the intervention of the exclusive representative, as long as the adjustment is reached prior to arbitration pursuant to Government Code Section 3548.5, 3548.6, 3548.7, and 3548.8, and the adjustment is not inconsistent with the terms of a written agreement then in effect; provided that the public school employer shall not agree to a resolution of the Grievance until the exclusive representative has received a copy of the Grievance and the proposed resolution, and has been given up to twenty (2) Days to file a response.

ARTICLE VI
PROFESSIONAL DUES OR FEES AND PAYROLL DEDUCTIONS

A. The authorization, terms, and rescission of dues deduction agreements are internal RDTA matters. The District will process and honor the terms of dues deduction agreements for all bargaining unit members who the union reports as having written authorizations. Pursuant to such authorization, the District shall deduct one-tenth of such dues from the regular salary check of the bargaining unit member each month for ten months, September through June. Deductions for bargaining unit members who sign such authorization after the commencement of the school year shall be appropriately pro-rated to complete full payments by the end of the school year.

B. Bargaining unit member requests for revocation of dues deduction authorizations must be directed to the union. The District will rely on RDTA's written decision as to whether a revocation request is effective, and the effective date of that revocation.

C. RDTA will indemnify the District against any claims made by an employee regarding payroll deductions made based on information provided by RDTA to the District

D. With respect to all sums deducted by the District pursuant to Section A, the District agrees promptly to remit such monies to the Association accompanied by an alphabetical list of Unit Members for whom such deductions have been made, indicating any changes in personnel from the list previously furnished.

E. There shall be no charge to the Association for the services provided by the District in Sections A, B and D of this Article.

F. Upon request, the Association agrees to furnish any information needed by the District to fulfill the provisions of this Article.

ARTICLE VII
CONDITIONS OF EMPLOYMENT FOR FULL, PART-TIME, AND SHARED CONTRACT UNIT MEMBERS

A. Intent

It is the intent of the District and the Association that this Article be implemented as consistently as possible throughout the District.

B. Unit Member Work Week

The work week for full-time Unit Members shall be thirty-five (35) hours on site. The student instructional schedule is contained in Appendix Section 2. The District may alter the student schedule as long as the Unit Members' instructional time is not increased.

1. Preparation periods are considered to be part of the school day.

2. Planning, preparation time and conference time, when assigned, shall be used for planning and preparation, and conferences with pupils, parents, other Unit Members or administrators.

3. In addition to the thirty-five (35) hour work week, attendance shall be required at faculty, team/grade level, and/or staff development meetings scheduled by the administration. Such meetings, if scheduled, shall be set for a specified time and day of the week. Such meetings shall begin no later than fifteen (15) minutes after the end of the student day at each school. In the case of District-wide meetings, they will begin no later than fifteen (15) minutes after the end of the student day at the school with the latest dismissal. The total of such meeting shall not exceed five hundred and twenty (520) minutes or eight (8) hours and forty (40) minutes in any month. Unit Members may, but are not required to, attend meetings in excess of five hundred and twenty (520) minutes. In months of fewer than four (4) weeks, the limit shall be reduced pro rata.

4. At the beginning of the school year, each principal shall adopt a schedule for faculty meetings and the utilization of minimum days after consultation with the Unit Members.

5. Unit Members in grades K-5 shall be entitled to a duty-free, twenty (20) minute morning recess subject to the availability of District employed aides.

6. Each principal, with consultation and advice of Unit Members, shall provide for equitable extra-duty assignments of all Unit Members, and the scheduling of supervision for student activities.

7. The professional responsibilities of Unit Members, both full and part-time, shall include:

   a. Conferences with parents and students
   b. Curriculum development
   c. In-service training
   d. District committees
   e. Review and evaluation of new materials
   f. Communication with parents about the educational program
   g. Board presentations

C. <u>Lunch Period</u>

Each Unit Member is entitled to a lunch period of no less than thirty (30) minutes which shall be uninterrupted and duty-free.

D. <u>Parent Conferences</u>

Except for kindergarten, parent conferences will be conducted after the first trimester during a week of minimum days. There shall be no other required meetings on those conference days.

E. <u>Required Attendance</u>

1. All Unit Members shall be required to attend Back to School Night and Open House. There will be no faculty meeting scheduled during the weeks of Back to School Night and Open House. There will be no faculty, grade level or staff development meetings during the week of the issuance of report cards.

2. If the Board requires a presentation by Unit Members, every effort should be made for them to appear early in the meeting.

3. It is understood that from time to time Unit Members may be requested to attend parent-related evening meetings. Attendance at such meetings shall require prior notification and mutual consent of the parties.

F. Information Provided to Substitutes

Unit Members shall provide substitute teachers with the daily schedule, class list, lesson plans and, if applicable, a seating chart.

G. Program and Materials

Unit Members shall implement programs and use materials which have been District adopted. The District shall have a policy for such adoption. Programs may be adopted: (1) with a specific text or materials; (2) with a variety of texts or materials; or (3) as a framework without specific materials. Alternatives to District-adopted programs and/or materials may be approved by the Superintendent.

H. Specialists

The Unit Member will remain with the Specialist and the student or students, unless the purpose of the Specialist is to provide preparation time for the Unit Member.

I. Classroom Visits

Unit Members shall have the option of using one (1) day per year in order to visit another classroom inside or outside the District, with a substitute provided by the District, when acceptable arrangements are made with the principal.

J. Use of Classroom by Others

When classrooms are used by persons outside the Association, the principal will discuss this with the affected Unit Member.

K. Before and After School Duties

Before and after school duties shall not exceed one hundred and fifty (150) minutes per week or sixty (60) minutes in any one day. Every effort will be made by the District to eliminate or limit duties which require directing vehicular traffic. Bus, yard or car line duties are part of the Unit Member's assignment and shall not be compensated separately. The principal will attempt to equitably distribute non-teaching duty assignments at each site.

L. Kindergarten Instructional Day

Unit Members who teach kindergarten or Transitional Kindergarten have the same number of work hours as the District first and second grade Unit Members.

The contracted work hours are to be spent at the school site, working with students or on activities directly relating to the teaching assignment.

M. Work Year

1. The work year shall be one hundred and eighty-six (186) days (six (6) days without students). Of these six days without students, four (4) shall be professional development days, one (1) shall be a Unit Member workday, and (1) shall be split as a half-day collaborative day and a half-day Unit Member workday. The agenda for the half-day collaborative day shall be agreed upon by the site administration and the Grade

Level Coordinators (GLC). For Unit Members new to the District, an additional two (2) days will be required for orientation.

Unit Member workdays are individual teacher-directed for planning, preparation, or record keeping. Students will not be in attendance on a Unit Member workday.

2. Unit Members shall provide additional instructional time, as necessary. The total number of instructional minutes per grade shall not be less than the 1983-84 year per Ed Code.

3. Speech and Language Pathologists work 194 days per year and compensated for the additional days at their individual per-diem rates.

4. School Psychologists work 196 days per year and are compensated for the additional days at their individual per-diem rates.

5. Teachers on Special Assignment work 196 days per year, and are compensated for the additional days at their individual per-diem rates.

N. <u>Calendar</u>

1. The negotiations team shall develop the calendar. This team shall commence meeting no later than March 1 of each year. The negotiations team will set the calendar for the second school year in the future (17 months prior to implementation)

If the agreement on the calendar cannot be reached by June 1, the District shall establish a tentative calendar which may be modified through negotiations.

2. The District shall use the calendar as attached in Appendix Section 6, as amended each year.

O. <u>Part-Time and Shared Contract Employment</u>

1. <u>Part-Time Employment</u>

a. A shared contract is one in which a 1.0 Full Time Unit Member (FTE) assignment is shared by 2 Unit Members.

b. A part-time Unit Member is defined as a Unit Member working less than 1.0 FTE who is employed as and has employment rights to a part-time position, or is a Unit Member to whom the District has granted a part-time leave, and the percentage of full-time employment is specified in the employment contract.

2. <u>Eligibility for Shared Contracts</u>

a. Shared teaching assignments shall be available to permanent Unit Members who have mutually agreed to work together or when the District is able to hire a temporary Unit Member who meets District determined qualifications, to share the assignment.

b. Unit Members who are applying to begin or to continue a shared teaching assignment must complete the evaluation process and all participants must receive a

satisfactory evaluation before approval can be obtained.

3. **Application Procedure and Timeline**

a. Permanent Unit Members seeking part-time or a shared contract must submit a written request to the Superintendent by January 15 prior to the year the shared contract assignment is requested.

b. The District will review the requests and determine which may be approved. By January 31, based on the approved requests, the District will publish in house a list of positions and will advertise outside for temporary Unit Members for shared contract employment. Permanent Unit Members must submit their applications for sharing a contract based on the published list, no later than February 10.

c. By March 1, the District will notify all Unit Members requesting shared contracts whether the requests are approved or denied. The District reserves the right to approve or deny all such requests.

d. Participation is limited to one (1) pair per eight (8) Unit Members, assigned to a given site. Part-time Unit Members shall not be counted in this limitation.

4. **Approval of Shared Contracts**

Shared contracts shall be approved by the Board upon the recommendation of the Superintendent that said contracts are in the best interest of the District's educational program.

a. Unit Members sharing a contract must accept the responsibility of assuring the staff, administration, and parents of successful joint planning communication among Unit Members and parents, and compatible classroom management.

b. Shared contracts will reflect all pertinent information concerning the assignment, e.g., dates indicating duration of the assignment, description of subject/grade level, location, salary and benefits. The shared contract will include a statement: "If you wish to renew this shared position for the next school year, your written request must be filed in the Superintendent's office on or before January 1 of the school year to which this contract applies."

c. Unit Members who share a contract must submit to the principal a plan for the shared position which includes appropriate overlap for a smooth transition, and which shall not be at a cost to the District.

5. **Return to Full-Time Position**

a. Full-Time Unit Members who are on part-time leave status or share a contract may reinstate their full-time status the following year.

b. Unit Members intending to return to full-time status in the following year must notify the District of their intent to do so by February 1 of the year that they wish to return to full-time status.

c. Unit Members returning to full-time status will be entitled to the same rights as any

other certificated Unit Member, namely to indicate their preference at the time classroom assignment forms are circulated.

d. Unit Members whose initial contract was for less than full-time as a condition of employment may apply for full-time employment. The District is under no obligation to honor the request.

e. The District will grant requests for return to full-time status to fill any positions for which the job sharer is qualified before hiring from outside the District.

6. <u>Compensation</u>

a. Unit Members working part-time shall receive a proportionate amount of the regular annual salary paid in equal monthly installments agreed upon by the Unit Member and the District and shall earn credit for sick leave and other statutory benefits in proportion to paid District service.

1) At Reed and Bel Aire, the part-time salary shall be computed by taking the instructional minutes taught by the part-time Unit Member divided by the instructional minutes taught by a full-time Unit Member at the assigned school to reach the percentage of FTE. Based on that percentage, part-time Unit Members are required to be on campus for that percentage of the work day, week or year, whichever applies. Preparation time and non-teaching duties will be pro-rated based upon the percentage of FTE.

2) For Del Mar Unit Members, each period taught equals 0.2 FTE. Part-time Unit Members have an advisory, proportionate amount of preparation time and are required to be on-site during those times.

b. Unit Members hired after December 10, 1992, in a part-time position of 0.5 FTE or more shall be eligible for a percentage of the District paid benefits based on the percentage the Unit Member works. The Unit Member will be eligible for full step advancement at salary proportionate to the part-time position.

c. Permanent Unit Members sharing a full-time position shall share proportionately in salary and benefits of that position based on their percentage of FTE.

d. Unit Members working part-time/shared contracts will earn a prorated credit towards retirement credit.

e. When the District requires a part-time or shared contract Unit Member to attend training, in-service, or parent-teacher conferences on that Unit Member's non-work day, the District will compensate at the Unit Member's per diem rate.

7. <u>Time Requirement</u>

a. The time requirement for a part-time position shall be proportionately based on a thirty-five (35) hour on-site work week.

b. Unit Members in part-time and shared positions will be required to attend Kindergarten Orientation or Sixth Grade Orientation, if appropriate, Back to School

Night and Open House. Faculty meetings shall be attended unless prior arrangements have been made with the principal. Other duties and activities shall equitably be pro-rated according to the respective amounts of work time for the year.

c. In the event that one shared contract partner cannot fulfill his/her teaching obligation, the other participant shall assume full-time responsibility for the assignment, if possible.

d. If and when a substitute is required, the other shared contract participant will assume responsibility for the class, if possible, and at the District hourly rate set forth in the Contract, Article XVII, Section IV.B. for working with students.

8. **Permanent Status**
   A part-time Unit member who completes the required probationary period (works 75% of each of two consecutive Unit Member work years) may earn permanent status for that same FTE percentage of employment.

9. **Changes Subsequent to the Issuance of Letters of Confirmation or Contracts**
   If, after the District approves a full-time Unit Member's request for a shared contract position, the District finds it necessary to alter the agreed-upon conditions of such employment, the Unit Member may request a return to a full-time position. The District shall attempt, but shall not be obligated, to honor the request for that school year, and the Unit Member shall be entitled to a full-time position starting in the following school year.

ARTICLE VIII
LEAVES

The District will continue to provide those leaves of absences mandated by State law, supplemented by those leaves described in this Article. (See Certificated Leaves Table Appendix Section 3).

A. General Provisions

1. Unit Members on unpaid leave, except family medical leave, may elect to continue to participate in group benefits and insurance programs at their own expense. Unit Members on paid leave or family medical leave shall continue to receive health benefits paid by the District to the same extent that they received health benefits paid by the District prior to beginning their leave.

2. Upon return from a leave (except for Sabbatical Leave described in this Article), the Unit Member will be placed on the salary schedule as he/she would have been in the year the leave began.

3. Any long-term leave must be approved by the Board.

SHORT-TERM LEAVES

A. Notification of Absence

Whenever possible, Unit Members shall give notice of their impending absence to their principal by informing the school secretary or supervisor during the workday preceding the absence. If notification has not been given the previous day, the Unit Member should contact the school secretary before 7:00 a.m. on the day of absence. (See Absence Report Form Appendix Section 4).

1. Except in cases of emergency, as determined by the Superintendent, if a Unit Member is absent and fails to give notice, the Unit Member's daily rate of pay will be deducted. The daily rate of pay will be deducted unless the District absence form is signed by the Unit Member.

2. All Unit Members should indicate their intention to return to duty the following day by notifying the principal, or immediate supervisor, at least thirty (30) minutes prior to the end of their particular workday. If a Unit Member fails to give notice within a specified time limit of his or her intentions to return after illness or accident, and the substitute appears for the day's work as a result of failure to receive such notice, the substitute shall receive a full day's substitute pay and this amount shall be deducted from the Unit Member's salary for that month.

B. Sick Leave

Every full-time Unit Member shall be entitled to ten (10) days of paid sick leave which shall be cumulative from year to year (without limit), pursuant to Section 44978, et seq., of the Education Code. Unit Members employed less than full-time shall accrue sick leave, proportionately, as provided in the same statute.

1. Should a Unit Member resign, retire, or otherwise leave employment of the District, his/her total accumulated sick leave may be used in any one of the following ways:

   a. It may be transferred to another public employer in the State of California as provided for under provisions of the law.

   b. For those Unit Members with no breaks in their service, it may be credited to the Unit Member's STRS account as provided in state law.

2. The District may require a physician's verification of illness if a Unit Member has been on sick leave for four (4) consecutive days. The District may require a physician's verification of a Unit Member's fitness to return to work if the Unit Member has been on sick leave for ten (10) consecutive days or more.

3. The District shall provide each Unit Member with a written statement of his/her accrued sick leave total and sick leave entitlement for the school year. Such statements shall be provided no later than November 1 of each school year.

C. Personal Leave

1. Personal Necessity Leave

A Unit Member may use, at his/her election during any school year, not more than nine (9) days of accumulated sick leave in the case of personal necessity.

"Personal Necessity" is defined as matters that are of compelling personal importance and the scheduling of which is beyond the control of the Unit Member. Other cases of personal necessity shall include religious observances and funeral attendance.

a. The Unit Member shall not be required to secure advance permission for leave taken for the following reasons:

1) Death or illness of a member of his/her immediate family (See also Bereavement Leave and Family Medical Leave below.)

2) Accident or negative personal circumstance involving his/her person or property or the person or property of a member of his/her immediate family.

3) "Immediate family members" shall be defined as mother, father, grandmother, grandfather, or a grandchild of the Unit Member or of the spouse or domestic partner of the Unit Member, and the spouse or domestic partner, son, son-in-law, daughter, daughter-in-law, brother or sister of the Unit Member, or any relative living in the immediate household of the Unit Member.

b. The Unit Member must secure advanced permission for personal necessity leave taken for other reasons.

c. The Superintendent has discretion and may require proof of any personal necessity.

d. Unit Members may use partial days for personal necessity leave.

2. Personal Discretionary Leave

In any given year, up to four (4) of the nine (9) paid sick leave days available for personal necessity may be used for personal discretionary leave as follows:

a. With prior notice and, if the position so requires, conditional upon the availability of a substitute, a Unit Member may take up to two (2) days consecutively and/or in conjunction with a holiday, vacation or school break. If more Unit Members request personal days than there are substitutes available, requests shall be filled on a first come/first served basis.

b. Notification of personal leave shall be given to the Unit Member's supervisor at the earliest possible time to facilitate school planning.

c. Unit Members may use any remaining personal discretionary days at their discretion, but these days may not be taken consecutively, or in conjunction with a holiday, vacation or school break, and may not be combined with any personal discretionary days taken pursuant to paragraph 2a above.

d. Unit Members may not use a personal discretionary day on a staff development day that is scheduled immediately preceding or following a holiday, student vacation or school break.

e. Only full days may be used for personal discretionary leave.

f. On the Absence Report Form, the Unit Member shall be able to write "Personal" as the reason for absence. All other provisions of sections a, b, c, d, and e (above) shall remain in force. These "personal" days shall not be cumulative from year to year, but any unused personal days shall accumulate as part of a Unit Member's sick leave account.

D. <u>Bereavement Leave</u>

A Unit Member is entitled to leave of absence, with full pay, not to exceed three (3) days, or five (5) days if travel out of state or in excess of 500 miles is required, on account of the death of any member of his/her immediate family. (See definition of "immediate family members" in section D, 1, a, (3) above.)

E. <u>Personal Business</u>

At the discretion of the Superintendent, a Unit Member may be granted limited leave, not to exceed five (5) days, for personal business. Applications for this leave shall be submitted, in writing, to the Superintendent's office, sufficiently in advance of the intended leave, for action to be taken on the request prior to the date of the intended leave. A Unit Member will receive his/her full salary and reimburse the District for the full cost (salary plus driven costs) of the substitute.

F. <u>Special Leave</u>

A Unit Member may be granted a special leave of absence, not to exceed ten (10) days, which, if granted, would be of benefit to the District. The Unit Member shall submit to the Superintendent a written request for the leave stating the number of days requested, the dates of the request, and the reason for the request. The leave may be approved by the Superintendent whereby the Unit Member shall receive his/her full salary and reimburse the District for the full cost (salary plus driven costs) of the substitute. The leave may also be approved whereby the Unit Member's regular daily rate of pay is deducted for the days absent.

G. <u>Jury Duty/Subpoenaed Witness Leave</u>

1. **<u>Jury Duty:</u>** A leave with pay shall be granted to Unit Members called for jury duty in the manner provided for by law. A Unit Member who receives a jury summons shall submit a copy of the summons to his/her supervisor. At the conclusion of the jury duty, the Unit Member shall submit a statement from the Jury Commissioner's office specifying the dates and times served by the Unit Member. This shall be attached to the Unit Member Absence Report. Payment shall be made to the District in the amount of the statutory fees which the Unit Member has received for attendance as a juror, excluding the statutory mileage fee.

2. **<u>Witness:</u>** A Unit Member shall be granted a leave, with pay, when subpoenaed to appear as a witness, other than as a litigant, in a court of law or another governmental

tribunal for reasons not brought about through the connivance or misconduct of the Unit Member. A Unit Member requesting such leave shall submit a copy of the subpoena. At the conclusion of his/her appearance, the Unit Member granted leave shall submit a verified statement specifying the dates and times the Unit Member appeared. This shall be attached to the Unit Member Absence Report. Payment shall be made by the Unit Member to the District in the amount of the statutory fees which the Unit Member has received for appearing as a witness, excluding the statutory mileage fee.

LONG TERM MEDICAL LEAVES

A. Industrial Accident and Illness Leave

Section 44984 of the Education Code is supplemented as follows:

1. Allowable leave with pay shall not exceed sixty (60) workdays for the same accident or illness.

2. The total of the Unit Member's temporary disability indemnity and the portion of the salary due him/her during his/her absence shall not exceed his/her actual wage if the Unit Member were on the job.

3. A Unit Member shall be deemed to have recovered from an industrial accident or illness, and thereby able to return to work, at such time as the physician agrees that there has been such a recovery.

4. An industrial accident or illness as used in this paragraph means any injury or illness whose cause can be traced to the performance of services for the District as determined by findings made by the Marin Schools Insurance Authority Workers' Compensation administrator. This does not limit the Unit Member's right to appeal through the Workers' Compensation Appeals Board.

5. Report of an industrial accident or illness shall be kept on file in the District's Business Office.

6. The benefits provided in this paragraph are in addition to sick leave benefits. Accordingly, the District shall not deduct accumulated sick leave from the sick leave allotment for a Unit Member who is absent as a result of an industrial accident or illness until Industrial Accident or Illness Leave, if granted, has been exhausted.

B. Family Medical Leave

An eligible Unit Member shall be entitled to up to twelve (12) work weeks of unpaid leave within a twelve (12) month period for family and medical reasons under the federal Family and Medical Leave Act of 1993, and the California Family Rights Act ("family medical leave"). The following provisions shall be interpreted in accordance with those statutes and accompanying regulations.

1. A Unit Member is eligible if he/she has been employed by the District for at least twelve (12) months and has provided service at least one thousand two hundred fifty hours (1250) hours over the previous twelve (12) months (normally this means a full-time work year – i.e., 188 days x 7 hours = 1316 hours).

2. Family medical leave shall be available for the following purposes:

   a. Birth of a Unit Member's child (see also "Maternity Leave" and "Child Care Leave" below);

   b. Placement of a child with the Unit Member for adoption or foster care (see also "Child Care Leave" below);

   c. Care for the Unit Member's child, spouse or parent with a serious health condition;

   d. The Unit Member's own serious health condition that keeps the Unit Member from performing his/her job function (see also "Extended Illness Leave" and "Health Leave" below).

3. A serious health condition is an illness, injury, impairment, or physical or mental condition involving in-patient care, continuing treatment or supervision of a health care provider.

4. A Unit Member may substitute sick leave or other paid leave in place of his/her family medical leave entitlement.

5. Family medical leave will run concurrently with other paid and unpaid leave, except maternity leave, if the reasons for the leave meet the requirements of family medical leave.

6. A Unit Member taking family medical leave will continue to participate in the District-provided health plan under the same terms and conditions, including any necessary co-payments, which applied prior to the first day of the Unit Member's leave. The District and Unit Member are required to make premium payments to the same extent made by them prior to the leave to maintain his/her health benefits during the leave period. If the Unit Member fails to return from the leave for any reason other than the recurrence or continuance of a serious health condition, the Unit Member will be liable to the District for premiums paid for maintaining the Unit Member's health coverage. A Unit Member may at his/her expense participate in all other Unit Member benefit plans offered by the District during the leave.

7. Where advance notice is possible, a Unit Member must provide thirty (30) days advance written notice of the need for the leave. If the need for the leave is unforeseen, written notice must be given as soon as possible. Failure to provide advance written notice may delay the granting of leave.

8. A Unit Member may be required to provide medical certification whenever a serious health condition of the Unit Member or his/her family member is the reason for the leave. A second or third medical opinion may be required regarding the Unit Member's serious health condition at the District's expense. In certain circumstances, the Unit Member may be required to provide recertification of his/her serious health condition (e.g., when the duration and/or need for the leave is uncertain). Failure to obtain medical certification, when necessary, may delay the granting of the leave request until

such certification is provided.

9. A Unit Member may be required to provide periodic reports of his/her status and of his/her intent to return to work while on leave. Such reports may be required as often as every thirty (30) days, unless otherwise specified by the Unit Member's immediate supervisor.

10. A Unit Member on family medical leave for his/her own serious health condition is required to provide a fitness-for-duty certificate from his/her physician before he/she will be reinstated to employment.

11. A Unit Member may be eligible for intermittent leave, or reduced work schedule in the following circumstances:

    a. When the leave is for the birth or placement of a child, leave may be taken on an intermittent or reduced schedule with District approval.

    b. Leave may be taken intermittently or on a reduced work schedule whenever it is medically necessary to care for a Unit Member's child, spouse or parent with a serious health condition, or because the Unit Member is seriously ill and unable to work the Unit Member's regular work schedule.

    c. The intermittent leave of reduced work schedule must be taken within the twelve (12) work-week period allowed under family medical leave. The Unit Member will be paid at his/her daily or hourly rate of pay, whichever is applicable, for the time actually worked.

    d. A Unit Member's reduced work schedule or intermittent leave may require the District to transfer the Unit Member to an appropriate available position with equal pay and benefits to better accommodate the leave. However, the Unit Member only will be paid for time actually worked.

C. <u>Extended Illness Leave</u>

1. During each school year, when a Unit Member has exhausted all available sick leave, including all accumulated sick leave, and continues to be absent from his or her duties on account of illness or accident for an additional period of up to five (5) school months, whether or not the absence arises out of or in the course of the employment of the Unit Member, the amount deducted from the salary due him/her for any of the additional five (5) months in which the absence occurs shall not exceed the sum that is actually paid a substitute employed to fill his/her position during his/her absence or, if no substitute Unit Member was employed, the amount that would have been paid to the substitute had he/she been employed. The District shall make every reasonable effort to secure the services of a substitute.

    a. The amount deducted from the absent Unit Member's salary shall be no more than:
    1) First ten (10) days of absence – daily substitute rate
    2) Eleventh (11) day of absence – long term substitute rate, paid retroactively
    3) Twenty-first (21) day of absence and thereafter first step, first track of the salary schedule

2. For purposes of subdivision "1":

   a. The sick leave, including accumulated sick leave, and the five- (5) month period shall run consecutively.

   b. A Unit Member shall not be provided more than one (1) five (5) month period per illness or accident. However, if a school year terminates before the five (5) month period is exhausted, the Unit Member may take the balance of the five (5) month period in a subsequent school year.

   c. When a Unit Member has exhausted all available sick leave, including accumulated sick leave, and continues to be absent on account of illness or accident for a period beyond the five (5) month period provided pursuant to paragraph K.1. above, and the Unit Member is not medically able to resume the duties of his/her position, the Unit Member shall, if not placed in another position, for which the Unit Member is qualified and medically able, be placed on a re-employment list for a period of twenty four (24) months if the Unit Member is on probationary status, or for a period of thirty nine (39) months if the Unit Member is a permanent status. When the Unit Member is medically able, during the twenty-four (24) or thirty-nine (39) month period, the Unit Member shall be returned to employment in a position for which he/she is credentialed and qualified. The twenty-four (24) or thirty-nine (39) month period shall commence at the expiration of the five (5) month period provided pursuant to paragraph K.1. above.

      To facilitate a return to employment from a re-employment list, the Unit Member must give at least thirty (30) days written notice of the intent to return.

D. **Maternity Leave**

1. A female Unit Member may take a leave on account of her pregnancy for a reasonable period of time during which she is disabled on account of pregnancy, childbirth or related medical conditions. Pregnancy, childbirth, or related medical conditions shall be treated as any other temporary disability, and the Unit Member shall be able to use any accrued sick leave or other paid leave for so long as she is disabled. If accumulated sick leave is exhausted during the period of disability, the Unit Member shall be eligible for extended illness leave as described in Section K above.

2. If the Unit Member intends to take a leave for maternity purposes, at least four months prior to the expected birth of the child, the Unit Member shall submit to the district a physician's statement noting the expected date of birth. A Unit Member may continue work until the onset of physical disability.

3. The Unit Member may claim sick leave pay and/or extended illness pay, for no more than that limited period of time when the Unit Member's physician certified in writing on the form provided by the District that she was physically disabled from performing her duties because of pregnancy, miscarriage, or recovery. (Request for Maternity Leave Sick Pay or Extended Disability Compensation Appendix Section 6)

4. This leave is not intended to provide for periods of rest prior to or following childbirth, or

for childcare.

5. At the conclusion of the maternity leave, family medical leave may be elected. (See Section J.)

E. Child Care Leave

Upon request, the District may provide a male or female Unit Member who is a natural or adopting parent, an unpaid leave of absence for the purpose of caring for his/her child. The original leave shall remain in effect at least until the end of the trimester following the birth or adoption of the child, and no longer than the end of the second trimester following the birth or adoption of the child. Where advance notice is possible, a Unit Member must provide thirty (30) days advance written notice of the need for the leave. If the need for the leave is unforeseen, written notice must be given as soon as possible. Failure to provide advance written notice may delay the granting of leave. Upon reapplication, the leave may be extended for a maximum of two (2) years. Applications for extensions shall be made no later than March 1 or December 1.

F. Parental Leave

1. A unit member may take leaves of absence up to a total of twelve (12) weeks for parental leave for reason of the birth of a child of the unit member, or the placement of a child with a unit member in connection with the adoption or foster care of the child by the unit member as follows:

2. When the unit member has exhausted all available sick leave, and continues to be absent from his or her duties on account of parental leave pursuant to the California Family Rights Act ("CFRA," Government Code 12945.2), the unit member shall receive differential pay, for the remaining portion of the 12 workweeks of parental leave, at the current substitute rates for short term substitute days, long term substitute days, and Step 1 Column 1 per diem for substitute days beyond 20 days, or be paid 50% of salary, whichever is greater.

3. A unit member is not required to have 1,250 hours of service with the District during the previous 12 month period in order to take parental leave under this section. However, parental leave under this section shall run concurrently with CFRA leave and a unit member will receive up to twelve (12) weeks for parental leave during any 12-month period.

4. Nothing in this section shall be interpreted to prohibit a unit member who does not wish to exhaust their sick leave from requesting and receiving up to 12 school weeks of unpaid leave for child bonding purposes under the Family Care Leave provisions above, so long as the unit member qualifies for such leave.

5. The foregoing provisions are intended to comply with Education Code section 45196.1 (AB375).

6. If a unit member has exhausted the 12 weeks of parental leave paid at substitute differential pay, as set forth above, and seeks to continue such parental leave, the unit member may request an additional unpaid leave of absence which, in combination with the 12-week leave, shall not exceed one (1) year.

G. Health Leave

1. The District may grant, upon request, a Unit Member an unpaid leave of one (1) trimester or more for health reasons.

2. A statement by the Unit Member's physician to the effect that the Unit Member is entitled to such leave shall be furnished at the District's request.

3. The Unit Member shall notify the District of his/her intended return date at least four (4) weeks in advance.

LONG-TERM NON-MEDICAL LEAVES

A. Sabbatical Leave

Section 44966 and 44967 of the Education Code are incorporated into this Agreement, except as supplemented as follows:

1. A sabbatical leave of absence may be granted to a Unit Member who has completed seven (7) full years of teaching in the District, when it is determined by the District that the sabbatical leave will be beneficial to the District in proportion to the salary paid. Application for sabbatical leave shall be made by March 1 of the school year preceding the sabbatical. Sabbatical leave may be granted up to one (1) complete school year.

2. The compensation shall be 50% of the salary of the Unit Member. Benefits shall continue to be provided and paid for by the District to the extent that they were re-paid prior to the leave. The Unit Member granted such a leave shall receive credit for annual salary increments during his/her leave and must return to serve two (2) years in the District following the sabbatical year. Failure of the Unit Member to comply shall result in reimbursement to the District of sabbatical pay and cost of benefits.

3. The District and a Unit Member who is to go on sabbatical leave shall develop a monthly payment schedule or a mutually agreeable alternative at least thirty (30) days before the sabbatical leave is scheduled to commence.

B. Professional Leave

1. Exchange Teacher: A permanent Unit Member may be granted a leave by the District to serve as an exchange teacher. Such a leave shall not constitute a break in the continuity of service within the District and shall be a paid leave.

2. Foreign Teacher or Research: The District may grant a permanent Unit Member a leave of absence for research or teaching under a nationally recognized fellowship approved by the State Board of Education, or for teaching in American Armed Services Dependents' Schools overseas. Such a leave shall not constitute a break in the continuity of service within the District and shall be an unpaid leave.

3. Opportunity Leaves: An opportunity leave may be granted by the District to a permanent Unit Member to accept a position that will benefit the District and/or the individual. The detailed description of the leave shall be submitted to the Superintendent. Such a leave shall not constitute a break in the continuity of service

within the District and may be either a paid or an unpaid leave. The District may grant the continuation of Unit Member's benefits during an opportunity leave at District's cost to the extent they were in effect prior to the leave.

4. Professional leaves may be extended for a maximum of two (2) years. Applications for extensions shall be made no later than March 1.

C. <u>Catastrophic Leave Pool</u>

1. "Catastrophic illness or injury" means an illness or injury that is expected to incapacitate the Unit Member for ten (10) or more days and creates a financial hardship for the Unit Member because all accumulated fully paid sick days have been exhausted.

2. This procedure shall be administered by the Association pursuant to the provisions of this section. The Association shall designate a committee to administer the procedure. The committee is responsible for contacting Unit Members regarding their participation in the pool, maintaining the donor list, determining which applicants are eligible for donations of catastrophic leave days, and notifying the District of the names of individuals receiving and donating days.

3. Decisions of the committee regarding administration of the catastrophic leave are not subject to the Grievance procedure.

4. The number of days that may be used by all Unit Members in one year may not exceed ninety (90).

5. All applications and donations are confidential.

6. <u>Enrollment and Donations</u>

    a. In order to participate, a Unit Member must donate one (1) day to the pool prior to making an application to the committee. Subsequent donations are voluntary.

    b. A person must have accumulated at least ten (10) sick days before they can contribute to the catastrophic leave pool.

    c. No Unit Member may donate more than three (3) days of sick leave in any one school year.

    d. All donations are irrevocable.

7. <u>Application Procedure</u>

    a. An applicant must have been absent for ten (10) days. These days of illness or disability must be covered by the Unit Member's own sick leave, differential leave, or leave without pay.

    b. Application for catastrophic leave must be made prior to exhaustion of fully paid leave.

c. Applications must specify the number of days requested, which may not exceed twenty (20) days.

d. A physician's verification of illness must accompany the application when relevant.

e. In the case of a very serious illness, the individual may request up to twenty (20) additional days.

D. Miscellaneous Leave

1. A permanent Unit Member may be granted an unpaid leave of absence for up to a period of one (1) year, the granting of which would be of benefit to the District or the individual.

2. At least four (4) months prior to the leave, the Unit Member shall submit to the Superintendent a written request for the leave stating the period of the leave and the reason for the request.

ARTICLE IX
CLASS SIZE

It is the District's tradition not to exceed the ratio of 25 to 1 unless it becomes necessary to do so. The District's average academic class size maximum shall be 30. The Superintendent has the authority to establish the class size for all other classes, including, but not limited to, music classes, electives, and physical education classes. Every effort will be made to balance class sizes within a grade level and/or department by school. Upon request, the District will provide in writing the efforts made to balance classes.

ARTICLE X
UNIT MEMBER TRANSFER

A. Definition

A transfer is a voluntary or involuntary move from one District school to another District school.

B. Criteria

The District shall consider the following when making transfers:

1. Academic preparation for classes in subject area
2. Areas of teaching experience
3. Appropriate certification
4. District evaluation
5. Instructional strategies and techniques to achieve program balance
6. Seniority

C. Notice of Employment Intent

1. Unit Members will notify the District on the Notice of Employment Intent form of their tentative plans for the coming year by February 1, including leaves, return from leave, retirement, and requested assignment. The form must be submitted to the site

principal. The request will be considered by the Superintendent at the time that personnel assignments are made for the forthcoming school year.

D. <u>Vacancies</u>

1. A vacancy is any vacated, promotional or newly created position.

2. During the school year, the Superintendent will post notices of vacancies when possible. Within five (5) days of notification, Unit Members interested in the position must make written application to the Superintendent. Postings shall include:

a. A closing date, which is at least five (5) days following the posting date.

b. Qualifications necessary to meet the requirements of the position.

3. No assignment to fill the vacancy shall be made before the posted closing date.

4. The District shall, upon request by a Unit Member, notify that Unit Member during summer recess, or period of leave, of any posted openings which may arise during the summer recess or period of leave. The Unit Member's request must be in writing and must include a mailing address for the summer or period of leave.

5. If a Unit Member already has a transfer application on file for the current year, it is not necessary to make further application in order to be considered for any vacancies for which the Unit Member may have applied.

6. The District shall, upon request of the Unit Member, deliver in writing the reasons for the Unit Member not receiving the vacancy, promotional position, or newly created position.

E. <u>Involuntary Transfer</u>

1. Unit Members shall be advised of proposed involuntary transfer. When possible, the official written notice of an involuntary transfer shall be given to the Unit Member by June 1.

2. The Unit Member in an involuntary transfer may request a meeting with the Superintendent or designee.

3. When a new program is created in the District no one shall be involuntarily transferred to such programs if there are volunteers who meet the applicable qualifications.

4. In the event a staff reduction is necessary at a school site or due to a program change, the Unit Member so affected will be given first consideration in line with the criteria mentioned above.

5. All Unit Members involuntarily transferred shall have the right to apply for vacancies.

6. A Unit Member who is involuntarily transferred shall, upon written request and within a reasonable period of time, receive from the Superintendent, or designee, a written explanation.

7. Retraining: Up to one year after a Unit Member is involuntarily transferred to another program type, the Unit Member and the site principal, at the request of either, shall develop a mutually agreeable program of retraining. This training may include, but not be limited to, college credit courses, reduced teaching load without loss in compensation to the Unit Member, attendance at conferences, and assistance by other department, team, or grade level members experience in the area of transferee's new assignment. This provision shall not apply if the transferee has taught in the area of the new program type at any time during the past three (3) years. The District shall pay up to $500.00 and may pay more for retraining costs of involuntary transferees. A portion of this amount may be made available for released time or remuneration for other Unit Members involved in retraining.

8. Involuntary transfers shall only be made for the following reasons:

   a. A decrease in the number of students, which requires a decrease in the number of Unit Members.
   b. Class size.
   c. Elimination or addition of program(s), and/or funding.
   d. School closings.

   Unit Members may be involuntarily transferred also under the provisions for remediation in the evaluation Article.

F. Reassignment

1. Reassignment is a move within a school site.

2. Reassignments do not require District postings.

3. Reassignments shall be determined by the site principal in consultation with the staff.

ARTICLE XI
FORMAL EVALUATION

A. Purpose

The primary purpose of evaluating Unit Members is to assist those personnel in improving the performance of their professional tasks and recognize effective teaching practices which are aligned with the Vision of a Reed Graduate, thereby promoting the best possible education for students.

B. General Provisions

1. The immediate supervisor shall be responsible for evaluation of Unit Members. Such evaluation shall be in accord with the criteria and procedures of this Article. By October 1 of each school year, the District shall designate the immediate supervisor for each Unit Member who works at more than one school site.

2. Unit Members shall receive one of the following recommendations:

   a. Satisfactory – Meets or exceeds standards
   b. Satisfactory – With improvement needed (Improvement Plan needed)

c. Unsatisfactory – Does not meet standards (Improvement Plan needed; required to participate in peer assistance and review program PAR)

3. Probationary and Temporary Unit Members are to be formally observed at least twice each year.

4. Temporary Unit Members and categorical unit members who have not previously served as permanent Unit Members in the District shall be evaluated annually. Categorical Unit Members who have received three consecutive "satisfactory performance" classifications will be evaluated once every other year.

5. Unit Members with permanent status who have received a satisfactory evaluation are to be evaluated once every other year unless there has been a change in teaching assignment. Unit Members who have received three (3) consecutive "satisfactory" classifications beyond the probationary year evaluations will be formally evaluated every third year. Supplementary formal evaluations may be held at the discretion of the supervisor.

6. Permanent or other continuing Unit Members receiving a "satisfactory with improvement needed" shall be evaluated the following year, but must receive either a "satisfactory – meets standards" or "unsatisfactory – does not meet standards" that following year. An improvement plan (see Appendix) shall be developed for a Unit Member receiving "satisfactory with improvement needed" or "unsatisfactory – does not meet standards." Unit Members receiving "unsatisfactory – does not meet standards" shall be evaluated yearly until their performance is "satisfactory – meets standards." Such Unit Member is also subject to the remedies afforded by Education Code sections 44932-44944. Improvement plans will not be written for Unit Members who will not be re-employed for the following year.

7. Under special circumstances with consent of the Unit Member, Supervisor and Superintendent, the evaluation may be postponed.

C. <u>Basis of Evaluation</u>

Unit Members shall be evaluated based upon Performance Competency: The District shall evaluate and assess certificated Unit Member competency as it reasonably relates to The California Standards for the Teaching Profession (See Appendix Section 1D) and progress towards completion of performance goals.

D. <u>Data for Evaluation</u>

1. Data to facilitate such evaluations may include but is not limited to: observations, products, teacher-made and criterion-referenced tests and anecdotal records.

2. The following items shall not be considered valid as data for purposes of evaluating Unit Members: standardized test scores, achievement of objectives stated in Individual Educational Programs of Special Education students, student surveys, and parent judgment.

3. The evaluator must include in the formal evaluation a list of any major constraints which may have hindered the Unit Member's achievement of performance goals, and

adherence to The California Standards for the Teaching Profession. The Unit Member may append to this formal evaluation a statement which may include additional constraints.

4. The evaluator shall compile data on Unit Members. No Unit Member shall be required to collect or provide data, or written assessment of any other Unit Member. This provision does not preclude Unit Members from contributing evaluation data to administrators for classroom aides.

5. The private life of a Unit Member shall not be a part of an evaluation conducted according to the procedure of this section except as it may impair the Unit Member's performance of his/her assigned duties and responsibilities.

E. <u>Performance Goals</u>

1. Evaluator and Unit Member shall jointly develop in writing, on forms provided (See Performance Goals Form in Appendix Section 1E), one goal aligned to the District Strategic Plan, the School Plan and/or recommendations in the previous summative evaluation. The second goal can be an area for personal professional growth. Unit Members may add a third goal at their discretion. Those Unit members not in their formal evaluation year will still participate in setting performance goals according to the timeline, and a follow-up conference with their supervisor by June 1 of the school year. Unit Members who are being formally evaluated will discuss performance goals at the pre-summative conference.

2. By September 15, unit Members shall be provided with the following information:

a. Annual goals from the District Strategic Plan.

b. Action plans from School Site Plan. (If available)

c. California Standards for the Teaching Profession rubric (Appendix Section 1D).

Unit Members are expected to be familiar with these materials.

3. By October 15, each Unit member shall meet with the evaluator responsible for his/her evaluation for a performance goals conference. The Unit Member shall bring to the conference draft goals using the appropriate District form (See Appendix Section 1E). At the conference the Unit Member's previous formal evaluations are reviewed to identify areas needing strengthening or improvement. The Unit Member's general performance is reviewed in relation to The California Standards for the Teaching Profession and the job description. At the conclusion of the conference, the mutually agreed upon performance goals are committed to in writing, on the applicable District form. A copy of these performance goals is given to the Unit Member for signature. The Unit Member shall sign and return it within ten (10) calendar days of its receipt. The original copy will be sent to the Superintendent for the Unit Member's personnel file. A copy will be maintained by the principal and Unit Member.

4. Should there be a failure to reach mutual agreement on administrator/Unit Member jointly developed performance goals, an appeal shall be filed with the Superintendent or

designated administrator who shall adjudicate the disagreement.

F. <u>Formal Observations</u>

1. All formal classroom observations of work performance shall be conducted openly and with full knowledge of the Unit Member.

2. When formal observations are used to obtain evaluation data they shall be conducted in the following manner:

a. Formal observations may begin as early as October 15 and shall be completed no later than May 1. Those teachers with permanent status may elect to start the Formal Evaluation process prior to October 15.

b. Probationary and Temporary Unit Members will have at least one formal observation by December 1.

c. The evaluator shall schedule the formal observation at least fifteen (15) working days in advance.

d. At least 5 working days prior to observation, Unit Member must schedule and attend pre-observation conference to explain the lesson plan. Unit Member will provide the evaluator with a written lesson plan (see form in Appendices), at least two working days prior to the evaluation.

e. The evaluator will not interrupt instruction during the observation.

f. Within seven (7) working days following any such observational visitation, the evaluator shall meet with the Unit Member to discuss the observation and to complete a written report of the observation. (See Formal Observation: Written Report Form Appendix Section 1C). The written observation report shall include commendations and recommendations for improvement. Deficiencies, if any, shall be noted, along with supporting evidence.

g. The written observation report shall contain specific recommendations to assist the Unit Member in correcting cited deficiencies.

h. Upon the evaluator's completion of the written report, the Unit Member shall receive a copy of the form. The Unit Member shall acknowledge the evaluator's formal observation report by signing and returning it. This signature does not acknowledge agreement with the formal observation report, but only that a copy was received and read. Within ten (10) working days of the receipt of the formal observation report, the Unit Member may respond to the evaluator's comments. The original copy of the observation report, including the Unit Member's signature and the Unit Member's comments, if any, will be sent to the Superintendent for the Unit Member's personnel file, and a copy will be maintained by the principal.

3. No Unit Member may receive a "Satisfactory – with improvement needed" or an "Unsatisfactory – does not meet standards" unless two (2) or more formal observations have been conducted.

G. <u>Pre-Summative Evaluation Conference</u>

1. A pre-summative evaluation conference shall be held before the preparation of the written Summative Evaluation. It shall be conducted in the following manner:

   a. The evaluator and Unit Member shall discuss the evaluative data as it relates to the Unit Member's job description, performance in relation to the identified performance goals, and performance as it relates to The California Standards for the Teaching Profession. The Unit Member shall bring to the conference a self-appraisal using the Summative Evaluation form checklist which shall be discussed at the conference.

H. <u>Final Summative Evaluation</u>

1. The evaluator shall prepare a written summative evaluation report which shall be delivered to the Unit Member no later than thirty (30) calendar days prior to the end of the school year. (See Certificated: Summative Evaluation Report Form Appendix Section 1F).

2. The Summative Evaluation shall include ratings based on The California Standards for the Teaching Profession, Performance Goals and job description, and indicate if the Unit Member's overall performance is: 1) Satisfactory – meets and/or exceeds standards; 2) Satisfactory with improvement needed (Improvement Plan needed); or 3) Unsatisfactory – does not meet standards (required to participate in PAR).

3. If the Unit Member's evaluation is "unsatisfactory" or is "satisfactory with improvement needed" the summative evaluation must include recommendations for improvement. An Improvement Plan will be developed within ten (10) working days and attached to the summative evaluation. The evaluator and Unit Member shall attempt to mutually agree on the procedures. In the event agreement cannot be reached, the evaluator will determine the plan.

4. The Improvement Plan shall include a timeline and a statement of areas of performance needing improvement. It shall also specify the Unit Member's responsibility and District assistance. These recommendations can be modified or added to by mutual agreement during the next employment year. Release time may be provided if the District considers it appropriate. The Unit Member must show a strict adherence to the specific recommendations.

5. If the evaluator and the Unit Member agree that subsequent remedial action has corrected the identified deficiencies, a statement of such improvement shall be included in the next evaluation.

6. If at completion of the timeline for the improvement plan, the District determines that the deficiencies have not been corrected, an involuntary transfer or a reassignment may be made as a further effort to provide an opportunity for the Unit Member to improve.

7. Unit members receiving an "Unsatisfactory – does not meet standards" evaluation will be referred to the Peer Assistance and Review Program under Article XVIII. Participation in PAR is mandatory for Unit Members receiving an "Unsatisfactory – does

not meet standards" evaluation.

8. The Unit Member shall acknowledge the evaluator's summative evaluation by signing it. This signature does not acknowledge agreement with the summative evaluation, but only that a copy was received and read. Unit Members may request copies of evaluation data presented at the summative evaluation conference.

9. The Unit Member has the right to attach a response to his/her own summative evaluation. Such a statement shall be part of his/her permanent file and shall be submitted within twenty (20) calendar days of receipt of the evaluation.

10. The original copy of the summative evaluation including the Unit Member's signature, comments, and response if included, and formal observation forms shall be forwarded to the Superintendent and placed in the Unit Member's permanent personnel file; a copy shall be returned to the Unit Member and a copy placed in the principal's temporary personnel file at the school.

I. <u>Personnel File</u>

A Unit Member shall be permitted to review and obtain a copy of the materials in his/her District personnel file which may serve as the basis for affecting his/her evaluation. Evaluation Reports shall be maintained in the Unit Member's personnel file. All such material placed in the file shall be dated and signed by the person who caused the materials to be placed in the file.

1. Information of a derogatory nature shall not be entered or filed unless and until the Unit Member is given a copy of the material, and an opportunity to review and comment.

2. A Unit Member may have an Association representative present when he/she inspects his/her personnel file, or may authorize in writing an Association representative to review his/her files.

3. Only District personnel who have direct supervisory or administrative relationships to the Unit Member may have access to the unit member's personnel file. This section does not preclude the Superintendent from showing the files to legal counsel, or to the Board pursuant to personnel matters within their scope of responsibility.

4. The District shall not maintain any permanent files or data for formal evaluation other than the Unit Member's personnel file. This section does not preclude administration/principals from maintaining temporary work files or copies of formal observation reports, or final evaluations while the Unit Member remains a member of that staff.

5. The Unit Member may request, in writing, that derogatory material four (4) years or older be removed from the personnel file. The District may remove, separate, and seal in a separate file and retain for legal purposes.

J. <u>Supervision, Support, and Informal Observations</u>

This Article refers to the process of Formal Evaluation. The administrator/principal is expected to provide ongoing supervision and support of Unit Members and, therefore, this

Article does not apply to informal observations. Frequent informal observations are encouraged.

ARTICLE XII
CITIZEN COMPLAINTS

A. Citizens who have specific concerns regarding a Unit Member should direct the concern verbally, or in writing, first to the Unit Member involved. If the concern is lodged with a supervisor or the Superintendent, it shall be brought to the attention of the Unit Member as soon as possible, but no later than the close of the third day the Unit Member reports for work after the concern is initiated.

B. Complaints of a more compelling nature may be reported to a supervisor or the Superintendent, and a written complaint may be filed. If a written complaint is not filed, the Superintendent or designee will keep the information confidential, and will share it with the Unit Member in a timely manner, but not to exceed ten (10) working days. In this event, the citizen making the complaint of a more compelling nature may request anonymity.

C. Complaints shall be considered confidential. Confidentiality means the information shall be limited to the Board, Superintendent, supervisor, or other Unit Members acting in an official capacity as District representative.

D. The Unit Member shall be given a reasonable opportunity to consult with a representative and respond to the complaint before any action is taken by the supervisor or any other administrator except in cases otherwise provided for in law.

E. If the complaint is not resolved directly with the Unit Member, it may be appealed to the Unit Member's supervisor, e.g., principal. If the complaint cannot be resolved verbally, it should be filed in writing with the Unit Member's supervisor who shall provide a copy to the Unit Member.

F. A conference shall be held between the supervisor and the Unit Member if requested in writing by the Unit Member. The complainant may be invited to attend.

G. The Board shall not dismiss for cause a Unit Member solely on the basis of unsubstantiated allegations in a citizen or parent complaint.

ARTICLE XIII
RESPONSIBILITY FOR SUPERVISION OF NON-UNIT MEMBERS

A. The Unit Member shall participate in the selection of any classroom instructional aide to be assigned to him/her.

B. The Unit Member shall receive either the financial benefit accruing to the District from the placement of a student teacher under his/her supervision or receive one District unit of credit for each student teacher.

ARTICLE XIV
TRANSPORTATION REIMBURSEMENT

Unit Members who may be requested to use their own automobiles in the performance of their duties and Unit Members who are assigned to more than one school per day shall be reimbursed for all such travel at the rate used by the IRS.

ARTICLE XV
TUBERCULOSIS EXAMINATION

Examinations for tuberculosis will be required every four (4) years. Such examinations shall be paid for by the District.

ARTICLE XVI
RETIREMENT OPTIONS

The District will offer the following programs for Unit Members to participate in at the time of retirement.

A. Health Benefits for Retirees

The District will offer a benefit program for Unit Members after retirement with the following parameters:

1. All District Unit Members retired under the provisions of the State Teachers' Retirement System are eligible for participation in the PERS Health Benefits Program.

2. Administrative Fee

a. The District agrees to contribute for each Unit Member who was employed prior to January 1, 2009, the minimum employer contribution for the required administrative fee for retiree benefits established by Government Code Section 22892 of the California Public Teachers' Medical and Hospital Care Act.

b. For Unit Members who were initially employed on or after January 1, 2009, the District will contribute the following percentage of the minimum employer contribution for the administrative fee for retiree benefits established by Government Code Section 22892 of the California Public Teachers' Medical and Hospital Care Act, based on the Unit Members' years of service:

Years of Service	Employer Contribution
Up to 10	0%
10 to 19	50%
20 or more	100%

3. If the District and the Association agree to terminate participation in the PERS medical insurance plan, the District shall have no further obligation for payment of the employer contribution.

4. Unit Members retiring at the end of the school year during which they reach the age of

fifty five (55), or any year thereafter, and who were enrolled in a CalPERS health plan at the time of retirement, are eligible for health and dental benefit coverage as outlined in Article XVII, Section III.A.I., and III.A.2. for the retiree only, for a period of five (5) years or until the age of sixty-five (65), whichever comes first.

Unit Members who retire, who are at least fifty five (55) years of age, the District shall reimburse the retiree $355.00 month for a period of five (5) years or until the age of sixty five (65), whichever comes first.

B. Early Notification

Permanent Unit Members who give irrevocable written notification of retirement, effective at the end of the contract year, by February 1st will be compensated $3000.

C. Longevity Bonus

Upon retirement, Unit Members will be compensated with a longevity bonus for years of service in the District:

20 – 24 years	$2,000
25 – 29 years	$2,500
30 or more years	$3,000

D. Additional Options for Retirement

The District will offer the following options to no more than three (3) Unit Members a year. However, the District reserves the right to offer the Retirement Options to more than three Unit Members per year based on the fiscal condition of the District. Acceptance into a retirement option program is contingent upon approval by the Board of Trustees. Retiring Unit Members may choose and participate in only one of the three programs. Unit Members wishing to participate must apply in writing no later than March 1st. Priority will be given, based on earliest notification to the District, to participate in one of the following retirement options:

1. The Retirement with Consultancy Program
2. Substitute Teaching Program
3. Part-time Employment with Full Retirement Credit (Willie Brown Program)
4. Golden Handshake Program
5. Other as agreed by the parties

1. Retirement with Consultancy Program

Individual consultancy plans are contingent upon the Unit Members submitting a written resignation and having the resignation and the consultancy plan accepted by the Board of Trustees.

a. Certificated personnel desiring to participate in the program must apply no later than March 1 to begin the program the following school year, and no later than November 15 to begin the program at the beginning of the second semester.

b. The following are conditions to be met to qualify for participation in the program:

1) Unit Members must submit a consultancy plan which must be approved by the

Board.

2) Unit Members must have served satisfactorily in the District for a minimum of ten (10) years to qualify.

c. A Retiree Consultant shall furnish services and advice, including, but not limited to, the following:

1) Demonstration teaching
2) Preparing staff development and in-service programs
3) Assisting with testing programs
4) Compiling and analyzing test data
5) Supporting and assisting new Unit Members
6) Designing and producing new programs
7) Preparing or updating curriculum guides
8) Developing or updating instructional materials
9) Instructing special students

d. Participants entering this program shall receive a contract for up to three (3) years.

e. Participants with approved contracts are guaranteed that the contract in force will be honored for the full contractual period, subject to satisfactory performances of the assigned activity.

f. Participants have the option to choose one of the following options: to serve five (5) days (35 hours), ten (10) days (70 hours), or twenty (20) days (140 hours) per school year, exclusive of a thirty (30) minute lunch period, inclusive of morning recess, at activities mutually agreed to by the participants.

g. All participants in the program shall receive their per diem rate based on their last salary at the time of retirement.

h. With the specific and prior approval of the Board, the years of service need not be consecutive.

i. Participants may, with Board approval, serve all required hours of the entire contract in one school year.

2. <u>Substitute Teaching Program</u>

a. After retiring, Unit Members may choose to substitute teach in the District for up to three (3) years.

b. Participants will be given the right of first refusal for thirty-five (35) days each year when called for substituting. Thirty-five (35) days will not be guaranteed if there are no longer thirty-five (35) days left in the school year, nor will the thirty-five (35) days be cumulative from year to year.

c. Unit Members must have served satisfactorily in the District for a minimum of ten (10) years to qualify.

d. All Unit Members in the program shall be compensated double the current rate of the regular substitute pay. If a participant is hired as a long-term substitute, he/she will be compensated at the long-term substitute rate or double the regular substitute rate, whichever is higher.

3. Part-time Employment with Full Retirement Credit (Willie Brown Program)
Education Code Section 22724 is incorporated into this Agreement and supplemented as follows:

a. Unit Members who are interested in participating in the program shall notify the District Office no later than March 1st to begin the program the following school year.

b. A full year's retirement credit may be earned subject to the provisions of the State Unit Member's Retirement Service and Education Code Section 44922 and 22724.

4. Golden Handshake Program

a. The Golden Handshake Program will only be used as an optional retirement plan if the District chooses to offer the program. The District is not obligated to offer the Golden Handshake.

b. This option provides two (2) additional years of STRS service credit to the retiring Unit Member. For example, a Unit Member retiring with twenty (20) years of actual service would be considered by STRS to have worked twenty-two (22) years. The District would make the requisite payment to STRS to fund this benefit.

ARTICLE XVII
COMPENSATION

Section I: Salaries

A. Salary Schedule
The District salary schedule for 2019-2020 and 2020-2021 is attached in Appendix Section 7.

B. Proportional Salary
All Unit Members who serve other than the required number of days as set forth in Article VII M (1) Work Year, shall receive pro rata salary based on the number of days worked. This provision excludes hourly summer employment.

C. Salary Maintenance
Increases in salary to each Unit Member and step advances shall depend upon that Unit Member receiving a satisfactory evaluation, subject to the following conditions:

1. A "satisfactory evaluation" is a formal evaluation conducted pursuant to Article XI of this Agreement, which concludes with the following recommendation: "satisfactory."

2. In the case of a recommendation of "satisfactory with improvement needed" the Unit Member receives his/her regular salary increase, but must receive either a "satisfactory

performance" or "unsatisfactory performance" the following year.

3. For purposes of Section C of this Article, no Unit Member shall receive an evaluation pursuant to Article XI of this Agreement with the recommendation of "unsatisfactory performance" or "satisfactory with improvement needed" unless based on the judgment of the evaluator supported by accurate, verifiable and objective evaluation data as listed in Article XI, Section B. A recommendation of "unsatisfactory performance" made pursuant to this Section for purposes of denial of salary or step increase may be appealed through the grievance procedure outlined below:

a. Within ten (10) days of the Unit Member receiving the "unsatisfactory performance" evaluation the Unit Member may initiate a grievance directly at Level II.

b. Upon completion of Level II, the grievance may be continued to arbitration as specified in this Article. This step shall only be upon Association request for the purpose of denial of salary and step increase.

c. The arbitrator shall be selected according to American Arbitration Association procedures. The arbitrator shall conduct a hearing according to the voluntary rules of the American Arbitration Association and shall make his/her recommendation to the parties within thirty (30) calendar days of the hearing. The decision of the arbitrator, to uphold or invalidate the evaluator's recommendation for the purpose of withholding step and salary increase shall be in writing.

d. The arbitrator shall not invalidate the evaluator's recommendation unless he/she finds that:

1) The evaluation was conducted in an arbitrary, capricious, or discriminatory manner;

2) The evaluation violated the procedures established under Article XI to such an extent to affect the final recommendation;

3) The conclusion of the evaluation was not supported by enough data as described under Article XI.

e. The arbitrator's decision shall be final.

f. The District shall assume the costs of the arbitrator's fees and expenses and court reporter costs if the arbitrator overturns its recommendation. Conversely, the Association shall assume the cost of said fees, expenses, and costs if the arbitrator upholds the District's position. Each party shall bear the costs of advocacy.

g. Nothing in the foregoing shall be construed to empower the arbitrator to make any decision amending, changing, subtracting from, or adding to the provisions of this Agreement.

4. Loss in step and salary increase shall occur the ensuing school year following the receipt of an "unsatisfactory performance" recommendation.

5. The District shall place in escrow any step and salary increase withheld from Unit Members excluding track increases. In the event a Unit Member receives a "satisfactory" evaluation in the ensuing year, or years, the District shall remit to the Unit Member the withheld funds on or before June 30th of that school year. Interest on withheld funds shall be paid to the Unit Member. Interest shall be simple interest, computed at the rate currently being paid to the District through the Marin County Office of Education per annum, prorated.

   If a Unit Member receives a "satisfactory with improvement needed" or an "unsatisfactory" after receiving an "unsatisfactory" in the prior year, the Unit Member's step and salary increase for the "unsatisfactory" year, or years, shall remain in escrow until the Unit Member receives a "satisfactory" evaluation. If the Unit Member fails to receive a "satisfactory" evaluation after three (3) years, any step and salary increase(s) withheld from the first year shall be forfeited to the District on July 1st of the fourth year. This procedure shall continue until the Unit Member receives a "satisfactory" evaluation.

6. The Unit Member shall receive track increases regardless of this section. No Unit Member shall be deprived of any professional right or benefit, other than those specified in number 5 above, due to the implementation of these provisions.

7. Implementation of these provisions shall not constitute cause nor be made part of any dismissal proceedings; however, the evaluator's recommendations, and the supporting data can be used in dismissal or other disciplinary proceedings.

8. Should these provisions be challenged in a court of competent jurisdiction and/or other governmental tribunal, the District agrees to hold the Association harmless for any and all costs, fees, and awards/judgments related to these actions. This section does not apply to suits brought by the Association or its affiliates, or to which the Association or its affiliates are moving parties.

Section II: Placement

A. Initial Placement

The Superintendent shall make the initial placement of new Unit Members on the salary schedule for the first year of district employment based on the number of college and university upper division credits completed beyond the completion date of the Bachelor's Degree and based on prior years of teaching experience. (See Salary Schedule Placement Form Appendix Section 9).

1. A Unit Member may be given full credit for up to fifteen (15) years of full-time teaching experience if, at the time of teaching, the Unit Member possessed valid credential and/or had sole responsibility in a classroom setting. A Unit Member credited with fifteen (15) years of experience shall be placed on STEP 16 of the current salary schedule.

2. Part-time teaching, or fractional parts of a school year shall be accumulated and rounded to the nearest full year of credit. Long-term substitute teaching for continuous periods longer than twenty (20) days in the same classroom will qualify as "fractional"

experience. Other substitute experience will not count, however.

3. Transcripts, units, and verification of experience must be submitted within ten (10) days of the effective date of initial employment. Credentials must be verified before the effective date. No credit will be granted at a later date for units, degrees, or experience previously earned which are not verified at the time of employment.

4. Transcripts and verification of experience must be submitted to the District prior to a Unit Member receiving salary placement.

5. Unit Members shall be notified within ten (10) days of receipt by the District of items described in paragraph A.3. above, of the number of credits approved by the Superintendent for the purpose of track placement, and the number of years approved for the purpose of step placement.

B. <u>Graduate Degree Recognition</u>

1. Unit Members holding a Master's Degree will receive a yearly payment of $1,000 in addition to their regular salary and an additional yearly payment of $700 for an earned Doctorate. Unit Members holding National Board Certification will receive a yearly payment of $600, in addition to their regular salary.

2. Payments shall be pro-rated for part-time Unit Members.

3. The Unit Member shall receive the payment effective at the beginning of the next contractual year after the degree has been granted.

C. <u>Track Advancement</u>

1. **<u>Units</u>**
   - **a.** Unit Members planning an advancement in track for the following year must submit a request to the principal prior to June 1. (See Unit Petition Form Appendix Section 11).

   - **b.** Credit will be granted only for courses pre-approved by the principal. (See paragraph 3 below.)

   - **c.** In the event credit is denied by the principal, the Unit Member may appeal to the RDTA Executive Board which may then make a recommendation to the Superintendent. The Superintendent will make the final determination.

   - **d.** A Unit Member must present evidence of completion of course work to the District Business Office on or before September 10.

   - **e.** Credit for any one course may be counted only once. The District shall record and add the completion of units to the Unit member's personnel file. All records are available for review by Unit Members.

   - **f.** Notification of each Unit Member's status with regard to step, track, and number of units accumulated will be given to each Unit Member by February 28 of each school

year. (See Certificated Personnel Data Form Appendix Section 10).

g. One unit is equal to fifteen (15) hours of study or course work. A quarter unit shall be equivalent to 0.66 semester units.

h. The maximum number of college or university units acceptable for salary schedule credit shall not exceed six (6) units earned during any one semester of full-time employment and ten (10) units earned during one (1) summer session.

i. Units may not be earned for course work scheduled during unit release time.

j. Unit Members may earn fractional units where appropriate.

k. Unit Members must receive a grade of "C" or better or "pass" to earn credits for units.

2. <u>Workshop and Equivalent Units</u>

a. Units may be earned for completing workshops not carrying college or university credit if the attendance is approved by the principal and the Superintendent.

b. The number of units earned per workshop shall be based on one unit = 15 clock hours of course work.

c. Units may be earned for non-academic activities. This provision applies for movement beyond Track C only. Up to two (2) units may be earned within a four (4) year period.

d. The Unit Member shall state the number of units to be earned for the activity. The principal shall evaluate such requests on the number of hours expended, and the relevance of the activity to the Unit Member's teaching responsibility.

3. <u>Petition of Units</u>

a. Unit Members may petition for units for Track Advancement to the principal on District-approved forms. The petition will then be forwarded to the Superintendent for final approval. (See Unit Petition Form Appendix Section 11).

b. Credits must be from an accredited college or university or approved California institution, and must be for upper division or graduate units.

c. If a Unit Member believes that participation in a lower division course will benefit his/her professional development, and that a similar course is not available at an upper division or graduate level, then such Unit Member may petition the Superintendent for a waiver.

d. The waiver must be granted before enrollment in lower division course work.

e. No credit for units shall be granted unless the Unit Member has received prior approval by the principal and final approval by the Superintendent. Course approval will be granted only for those courses which extend the instructional competency of the Unit Member or which are relevant to the Unit Member's teaching assignment in

the District.

f. Any Unit Member denied prior approval for any course work will receive a form from the Superintendent stating why the petition has been denied. (See Unit Petition Form Appendix Section 11). If a petition is resubmitted to the Association Executive Board for approval, the Superintendent will then respond within thirty (30) days after receiving it from the Association.

g. In special circumstances, credit may be granted for units completed over the summer if the Superintendent is able to issue final approval by June 30.

D. Step Advancement

1. Step advancement shall occur at the beginning of each school year.

2. Advancement on the salary schedule shall be at the rate of one (1) step for each year of teaching experience after initial placement.

3. To qualify for a year's credit, a Unit Member must work in paid status at least 75% of the school year for no less than 50% of the teaching contract. Days worked as a long-term substitute shall count toward the 75%. Day-to-day substitute teaching will not count.

4. Part-time Unit Members will be advanced on the salary schedule on the same year-to-year rate as full-time Unit Members, and will be paid a pro-rated salary based on that step.

5. When a District part-time Unit Member accepts a full-time contract, his/her salary step will be computed on the basis of the sum of full-time and part-time service including work as a Unit Member outside the District.

6. Unit members shall complete six (6) approved units or ninety (90) hours of continuing education courses within each four (4) year period of employment to qualify for step advancement. District staff development hours do not count toward this requirement. The District will notify Unit Members, prior to February 28 of the fourth year, of the deadline (September 10 of the following year.) (See paragraph C.1.f.)

7. A Unit Member who does not complete the requirements shall not receive the next step or salary increase until all requirements are satisfied.

8. Unit Members will receive all retroactive step increases withheld, with interest, at the rate received by the District within sixty (60) days of satisfying all requirements.

Section III: Unit Member Benefits

A. Health Benefits

The District provides medical benefits through CalPERS and dental benefits. Every eligible Unit Member shall enroll in one of the CalPERS health plan options or provide proof of other health insurance coverage. Coverage is provided to all eligible full-time Unit Members and Unit Members who are at least 0.5 FTE part-time. For part-time Unit Members who are at least 0.5 FTE, the amount paid by the District in each coverage

category shall be pro-rated by FTE. District payments shall apply only to dental and medical coverage, and there shall be no cash payment for unused benefits.

The following table summarizes monthly District contributions for full-time Unit Members for medical and dental coverage:

Medical Benefits Category	Medical Waived	*Employee Only Medical/Dental	Employee +1 Dependent Medical/Dental	Employee +2 Dependents Medical/Dental
Amount Paid By District	Up to $201.79 per Month for dental coverage only	100% per month for dental and medical coverage	Up to $1508.33 per month for dental and medical coverage	Up to $1,855.00 per month for dental and medical coverage

*Reed Union School District will cover 100% of the Kaiser Medical cost and Single dental coverage for Unit Members selecting the Kaiser Medical Single plan option. If a member selects a Single plan option from a provider that costs more than the Kaiser Medical Single Plan, then the member will contribute the difference between the Kaiser Single Plan rate and the cost of the plan selected.

Unit Members may move from one category of coverage to another during the year only for a reason approved by CalPERS. Otherwise, changes may be made only during the period of open enrollment.

B. Available Plans for Health and Welfare

Unit Members shall have access to the following plans:

1. **Health Benefits.** Health benefits will be provided by participation in the CalPERS Health Benefits Program, PEMHCA (The Public Employees' Medical and Hospital Care Act). The District agrees to contribute the minimum employer contribution established by the PEMHCA per eligible Unit Member towards participation in any approved CalPERS health plan option. This amount shall be the District's basic, Unit Member only, medical benefits contribution, augmented as described above.

2. **Dental Insurance.** All eligible Unit Members are required to carry dental coverage through Delta Dental Service (maximum benefit: $2,000 per year/$1,000 lifetime orthodontia).

3. **Salary Protection Insurance.** Salary Protection Insurance may be available at Unit Member's expense. Cost varies with amount of coverage.

4. **Medical Reimbursement Program.** In accordance with Internal Revenue Code Sec. 125 requirements, a medical reimbursement program, is available. Unit Members may establish accounts, and tax-free deductions can be taken from monthly salaries to pay for eligible expenses not covered by medical or dental plans. There will be no refund to Unit Members of any amounts remaining in the medical reimbursement account at the

end of the plan year.

5. **Dependent Care Reimbursement Program.** In accordance with Internal Revenue Code Sec. 125 requirements, a dependent care reimbursement program is available. Unit Members may establish accounts, and tax-free deductions can be taken from monthly salaries to pay for eligible dependent care expenses. There will be no refund to Unit Members of any amounts remaining at the end of the plan year.

C. Part-Time Unit Members

Unit Members hired after December 10, 1992, in a part-time position of 0.5 FTE or more shall be eligible for a percentage of the District paid benefits based on the percentage FTE the Unit Member works.

Section IV: Additional Compensation

A. Overnight attendance on student field trips or programs that are a regular part of the District curriculum shall be compensated at the rate of one release day per one overnight – or receive the cost of a substitute, at the rate of one day per one overnight. Compensatory time off shall be used within two (2) years of earning it.

B. Hourly Rate: From time to time, the District may offer opportunities to Unit Members to write grants, prepare and deliver in-services, or render other non-student services. The rate to be paid for such work shall be $ 60 per hour. The following activities involving student supervision may also be offered at the $60 per hour rate: dance chaperoning; substitute teaching for a portion of the day by part-time Unit Members, or substitute teaching by a Unit Member on a shared contract on a non-teaching day, and other duties outside of the regular school day offered by the principal. This does not preclude the District from offering stipends to Unit Members for after-school athletic coaching. Unit Members who wish to volunteer to lead student activities such as after-school or lunch-time clubs may do so without compensation and without violation of the contract. However, Unit Members shall not be pressured to volunteer their time beyond the fifteen (15) hours referred to in Article VII-B, nor shall a refusal to volunteer beyond the fifteen (15) hours be considered in a Unit Member's evaluation.

C. Additional Compensation for Staff Development: Unit Members who present a workshop on a regularly scheduled work day will be compensated at the negotiated hourly rate, based upon five (5) hours for preparation time for a seven (7) hour day and/or two and a half (2.5) hours preparation time for a half-day workshop, in addition to their per diem rate. Unit Members who present a workshop, on a non-work day or beyond the regularly scheduled work day, will be compensated for their preparation time based on the above preparation formula, plus the number of hours required to present the workshop at the negotiated hourly rate.

D. Teacher Leaders: The District may create positions entitled "Teacher Leader". The District will advertise the availability for these positions to the bargaining unit members, and compensation will be at the rate of five hundred dollars ($500.00) per day for between six (6) and ten (10) days per year, at the District's discretion.

E. Early notification of resignation or retirement by Permanent Unit Members who give irrevocable written notification of resignation or retirement, effective the end of the contract

year, by February 1st will be compensated $3,000.

ARTICLE XVIII
PEER ASSISTANCE AND REVIEW (PAR) / BEGINNING TEACHER SUPPORT AND ASSISTANCE (BTSA) MENTOR PROGRAM

The Association and the District are continuously striving to provide the highest possible quality of education. In order for students to succeed in learning, Unit Members must succeed in teaching. Therefore, the parties agree to cooperate in the design and implementation of programs to improve the quality of instruction through expanded and improved professional development, and peer assistance. Unit Members referred, or who volunteer for the program are viewed as valuable professionals who deserve to have the best resources available provided to them in the interest of improving performance to a successful standard.

Section I. PAR & BTSA

A. Definitions

1. Joint Panel serves as the governing body of the PAR, BTSA, and Mentor Programs.

2. Support Provider is a permanent Teacher who provides assistance to Referred Participating Teacher and Volunteer Participating Teacher pursuant to the PAR Program and Beginning Teacher under Beginning Teacher Support Assessment Program (BTSA).

3. Referred Participating Teacher is a Teacher who receives assistance to improve his/her instructional techniques or methodology and/or subject matter knowledge as a result of an unsatisfactory final evaluation in those areas.

4. Volunteer Participating Teacher is a Teacher with permanent status who volunteers to participate in the PAR Program.

5. Beginning Teacher is a Teacher in the 1st or 2nd year of his/her career who is in the BTSA program.

B. Joint Panel

1. A Joint Panel to oversee the Program shall be established and will be composed of three (one [K-2], one [3-5], one [6-8]) classroom Unit Members and two (2) administrators.

   a. The Association is responsible for holding an election for classroom Unit Members to serve as joint panel members. Initially, two (2) classroom Unit Member panel members shall serve for three (3) years and one (1) shall serve for two (2) years. All subsequent terms shall be for three (3) years.

   b. The Superintendent shall appoint the administrator panel members. At least one (1) administrator panel member shall be a site administrator. Initially, one (1) administrator panel member shall serve for three (3) years and one (1) shall serve for two (2) years. All subsequent terms shall be for three (3) years.

c. Panel members shall be chosen no later than October 1 of an election year.

d. Panel members will participate in training to understand PAR and BTSA program as well as formative assessment, not to exceed one day of training.

2. The Joint Panel shall meet as needed.

3. The Joint Panel shall be responsible for the following:

a. Adopt Rules and Procedures to effect the provisions of the PAR Program. Said Rules and Procedures will be consistent with the provisions of this Agreement, and to the extent there is an inconsistency, the Agreement will prevail;

b. Receive necessary training to implement the PAR and BTSA Programs;

c. Select PAR and BTSA Support Providers by June 1 for the following year, depending upon need;

d. The selection process for Support Providers shall include a classroom observation of candidates;

e. The Joint Panel shall review peer review reports prepared by Consulting Teachers and make recommendations to the Board regarding Referred Teachers, including but not limited to, identifying Referred Teachers who are unable to demonstrate satisfactory improvement after sustained assistance. Only the Panel's written recommendation shall be made available for placement in the Referred Unit Member's personnel file. A copy of the recommendations shall be given to the Referred Participating Unit Member at the same time it is given to the Board; and

f. Evaluate annually the impact of the PAR program in order to improve the program.

4. All proceedings and materials related to evaluations, reports and all personnel matters shall be strictly confidential. Therefore, Joint Panel members and Support Providers may disclose such information only as necessary to administer this article. Each member shall annually sign a confidentiality statement.

5. Joint Panel Unit Member members shall be provided reasonable release time for training regarding their duties and observations of Support Provider applicants. If in-service training or meetings take place outside of work hours, these Unit Members shall be compensated at the contractual rate.

C. <u>Support Provider</u>

1. Classroom Unit Members shall file an application to become a Support Provider no later than May 1 each year and shall meet the following qualifications:

a. Be a permanent classroom Unit Member;

b. Possess substantial recent experience in classroom instruction;

c. Demonstrate exemplary teaching ability which includes effective communication skills, subject matter knowledge, and a mastery of a range of teaching strategies to meet pupil needs in different contexts, demonstrate strength in instructional strategies, classroom management, planning and organization for teaching, and principles of learning.

d. Commit to California Formative Assessment and Support System for Teacher (CFASST) training or alternative comparable program;

e. Joint Panel may recommend that Support Providers take additional training.

2. Support Providers shall be appointed for a one-year term but may reapply.

3. PAR Support Providers shall prepare at least two peer review reports and a final summary report per school year on the Referred Participating Teacher they assist. These reports shall contain a record of the events and observations which have occurred between Support Provider and Referred Participating Teacher and the Referred Participating Teacher and shall not be evaluated. They shall be submitted to the Joint Panel, the principal of the Referred Participating Teacher and the Referred Participating Teacher, and shall not be made available for placement in the personnel file.

4. Stipends and Caseload

a. The Support Provider shall be paid a yearly stipend based on the following assignments:

$2,500	Referred Participating Teacher
$1,000	Volunteer Participating Teacher
$2,000	Each 1st year beginning Teacher
$1,500	Each 2nd year beginning Teacher

b. Stipends are based on full year participation of staff. If staff participates for less than one full year, stipends will be prorated.

c. The Joint Panel and the Support Provider shall mutually determine the Support Provider's caseload.

D. <u>Referred Participating Teacher</u>

Referred Participating Teachers shall be provided:

1. Multiple PAR Support Provider observations during classroom instruction;

2. Reasonable training and other support as needed to assist improvement in teaching skills and knowledge;

3. The opportunity to prioritize and indicate preferences as to who would be their Support Provider of those available. The Joint Panel shall review the list of preferences and

shall assign a Support Provider;

4. Performance goals for participating teachers shall be in writing, clearly stated, aligned with pupil learning and consistent with Education Code Section 4462 (Stull bill provision);

5. The right to submit a written response within ten days of receipt and have it attached to any report by the Support Provider and/or Joint Panel;

6. The right to request a meeting with the Joint Panel with the right to have representation.

E. <u>Beginning Teacher/Volunteer Participating Teacher</u>

1. The Joint Panel shall determine the number of Volunteer Participating Teachers admitted into the program each year.

2. The purpose of participation in the PAR Program for Volunteer Participating Teachers is for peer assistance only. For participation in the program, the unit member must volunteer by May 1 of the prior school year. When the volunteer applies to the program, he/she shall provide the Joint Panel with an initial draft of the goals which he/she would like to accomplish by participation in PAR. The Joint Panel will review the application and will determine the nature and the level of support to be offered for the Volunteer Teacher. The Volunteer Participating Teacher may terminate his/her participation in the PAR program at any time.

3. All communication between the Support Provider and the Volunteer Participating Teacher or Beginning Teacher shall be confidential and, without the written consent of the Volunteer Participating Teacher or Beginning Teacher, shall not be shared with others, including the site principal, the evaluator, or the Joint Panel.

F. <u>Program Budget</u>

1. The Joint Panel shall annually submit a proposed budget to the Superintendent for Board approval. The proposed budget shall be designed to carry out the provisions of the Article and shall take into consideration a) the number of Support Providers which will be required in the coming year in light of the projected level of participation in the program) the cost of augmenting the BTSA Program adequately to support beginning teachers, c) the recommendations for improvement of PAR which it makes in the annual report to the Board, and d) other relevant factors. The proposed budget shall not exceed the state funding allocation for the coming year as estimated by the District's chief financial officer.

2. Revenues for this program shall be used for PAR, BTSA, Mentors, and/or professional development or other educational activities.

G. <u>PAR Summary</u>

1. The PAR Program should be designed so that participants shall expect and are strongly encouraged to have a cooperative relationship between the Support Provider and the principal/evaluator with respect to the process of PAR. The principal shall retain the responsibilities for evaluation pursuant to the Evaluation Article.

2. The Association and the District shall jointly monitor the development and implementation of this program.

3. This Article shall be in compliance with the Education Code requirements regarding Peer Assistance and Review. Based upon legislative modification or deletion of the PAR Program, the Association and the District agree to negotiate the effects of these actions.

4. This Article shall be reviewed annually by the parties.

ARTICLE XIX
SAVINGS

A. If any provision of this Agreement or any application thereof to any Unit Member is held by the highest court of the State or by a lower court to be contrary to law, then such provision or application will be deemed invalid, to the extent required by such court decision, but all other provisions or applications shall continue to be given full force and effect.

B. Should a provision or application be deemed invalid, as described in paragraph A above, the parties shall meet no later than ten days after such court decision to renegotiate the provision or provisions affected.

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Formal Evaluation Timeline for Certificated Employees (1.11.2015)

	Teachers Being Formally Evaluated	Teachers Not Being Formally Evaluated
BY SEPTEMBER 1	**ALL TEACHERS PROVIDED WITH:** • Annual Board District Strategic Plan • Action Plan from School Improvement Plan • Job Description • California Teaching Standards Rubric (updated 2015) • Formal Evaluation Timeline for Certificated Employees	
BY OCTOBER 15	Teachers set two performance goals and meet with evaluator. (Use *"Certificated Performance Goals"* form.)	
• 10 Days after Goal Setting	Performance goals signed by both evaluator and teacher	
OCTOBER 15* – MAY 1: FORMAL OBSERVATION		
• By December 1	• Probationary & Temps will have one observation prior to December 1 (formally evaluated twice each year)	
• 15 working days prior to observation	• Schedule formal observation date and time	
• 5 working days prior to observation	• Schedule & attend pre-observation conference to explain lesson plan	
• 2 Working Days prior to observation	• Turn in FINAL lesson plan (Use *"Formal Observation Lesson Plan" form*)	
• Within 7 days after observation	• Post conference with evaluator	
FINAL SUMMATIVE EVALUATION		
• **No later than 30 calendar days prior to the last working day of the school year**	• Summative Conference (*"Certificated Summative Evaluation"* form will be used for evaluation.) • Discuss goals set in October.	
• Prior to Summative Conference	• Hold Pre-Summative Conference (Teacher completes checklist on the Summative Evaluation form prior to this meeting.).	
• **Prior to the end of school year**	• Sign and date final evaluation summary form	Teachers not being formally evaluated meet with evaluator to discuss goals.

** Those teachers with permanent status may elect to start the Formal Evaluation process prior to Oct. 15.*

Standard One: Engaging and Supporting All Students in Learning:				
Indicator	**Unsatisfactory**	**Developing or Support Needed**	**Satisfactory**	**Consistently Meets**
1.1 Using knowledge of students to engage them in learning	Little or no evidence of teacher using knowledge of students to engage students in learning.	Teacher learns about students through data provided by the school and/or through district assessments.	Teacher uses data from a variety of formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs.	Teacher uses data from multiple sources to make adjustments to instruction and meet individual identified learning needs.
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	Little or no evidence of teacher connecting learning to students' prior knowledge, backgrounds, life experiences and interests	Teacher is developing an awareness of prior knowledge, culture, backgrounds, life experience, and interests represented among students.	Teacher uses gathered information about students' prior knowledge, cultural backgrounds, life experiences, and interests to support student learning.	Teacher integrates broad knowledge of students' cultural backgrounds, prior knowledge, life experiences, and interests to inform instruction.
1.3 Connecting subject matter to meaningful, real-life contexts	Little or no evidence of teacher connecting subject matter to real-life contexts.	Teacher explores using additional real-life connections to subject matter to support student understanding.	Teacher includes connections from subject matter to meaningful, real-life contexts, including those specific to students' family and community.	Teacher engages students in actively making connections to relevant meaningful, and real-life contexts throughout subject matter instruction.
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	Little or no evidence of teacher using a variety of instructional strategies, resources, and technologies to meet diverse student learning needs.	Teacher primarily uses instructional strategies, resources, and technologies as provided by school and/or district.	Teacher utilizes a variety of strategies including culturally responsive pedagogy, resources, and technologies during instruction to meet students' dive learning needs.	Teacher routinely creates, adapts, and integrates a broad range of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs.
1.5 Promoting critical thinking through inquiry, problem solving, and reflection	Little or no evidence of teacher promoting critical thinking through inquiry, problem solving and/or reflection.	Teacher primarily asks questions that focus on factual knowledge and comprehension with little evidence of student critical thinking or reflection.	Teacher guides students to think critically through use of questioning strategies, posing/solving problems, and reflection on issues in content.	Teacher facilitates and supports students to apply critical thinking by designing structured inquiries to independently develop questions, pose problems and reflect on multiple perspectives.

1.6 Monitoring student learning and adjusting instruction while teaching	Little or no evidence of teacher monitoring student learning and adjusting instruction while teaching.	Teacher implements lessons following curriculum guidelines but rarely adjusts instruction to meet student needs.	Teacher makes adjustments to instruction based on observation of student engagement and regular checks for understanding.	Teacher consistently adjusts strategies during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge.

Standard Two: Creating and Maintaining Effective Environments for Student Learning:				
Indicator	**Unsatisfactory**	**Developing or Support Needed**	**Satisfactory**	**Consistently Meets**
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	Little or no evidence of teacher promoting social development and responsibility within the classroom.	Teacher inconsistently models and communicates expectations for fair and respectful behavior to support social development.	Teacher reinforces positive, responsible, and respectful student interactions. Assists students to resolve conflict, and incorporates cultural awareness to develop a positive classroom climate.	Teacher creates and maintains a caring community and facilitates student self-reflection and ongoing improvement based on respect, fairness, and the value of all members.
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	Little or no evidence of teacher creating physical or virtual learning environments to promote student learning, diversity or productive interactions.	Teacher is aware of the importance of the physical and/or virtual learning environments that support student learning with inconsistent application.	Teacher develops physical and/ or virtual learning environments that reflect student diversity and provide a range of resources for learning.	Teacher creates physical and / or virtual learning environments to facilitate access to a broad range of resources, displays, and artifacts that are current and integral to instruction. Ensures that environments enhance learning and reflect diversity within and beyond the classroom.
2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe	Little or no evidence of teacher establishing and maintaining a learning environment that is physically, intellectually and emotionally safe.	Teacher adheres to policies and laws regarding safety that are required by the site, district, and state. Teacher needs support to respond consistently to behaviors that impact student safety and/or learning as they arise.	Teacher models and provides instruction on skills that develop resiliency and support intellectual and emotional safety, and addresses safety issues regarding materials, student interactions, and the organization of the learning environments.	Teacher anticipates and reduces risks to physical, intellectual and emotional safety and focuses on high quality and rigorous learning where students feel safe to take risks and offer respectful opinions about divergent viewpoints.
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students	Little or no evidence of teacher creating a rigorous learning environment with high expectations and appropriate support for all students.	Teacher is aware of the importance of maintaining high expectations but focuses excessively on accuracy of answers and completion of learning tasks with limited opportunities for all students to engage in analysis and problem solving tasks.	Teacher develops a rigorous learning environment that includes accuracy, analysis, problem solving, and appropriate levels of challenge. Teacher works to maintain high expectations for all students and uses scaffolds to address achievement gaps.	Teacher integrates rigor throughout the learning environment that values accuracy, analysis, & critical reading, writing and thinking. Teacher uses strategic scaffolds & technologies throughout instruction that support the full range of learners.

2.5 Developing, communicating, and maintaining high standards for individual and group behavior	Little or no evidence of teacher developing, communicating, and maintaining high standards for individual and group behavior.	Teacher establishes expectations, rules, and consequences for individual and group behavior but inconsistently applies reinforcement.	Teacher develops expectations with some student involvement. Communicates, models and explains expectations for individual and group behavior. Uses multiple strategies including culturally responsive instruction to develop and maintain high standards for behavior	Teacher integrates equitable expectations, positive supports, and consequences for individual and group behavior within and across learning activities. Guides and supports students to self-assess, monitor, and set goals for individual and group behavior and participation.
2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn	Little or no evidence of teacher establishing classroom routines, procedures, norms and/or supports for positive behavior.	Teacher establishes procedures, routines or norms to support student learning but Inconsistently responds to disruptive behavior.	Teacher maintains regular use of routines and procedures that engage students in the development and monitoring of norms. Provides timely and effective feedback and consequences for behaviors that interfere with learning.	Teacher engages students in monitoring and reflecting on routines, procedures, and norms in ways that ensure all students can learn. Consistently promotes positive behaviors and builds on student strengths to maximize learning.
2.7 Using instructional time to optimize learning	Little or no evidence of teacher using instructional time to optimize learning.	Teacher paces instruction based on curriculum guidelines. Inconsistent awareness of how transitions and classroom management impact lessons.	Teacher paces instruction with students to provide adequate time for instruction, checking for understanding, completion of learning activities and closure.	Teacher paces, adjusts and fluidly facilitates instruction to include ongoing assessment of student learning. Teacher supports students in the monitoring of instructional time.

Standard Three: Understanding and Organizing Subject Matter for Student Learning:				
Indicator	**Unsatisfactory**	**Developing or Support Needed**	**Satisfactory**	**Consistently Meets**
3.1 Demonstrating knowledge of subject matter academic content standards	Little or no evidence of teacher knowledge of subject matter academic content standards.	Teacher has some foundational knowledge of subject matter, related academic language, and academic content standards.	Teacher understands and explains the relationship between essential subject matter concepts, academic language, and academic content standards.	Teacher uses extensive knowledge of subject matter concepts, current issues, academic language, and research to make relevant connections to standards during instruction and extend student learning.
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter	Little or no evidence of teacher knowledge of student development and/or subject matter.	Teacher has some knowledge of student stages of development and is becoming aware of differences in students' understanding of subject matter.	Teacher uses knowledge of student development and proficiencies to adapt instruction and meet students' diverse learning needs. Ensures understanding of subject matter including related academic language.	Teacher provides explicit teaching of specific academic language, text structure, grammatical, and stylistic language features to ensure equitable access and subject matter understanding for the range of student language levels and abilities.
3.3 Organizing curriculum to facilitate student understanding of the subject matter	Little or no evidence of teacher organizing curriculum to facilitate student understanding of subject matter.	Teacher inconsistently follows organization of curriculum as provided by site and district to support student understanding of subject matter.	Teacher uses knowledge of curriculum and student readiness to organize and adjust the curriculum to ensure student understanding.	Teacher draws upon extensive knowledge of curriculum and related resources to flexibly organize and adjust instruction both within and across subject matters, and to extend student understanding.
3.4 Utilizing instructional strategies that are appropriate to the subject matter	Little or no evidence of teacher utilizing instructional strategies appropriate for the subject matter.	Teacher utilizes a limited variety of instructional strategies that are appropriate to the subject matter.	Teacher selects and adapts a variety of instructional strategies to ensure student understanding of academic language appropriate to subject matter and that address students' diverse learning needs.	Teacher draws upon an extensive repertoire of instructional strategies to develop enthusiasm, meta-cognitive abilities, and support and challenge the full range of students towards a deep knowledge of 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	Little or no evidence of teacher using or adapting technologies or standards-aligned materials to make subject matter accessible to all students.	Teacher inconsistently uses available instructional materials, resources, and technologies to make subject matter accessible to students.	Teacher selects, adapts, and utilizes appropriate instructional materials, resources, and technologies for concept and skill development. Resources reflect the diversity of the classroom to support differentiated learning.	Teacher integrates a wide range of resources, technologies, and instructional materials to meet identified student needs and make subject matter accessible to all students. Appropriate technologies are used to extend student understanding and critical thinking about subject matter.
3.6 Addressing the needs of English Learners and students with special needs* to provide equitable access to the content	Little or no evidence of teacher understanding of how to address the needs of English language learners and/or students with special needs.	Teacher has limited awareness of proficiencies, assessment tools, and needs of English language learners' and Special Education students.	Teacher attempts to scaffold content using visuals, models and graphic organizers. Understands English learners' and Special Education students' needs. Communicates and collaborates with colleagues, support staff and families regarding instruction to provide a coordinated program that increases learning for targeted students. Refers students as needed in a timely and appropriate manner, supported by documented data, including interventions tried and results achieved.	Teacher Is resourceful and flexible in the design, adjustment and elimination of scaffolds based on English learners' and Special Education students' needs, proficiencies, knowledge and skills. Communicates and collaborates with colleagues, support staff and families to ensure consistent instruction and a coordinated program to optimize success for targeted students. Supports families in positive engagement with the school.

Standard Four: Planning Instruction and Designing Learning Experiences for All Students:				
Indicator	**Unsatisfactory**	**Developing or Support Needed**	**Satisfactory**	**Consistently Meets**
4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.	Little or no evidence of teacher using knowledge of students' academic readiness, language proficiency, cultural background or individual development to plan instruction.	Plans daily lessons using available curriculum and information from district and state required assessments but uses little of students' background. Is not aware of impact of bias on learning.	Plans differentiated instruction based on knowledge of students' academic readiness, academic language, diverse cultural backgrounds, and individual cognitive, social, emotional, and physical development. Examines potential sources of bias and stereotyping when planning lessons. Uses culturally responsive pedagogy in planning.	Plans differentiated instruction that provides systematic opportunities for supporting and extending student learning based on comprehensive information regarding students. Engages students in the analysis of bias, stereotyping, and assumptions.
4.2 Establishing and articulating goals for student learning	Little or no evidence of teacher establishing goals for student learning.	Inconsistently establishes learning goals for students based on content standards and available curriculum guidelines.	Establishes and communicates clear learning goals to students that are accessible, challenging, and differentiated to address students' diverse learning needs.	Establishes and articulates learning goals that are communicated clearly, referred to frequently, and utilized by students to monitor and advance their learning.
4.3 Developing and sequencing long- term and short- term instructional plans to support student learning	Little or no evidence of teacher developing and sequencing both long and short-term instructional plans.	Uses available curriculum guidelines for daily, short- and long-term plans, but may sequence inaccurately or inconsistently.	Establishes short- and long-term curriculum plans for subject matter concepts and essential related academic language and formats that support student learning.	Utilizes extensive knowledge of the curriculum, content standards, and assessed learning needs to design cohesive and comprehensive long- and short-term instructional plans that ensure high levels of learning.
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	Little or no evidence of teacher planning instruction that incorporates appropriate strategies.	Plans instruction and is vaguely aware of student content, learning, and language needs through data provided by the site and district.	Seeks to learn about students' diverse learning and language needs beyond basic data. Incorporates instructional strategies into ongoing planning in order to meet students' diverse language, and learning needs. Uses strategies to provide support and challenge for students.	Integrates results from a broad range of assessments into planning to meet students' diverse learning and language needs. Facilitates opportunities for students to reflect on their learning and the impact of instructional strategies to meet their learning and language needs.

4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.	Little or no evidence of teacher adapting instructional plans and curricular materials.	Implements lessons and uses materials from curriculum provided with some adaptation for individual student learning needs.	Makes adjustments and adaptations to differentiate instructional plans. Uses culturally responsive pedagogy and additional materials to support students' diverse learning needs.	Anticipates and plans for a wide range of adaptations to lessons based on in depth analysis of individual student needs. Engages with students to identify types of adjustments in instruction that best meet their learning needs.

Standard Five: Assessing Student Learning:				
Indicator	**Unsatisfactory**	**Developing or Support Needed**	**Satisfactory**	**Consistently Meets**
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments	Little or no evidence of teacher applying knowledge of the purposes, characteristics and uses of different types of assessments.	Is aware of the purposes and characteristics of formative and summative assessments, but uses a limited repertoire of assessment tools to plan instruction.	Identifies specific characteristics of assessments that yield different types of information about student preparedness, progress, and proficiency. Decides on the purpose for assessment and skills to be assessed to select appropriate pre-formative, formative, and summative assessments.	Draws flexibly from a repertoire of appropriate assessment options and characteristics to maximize student demonstration of knowledge. Integrates a variety of characteristics into assessments to allow students with a range of learning needs to demonstrate what they know.
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction	Little or no evidence of teacher collecting and analyzing assessment data from a variety of sources.	Uses data from required assessments to assess student learning. Follows required processes for data analysis but inconsistently draws conclusions about student learning.	Collects a variety of formal and informal assessment data on student learning. Makes adjustments in planning lessons or sequence of lessons based on analysis of assessment data.	Uses data analysis of a broad range of assessments to provide comprehensive information to guide planning and differentiation of instruction. Infuses assessments strategically and systematically throughout instruction.
5.3 Reviewing data, both individually and with colleagues, to monitor student learning	Little or no evidence of teacher reviewing data to monitor student learning.	Reviews and monitors available assessment data as required by site and district processes, but inconsistently plans lessons based on data.	Reviews and monitors a variety of data on student learning individually and with colleagues to identify trends and patterns among groups of students.	Facilitates collaborative work and fosters colleagues ability to identify and address underlying causes for achievement patterns and trends.
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	Little or no evidence of teacher using assessment data to design learning goals to plan, differentiate and modify instruction.	Uses data from assessments provided by site and district to set learning goals for the class but inconsistently differentiates or modifies instruction to meet varied learning needs.	Uses a variety of assessment data to set student learning goals for content and academic language. Plans differentiated lessons and modifications to instruction to meet students' diverse learning needs.	Uses data systematically to refine planning, differentiate instruction, and make ongoing adjustments to match the evolving learning needs of individuals and groups. Reflects on data continuously to make ongoing refinements to learning goals for the full range of students.

5.5 Involving all students in self-assessment, goal setting, and monitoring progress	Little or no evidence of teacher involving students in self-assessment, goal setting and/or monitoring progress.	Will sometimes inform students about lesson objectives, outcomes, and summative assessment results. Recognizes the need for individual learning goals but doesn't consistently create them.	Models and scaffolds student self-assessment and goal setting processes for learning content and academic language development. Consistently guides students to monitor and reflect on progress.	Provides systematic opportunities for student self-assessment, goal setting, and monitoring progress. Develops students' meta-cognitive skills for analyzing progress and refining goals towards high levels of academic achievement.
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning	Little or no evidence of teacher using available technologies to help in assessment, analysis and/or communication of student learning.	Inconsistently uses available technology to record assessments, determine proficiency levels, and make required communications about student learning.	Uses technology to design and implement assessments, record and analyze results, and communicate about student learning with administration, colleagues, families, and students.	Uses a wide range of technologies to design, implement, and analyze assessments and provides for in depth and ongoing communication regarding student learning for all audiences.
5.7 Using assessment information to share timely and comprehensible feedback with students and their families	Little or no evidence of teacher using assessment information to provide feedback to students and/or their families.	Inconsistently notifies families of student proficiencies, challenges, and behavior issues through school-mandated procedures.	Communicates with families about student progress, strengths, and needs at reporting periods. Contacts families as needs arise regarding student learning or behavior issues. Provides students with clear and timely information about strengths and strategies for improving academic achievement.	Communicates regularly with families to share a range of assessment information that is comprehensible and responsive to individual student and family needs. Facilitates students' leadership in seeking and using ongoing comprehensible feedback to accelerate their learning.

Standard Six: Developing as a Professional Educator (No Rubric):				
Indicator	**Unsatisfactory**	**Developing or Support Needed**	**Satisfactory**	**Consistently Meets**
6.1 Reflecting on teaching practice in support of student learning	Little or no evidence of teacher reflecting on teaching practices.	Is aware of the need to reflect on teaching practice to support student learning but only reflects on immediate student learning needs.	Engages in reflection individually and with colleagues on the relationship between making adjustments in teaching practice and impact on the full range of learners.	Maintains ongoing reflective practice and action research in supporting student learning and raising the level of academic achievement. Engages in reflection among colleagues for school wide impact on student learning.
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development	Little or no evidence of teacher establishing professional goals and engaging in professional growth and development.	Develops goals connected to the team or department through required processes and local protocols but infrequently engages in professional development meetings or classes.	Sets goals connected to the CSTP that are authentic, challenging, and based on self- assessment. Aligns personal goals with school and district goals, and focuses on improving student learning.	Sets and modifies a broad range of professional goals connected to the CSTP to improve instructional practice and impact student learning within and beyond the classroom. Engages in ongoing inquiry into teacher practice for professional development.
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning	Little or no evidence of teacher collaborating with colleagues to support teacher or student learning.	Attends staff, grade level, department, and other required meetings and collaborations.	Collaborates with colleagues to improve student learning and reflect on teaching practice at the classroom level. Interacts with members of the broader professional community to access resources that support teacher effectiveness and student learning.	Facilitates or initiates collaboration with colleagues. Works to ensure the broadest positive impact possible on instructional practice and student achievement at school and district levels and for the profession.
6.4 Working with families to support student learning	Little or no evidence of teacher working with students' families to support student learning.	Is aware of the role of the family in student learning and the need for interactions with families, but seldom reaches out to families on behalf of student learning.	Seeks information about cultural norms of families represented in the school. Adjusts communications to families appropriately and welcomes family involvement at classroom/ school events.	Structures a wide range of opportunities for families to contribute to the classroom and school community. Supports a school/ district environment in which families are actively involved to improve student learning.

6.5 Engaging local communities in support of the instructional program	Little or no evidence of teacher engaging local community resources to support the instructional program.	Develops awareness about local neighborhoods and communities surrounding the school. Seldom uses community resources to enhance the learning environment.	Seeks available neighborhood and community resources. Uses a variety of neighborhood and community resources to support the curriculum.	Collaborates with community members to increase instructional and learning opportunities for students. Engages students in leadership and service in the community.
6.6 Managing professional responsibilities to maintain motivation and commitment to all students	Little or no evidence of teacher managing professional responsibilities to maintain student motivation.	Develops an understanding of professional responsibilities. Seeks to meet required commitments to students when asked.	Maintains professional responsibilities and manages time and effort required to meet expectations. Pursues ways to support students' diverse learning needs and maintains belief in students' capacity for achievement.	Supports colleagues to maintain the motivation, resiliency, and energy to ensure that all students achieve.
6.7 Demonstrating professional responsibility, integrity, and ethical conduct	Inconsistently follows all state education codes, legal requirements, district and site policies, contractual agreements, and ethical responsibilities.		Maintains a high standard of personal integrity and commitment to student learning and the profession in all circumstances. Contributes to building professional community and holding peers accountable to norms of respectful treatment and communication. Contributes to fostering a school culture with a high degree of resilience, professional integrity, and ethical conduct.	

REED UNION SCHOOL DISTRICT

Certificated Performance Goals

Year: _____

Teacher: _____ Assignment: _____

Develop two goals with proposed activities. One goal must be aligned to the District Strategic Plan, the School Plan, and/or recommendations from the previous Summative Evaluation. The second goal can be an area for personal growth. These goals must be mutually agreed upon with the evaluator.

Goal I:
Appropriate Activities

Goal II:
Appropriate Activities

Goal III: *(Optional—At Teacher's Discretion)*
Appropriate Activities

_____ _____

Evaluator's Signature *Teacher's Signature*

Date: _____ Date: _____

FORMAL OBSERVATION LESSON PLAN

Name of Teacher:

Date/Time of Observation:

Complete and give to evaluator no less than two (2) working days prior to observation.

- **Objective:** **What are you going to teach today?**
  (Specify which standards will be addressed.)

- **Student Learning:** **How will the students be involved in their learning?**

- **Instructional Strategies:**
  (Total group, introduction of concept, follow-up lesson, student learning groups, lab work, etc.)

- **Brief Outline of Lesson:**

- **How Instruction is Differentiated to Meet Individual Student Needs:**
  (Specific student, level of questions, students on task of _____, etc.)

- **Assessing Student Learning:**
  How will you assess the student's learning for the class period?

Reed Union School District

Formal Classroom Observation Form

(updated: 1.11.2015)

Teacher: **School:** **Date:**

Status of Teacher: *(Select One)* Temporary Probationary Permanent Other:

Lesson/Focus/Activity:

Grade/Subject: **Observer**:

Content Standard Addressed:

Date of Post-Observation Conference:

STANDARD I – Engaging and Supporting All Students in Learning

Observed Evidence of: ***(Check boxes which apply)***	**Comments**
☐ Uses knowledge of students to engage them in learning	
☐ Connects learning to life experiences & interests	
☐ Connects subject matter to real-life contexts	
☐ Uses a variety of instructional strategies & technologies	
☐ Promotes critical thinking through inquiry, problem solving & reflection	
☐ Monitors learning and adjusts instruction while teaching	

STANDARD II – Creating and Maintaining Effective Environments for Student Learning

Observed Evidence of*:* ***(Check boxes which apply)***	**Comments**
☐ Promotes social development within a caring community where students are treated with fairness & respect	
☐ Creates physical & virtual environments that reflect diversity & encourage productive interactions among students	
☐ Learning environment is physically, emotionally safe	
☐ Rigorous learning with high expectations for all	
☐ Develops & communicates high standards for individual & group behavior	
☐ Employs routines, procedures & norms for positive climate	
☐ Effective use of time to optimize learning	

Teacher: **School:** **Date:**

STANDARD III – Understanding & Organizing Subject Matter for Student Learning

Observed Evidence of: ***(Check boxes which apply)***	**Comments**
☐ Thorough knowledge of subject matter content standards ☐ Applies knowledge of subject matter & content standards ☐ Organizes curriculum to facilitate student understanding ☐ Uses instructional strategies appropriate to subject matter ☐ Uses and adapts resources, technologies, & instructional materials aligned to standards ☐ Addresses needs of EL & students with special needs to provide equitable access to content	

STANDARD IV – Planning Instruction & Designing Learning Experiences for All Students

Observed Evidence of: ***(Check boxes if applicable)***	**Comments**
☐ Uses knowledge of students' academic readiness, language proficiency and culture to plan instruction ☐ Establishes & articulates goals for student learning ☐ Develops & sequences long & short-term plans to support student learning ☐ Plans instruction & strategies to meet learning needs of all students ☐ Adapts plans and materials to meet assessed learning needs of all students	

STANDARD V – Assessing Student Learning

Observed Evidence of: ***(Check boxes if applicable)***	**Comments**
☐ Applies knowledge of purposes, characteristics, and uses for different types of assessments ☐ Collects and analyzes assessment data from variety of sources to inform instruction ☐ Reviews data individually & with colleagues to monitor student learning ☐ Uses results of assessment data to establish learning goals and to plan, differentiate & modify instruction ☐ Involves students in self-assessment, goal setting, & monitoring progress ☐ Uses available technologies to assist in assessment, analysis, and communicating student learning ☐ Uses assessment data to share timely & comprehensible feedback with students and their families	

STANDARD VI – Developing as a Professional Educator*

Observed Evidence of: ***(Check boxes which apply)***	**Comments**
☐ Reflects on teaching practices in support of learning ☐ Establishes professional goals & engages in continuous, purposeful professional growth & development ☐ Collaborates with colleagues & communities to support teacher and student development ☐ Works with families to support student learning ☐ Engages local communities to support instruction ☐ Manages professional responsibilities to maintain motivation and commitment to all students ☐ Demonstrates responsibility, integrity & ethical conduct	

**Standard VI is not to be included as part of the formal observation, but may be discussed as part of the post-observation conference.*

Commendations:

Recommendations for Improvement:

Evaluator's Signature: _____ Title of Evaluator _____

Date: _____

Teacher's Signature: _____ School: _____

Date: _____

It is understood that in signing this form, the teacher acknowledges having seen and discussed the report. The teacher's signature does not necessarily imply agreement with the conclusion of the report. If he or she desires, the teacher may attach a written statement.

REED UNION SCHOOL DISTRICT

Certificated Summative Evaluation Form

(Updated: 5.2.2018)

Teacher: Date:

School: Grade/Subject:

Years in the District:

Date of Pre-Summative Conference:

Date of Observation (s):

Status of Teacher:

☐ Temporary ☐ Probationary--1st Year ☐ Probationary--2nd Year ☐ Permanent

Rating: *("✓" Check appropriate box)*

3 = Unsatisfactory – Does not meet standards (Required to participate in PAR)
2 = Satisfactory with improvement needed (Improvement Plan needed)
1 = Satisfactory (Meets and/or exceeds Standards)

Standard One: Engaging and Supporting All Students in Learning:		**1**	**2**	**3**
1 - 1	Teacher uses knowledge of students to engage them in learning			
1 - 2	Teacher connects learning to students' prior knowledge, backgrounds, life experiences, and interests			
1 - 3	Teacher connects subject matter to meaningful, real-life contexts			
1 - 4	Teacher uses a variety of instructional strategies, resources, and technologies to meet diverse student needs			
1 - 5	Teacher promotes critical thinking through inquiry, problem solving, and reflection			
1 - 6	Teacher monitors student learning and adjusts instruction while teaching			
Standard Two: Creating and Maintaining Effective Environments for Student Learning:		**1**	**2**	**3**
2 - 1	Teacher promotes social development and responsibility within a caring community where each student is treated fairly and respectfully			
2 - 2	Teacher creates physical and virtual learning environments that promote student learning, reflect diversity, and encourages constructive and productive interactions among students			
2 - 3	Teacher establishes and maintains learning environments that are physically, intellectually, and emotionally safe			

2 - 4	Teacher creates a rigorous learning environment with high expectations and appropriate supports for all students			
2 - 5	Teacher develops, communicates, and maintains high standards for individual and group behavior			
2 - 6	Teacher employs classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn			
2 - 7	Teacher uses instructional time to optimize learning			
Standard Three: Understanding and Organizing Subject Matter for Student Learning:		**1**	**2**	**3**
3 - 1	Teacher demonstrates knowledge of subject matter, academic content standards, and curriculum frameworks			
3 - 2	Teacher applies knowledge of student development and proficiencies to ensure student understanding of subject matter			
3 - 3	Teacher organizes curriculum to facilitate student understanding of the subject matter			
3 - 4	Teacher utilizes instructional strategies that are appropriate to the subject matter			
3 - 5	Teacher uses and adapts resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students			
3 - 6	Teacher addresses the needs of English learners and students with special needs to provide equitable access to the content			
Standard Four: Planning Instruction and Designing Learning Experiences for All Students:		**1**	**2**	**3**
4 - 1	Teacher uses knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction			
4 - 2	Teacher establishes and articulates goals for students learning			
4 - 3	Teacher develops and sequences long-term and short-term instructional plans to support student learning			
4 - 4	Teacher plans instruction that incorporates appropriate strategies to meet the learning needs of all students			
4 - 5	Teacher adapts instructional plans and curricular materials to meet the assessed learning needs of all students			
Standard Five: Assessing Student Learning:		**1**	**2**	**3**
5 - 1	Teacher applies knowledge of the purposes, characteristics and uses of different types of assessments			
5 - 2	Teacher collects and analyzes assessment data from a variety of sources to inform instruction			
5 - 3	Teacher reviews data, both individually and with colleagues, to monitor student learning			
5 - 4	Teacher uses assessment data to establish learning goals and to plan, differentiate, and modify instruction			
5 - 5	Teacher involves all students in self-assessment, goal setting and monitoring progress			
5 - 6	Teacher uses available technologies to assist in assessment, analysis and communication of student learning			
5 - 7	Teacher uses assessment information to share timely and comprehensible feedback with students and their families			
Standard Six: Developing as a Professional Educator (no rubric):		**1**	**2**	**3**
6 – 1	Teacher reflects on his/her teaching practice in support of student learning			
6 – 2	Teacher establishes professional learning goals and engages in continuous and purposeful professional growth and development			
6 – 3	Teacher collaborates with colleagues and the broader professional community to support teacher and student learning			
6 – 4	Teacher communicates effectively with families to support student learning			
6 – 5	Teacher engages local community resources in support of the instructional program			

6 – 6	Teacher manages professional responsibilities to maintain motivation and commitment to all students			
6 – 7	Teacher demonstrates professional responsibility, integrity, and ethical conduct			

COMMENTS AND RECOMMENDATIONS:

OVERALL EVALUATION:

☐ Satisfactory – Meets and/or Exceeds Standards

☐ Satisfactory – With Improvement Needed (Improvement Plan needed)

☐ Unsatisfactory – Does not meet Standards (Improvement Plan needed; Required to Participate in Peer Assistant and Review Program (PAR))

Signature of Evaluator: _____ Date: _____

This report has been discussed with me in conference with the evaluator. An opportunity has been extended to me to attach comments regarding this evaluation. A signature on this evaluation does not necessarily signify agreement with the evaluation.

Signature of Teacher: _____ Date: _____

REED UNION SCHOOL DISTRICT

Evaluation of Certificated Personnel
Improvement Plan

Date of Conference: _____

Name: _____ School: _____

Position: _____ ☐ Permanent ☐ Probationary

Grade: _____ ☐ Temporary

This form must be completed when the Evaluation Report indicates *"Satisfactory Performance—with Improvement Needed"* or *"Unsatisfactory—Does Not Meet Standards"*.

1. Describe areas of performance considered needing improvement or unsatisfactory:

2. Describe the plan for improvement (include timelines, teacher responsibility and District assistance) with specific changes recommended:

_____ Date: _____

Evaluator

Title: _____

I certify that this plan has been discussed with me.

_____ Date: _____

Teacher

Grievance No.:_____
(Assigned by District)

REED UNION SCHOOL DISTRICT CERTIFICATED GRIEVANCE FORM

GRIEVANT:_____

WORK LOCATION:_____

INFORMAL:
Before filing a formal grievance, the grievant shall attempt to resolve it by an informal conference with the immediate supervisor within 15 days after the occurrence of the act or omission giving rise to the grievance. Failure to file a formal grievance within the specified time limits invalidates the grievance.

Date of Occurrence:_____ Date of Conference:_____

FORMAL:
Within five (5) days after the conference called for above, the grievant must present the grievance in writing on the form prescribed by the contract to the immediate supervisor.

Date of Filing:_____

A. Concise statement of grievance and date of occurrence:_____
_____
_____
_____

B. Specific section of contract allegedly violated:_____
_____

C. Decision rendered in informal conference:_____
_____
_____
_____

D. Specify remedy sought:_____
_____
_____
_____
_____

_____

Signature of Grievant

Grievance No:_____
(Assigned by District)

REED UNION SCHOOL DISTRICT RESPONSE TO FORMAL GRIEVANCE

Grievant:_____ Work Location:_____

Respondent:_____ Work Location:_____

Date of Response:_____

"Within ten (10) days after receiving the grievance, the immediate supervisor shall communicate the decision in writing to the grievant, Association and District."

Review of Grievance:_____

_____

_____

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_____

Decision:_____

_____

_____

_____

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_____

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_____

_____

_____
Signature of Respondent

Failure by a grievant to appeal a decision within the specified time limits shall be deemed an acceptance of the decision.

STEP II

A. Date received by Superintendent, or designee:_____

B Disposition of Superintendent, or designee:_____

_____

_____

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_____

_____ _____

Signature Date

C. Position of grievant and/or Association:_____

_____

_____

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_____

_____

_____ _____

Signature Date

STEP III

A. Date submitted to arbitration:_____

B. Disposition and award of arbitrator:_____

_____

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_____

_____

_____ _____

Signature of Arbitrator Date of Decision

CERTIFICATED LEAVES

SHORT TERM LEAVES				
Type of Leave	**Where in Contract**	**Length**	**Purpose**	**Conditions**
Sick	VIII - B	10 days per year cumulative	Illness	From accumulated sick leave Notice required by 7:00 am Physician's verification after 4 days
Personal Necessity	VIII – C1	9 days maximum per year	Death/illness of immediate family member beyond Bereavement. Accident involving person or property of unit member or immediate family Other in contract	From accumulated sick leave. Advance notice/permission required for "other".
Personal Discretionary	VIII - C2	4 days maximum per year out of the 9 Personal Necessity Days	Personal Use	From accumulated sick leave. Only two days may be used consecutively or in conjunction with a holiday, based on substitute availability.
Bereavement	VIII - D	3 days maximum local 5 days maximum out-of-state per event	Death of member of immediate family	Full Pay
Personal Business	VIII - E	5 days maximum per year	Personal Business	Reimburse for substitute Advance approval required from Superintendent
Special	VIII - F	10 days maximum per year	Leave benefiting RUSD	Reimburse for substitute or full salary deduction Advance approval required from Superintendent
Jury Duty/Subpoenaed Witness	VIII – G1	No specific limit	Jury duty/subpoenaed witness	Full pay—statutory and witness fees paid to District; verified statements

LONG-TERM MEDICAL LEAVES				
Industrial Accident/Illness	VIII - A	60 days plus any other leaves	Own work-related accident	60 days with pay Sick leave may be used after 60 days Health benefits paid as before Disability pay
Family Medical	VIII - B	12 work weeks within 12-month period	Birth/adoption of child; care for child, spouse or parent with serious health condition; own serious health condition	Unpaid Health benefits paid as before Eligible if employed 12 months full-time 30 days advance notice if possible Medical certification required Intermittent leave possible
Extended Illness	VIII - C	5 school months	Own illness/accident	Differential pay Health benefits paid as before
Maternity	VIII - D	Period of disability	Provides that maternity is treated like any other disability/illness	Sick leave/extended illness pay during disability 4 months notice Medical certification
Child Care	VIII - E	One or two ~~semesters~~ **trimesters**: may be extended for a maximum of two years upon re-application	Infant child care	Unpaid Health benefits for 12 weeks if taken in conjunction with Family Medical Leave 30 days notice
Parental Leave (CFRA)	VIII – F	12 work weeks within 12-month period	Birth/adoption of child	Must exhaust available sick leave Once sick leave is exhausted, differential will be paid Runs concurrently with FMLA
Health	VIII - G	One or more ~~semesters~~ **trimesters**	Health	Unpaid Health benefits for 12 weeks if taken in conjunction with Family Medical Leave

LONG-TERM NON-MEDICAL LEAVES				
Sabbatical	VIII - A	Up to one year	Sabbatical leave beneficial to District in proportion to salary	50% of salary Must return for 2 years Health benefits as before Eligible if employed 7 years Application due 3/1
Professional	VIII - B	One year	Exchange teacher Foreign/research Opportunity	Paid Unpaid Paid/unpaid Must benefit District and/or individual Apply by 3/1
Miscellaneous	VIII - D	Up to one year	Miscellaneous	Apply four months in advance Unpaid

NOTE: ALL LONG-TERM LEAVES REQUIRE APPROVAL BY THE BOARD OF TRUSTEES

Reed Union School District

REQUEST FOR UNPAID LEAVE
FAMILY CARE AND MEDICAL LEAVE

Name:	Phone Number:
Site:	
Requested Leave Period From:	To:

Note to Employee
Please review the following sections of the RDTA and CSEA Bargaining Agreements on Family Care and Medical Leave. See contracts for more details.
Note: **FMLA and CFRA leaves are unpaid leaves and run concurrently with paid leaves, which you may choose to utilize, such as sick leave, and extended illness leave.**

"An eligible Unit Member shall be entitled to up to twelve (12) work weeks of unpaid leave within a twelve (12) month period for family and medical reasons under the federal Family and Medical Leave Act of 1993, and the California Family Rights Act ("family medical leave"). The following provisions shall be interpreted in accordance with those statutes and accompanying regulations."

"A Unit Member is eligible if he/she has been employed by the District for at least twelve (12) months and has provided service at least one thousand two hundred fifty hours (1250) hours over the previous twelve (12) months."

Reason for Leave Request
I am applying for a Family Care and Medical Leave which consists of unpaid leave for a period of twelve (12) work weeks in a school year & July 1 through June 30 for one of the following reasons:

- ☐ The birth or placement of a child for adoption or foster care within one year of such birth or placement.
- ☐ To care for my spouse, child or parent with a serious health condition.
- ☐ I have a serious health condition which makes me unable to perform my work.
- ☐ The birth of an employee's child, and in order to care for the child.

(Please attach a medical certification or serious health condition as applicable)

Medical Benefits – Continuation

- ☐ I am currently entitled to medical benefits
  - ☐ I wish to receive medical benefits during this unpaid leave, not to exceed 12 weeks.
  - ☐ I do not wish to receive medical benefits during this period of unpaid leave.
- ☐ I am not currently entitled to medical benefits.

_____ _____
Employee Signature Date

FOR PERSONNEL OFFICE USE ONLY	
Date Request Received:	
Beginning Date of Leave:	Ending Date:
Action Taken	
Reviewed by:	Date:

Reed Union School District
2019-20 Certificated Salary Schedule

	BA	BA + 30 or Credential	BA + 45	BA + 60	BA + 75
	B	C	D	E	F
1	$ 57,261	$ 59,414	$ 61,934	$ 64,840	$ 68,137
2	$ 59,222	$ 61,351	$ 63,872	$ 66,780	$ 70,076
3	$ 61,159	$ 63,292	$ 65,811	$ 68,719	$ 72,014
4		$ 65,230	$ 67,749	$ 70,657	$ 73,952
5		$ 68,137	$ 70,657	$ 73,565	$ 76,860
6		$ 71,238	$ 73,758	$ 76,666	$ 79,962
7		$ 74,340	$ 76,860	$ 79,767	$ 83,062
8			$ 80,058	$ 82,965	$ 86,260
9			$ 83,256	$ 86,164	$ 89,460
10			$ 86,454	$ 89,362	$ 92,658
11			$ 88,974	$ 91,882	$ 95,177
12			$ 91,073	$ 94,740	$ 98,067
13				$ 98,574	$ 101,967
14				$ 99,239	$ 102,632
15				$ 99,905	$ 103,298
16				$ 100,571	$ 103,963
17				$ 101,237	$ 104,628
18				$ 101,902	$ 105,294
19				$ 102,566	$ 105,959
20					$ 106,625
21					$ 107,289
22					$ 107,953
23					$ 108,619
24					$ 109,284
25					$ 109,949

Duration of work year:

186 days

188 days for new teachers

Additional annual stipends:

$1,000 for Master's Degree

$700 for Doctorate Degree

These stipends will be prorated based on FTE

Unit members enrolled in **National Board certification** will have the registration fee of $1,300 paid.

Unit members who hold a **National Board certification** shall receive a yearly payment of $600 in addition to their regular salary.

Grade Level Coordinators receive a $6,000 stipend and work 196 days per year.
Additional days will be compensated at $600 per day.

Board Aproved: 05/14/2019
Effective: 07/01/2019
Salary Schedule Increase: 3%

Reed Union School District
2020-21 Certificated Salary Schedule

	BA	BA + 30 or Credential	BA + 45	BA + 60	BA + 75
	B	C	D	E	F
1	$ 58,979	$ 61,197	$ 63,792	$ 66,785	$ 70,181
2	$ 60,999	$ 63,192	$ 65,788	$ 68,784	$ 72,178
3	$ 62,994	$ 65,190	$ 67,786	$ 70,780	$ 74,174
4		$ 67,186	$ 69,782	$ 72,776	$ 76,170
5		$ 70,181	$ 72,776	$ 75,772	$ 79,166
6		$ 73,376	$ 75,971	$ 78,966	$ 82,361
7		$ 76,570	$ 79,166	$ 82,160	$ 85,554
8			$ 82,460	$ 85,454	$ 88,848
9			$ 85,754	$ 88,749	$ 92,143
10			$ 89,048	$ 92,043	$ 95,437
11			$ 91,643	$ 94,639	$ 98,033
12			$ 93,805	$ 97,583	$ 101,009
13				$ 101,531	$ 105,026
14				$ 102,217	$ 105,711
15				$ 102,902	$ 106,397
16				$ 103,588	$ 107,082
17				$ 104,274	$ 107,767
18				$ 104,959	$ 108,453
19				$ 105,643	$ 109,138
20					$ 109,823
21					$ 110,508
22					$ 111,192
23					$ 111,877
24					$ 112,563
25					$ 113,248

Duration of work year:

186 days

188 days for new teachers

Additional annual stipends:

$1,000 for Master's Degree

$700 for Doctorate Degree

These stipends will be prorated based on FTE

Unit members enrolled in **National Board certification** will have the registration fee of $1,300 paid.

Unit members who hold a **National Board certification** shall receive a yearly payment of $600 in addition to their regular salary.

Grade Level Coordinators receive a $6,000 stipend and work 196 days per year.
Additional days will be compensated at $600 per day.

Board Aproved: 05/14/2019
Effective: 07/01/2020
Salary Schedule Increase: 3%

Reed Union School District
2020-21 Certificated Salary Schedule
School Psychologists

	BA	BA + 30 or Credential	BA + 45	BA + 60	BA + 75
	B	C	D	E	F
1	$ 62,117	$ 64,452	$ 67,185	$ 70,339	$ 73,914
2	$ 64,241	$ 66,554	$ 69,287	$ 72,442	$ 76,018
3	$ 66,344	$ 68,658	$ 71,392	$ 74,545	$ 78,120
4		$ 70,760	$ 73,494	$ 76,647	$ 80,222
5		$ 73,914	$ 76,647	$ 79,802	$ 83,377
6		$ 77,279	$ 80,012	$ 83,167	$ 86,742
7		$ 80,643	$ 83,377	$ 86,530	$ 90,105
8			$ 86,845	$ 89,999	$ 93,574
9			$ 90,315	$ 93,470	$ 97,045
10			$ 93,784	$ 96,939	$ 100,513
11			$ 96,518	$ 99,672	$ 103,247
12			$ 98,795	$ 102,773	$ 106,383
13				$ 106,932	$ 110,613
14				$ 107,654	$ 111,334
15				$ 108,376	$ 112,056
16				$ 109,099	$ 112,778
17				$ 109,820	$ 113,499
18				$ 110,541	$ 114,221
19				$ 111,262	$ 114,942
20					$ 115,664
21					$ 116,385
22					$ 117,107
23					$ 117,829
24					$ 118,550
25					$ 119,272

Duration of work year:
196 days

Additional annual stipends:
$1,000 for Master's Degree
$700 for Doctorate Degree
These stipends will be prorated based on FTE

Unit members enrolled in **National Board certification** will have the registration fee of $1,300 paid.

Unit members who hold a **National Board certification** shall receive a yearly payment of $600 in addition to their regular salary.

Grade Level Coordinators receive a $6,000 stipend and work 196 days per year.
Additional days will be compensated at $600 per day.

Board Approved: 05/14/2019
Effective: 07/01/2020
Salary Schedule increase: 3.00%

Reed Union School District
2019-20 Certificated Salary Schedule
School Psychologists

	BA	BA + 30 or Credential	BA + 45	BA + 60	BA + 75
	B	C	D	E	F
1	$ 60,308	$ 62,575	$ 65,229	$ 68,290	$ 71,761
2	$ 62,370	$ 64,615	$ 67,269	$ 70,332	$ 73,804
3	$ 64,412	$ 66,658	$ 69,312	$ 72,374	$ 75,845
4		$ 68,699	$ 71,353	$ 74,415	$ 77,885
5		$ 71,761	$ 74,415	$ 77,478	$ 80,948
6		$ 75,028	$ 77,682	$ 80,745	$ 84,215
7		$ 78,294	$ 80,948	$ 84,010	$ 87,480
8			$ 84,316	$ 87,378	$ 90,848
9			$ 87,685	$ 90,748	$ 94,218
10			$ 91,053	$ 94,115	$ 97,586
11			$ 93,707	$ 96,769	$ 100,240
12			$ 95,917	$ 99,779	$ 103,284
13				$ 103,818	$ 107,391
14				$ 104,519	$ 108,092
15				$ 105,220	$ 108,792
16				$ 105,921	$ 109,493
17				$ 106,621	$ 110,194
18				$ 107,321	$ 110,894
19				$ 108,021	$ 111,595
20					$ 112,295
21					$ 112,995
22					$ 113,696
23					$ 114,397
24					$ 115,098
25					$ 115,798

Duration of work year:
196 days

Additional annual stipends:
$1,000 for Master's Degree
$700 for Doctorate Degree
These stipends will be prorated based on FTE

Unit members enrolled in **National Board certification** will have the registration fee of $1,300 paid.

Unit members who hold a **National Board certification** shall receive a yearly payment of $600 in addition to their regular salary.

Grade Level Coordinators receive a $6,000 stipend and work 196 days per year.
Additional days will be compensated at $600 per day.

Board Approved: 05/14/2019
Effective: 07/01/2019
Salary Schedule increase: 3.00%

Reed Union School District
2019-20 Certificated Salary Schedule
Speech & Language Pathologists

	BA	BA + 30 or Credential	BA + 45	BA + 60	BA + 75
	B	C	D	E	F
1	$ 59,698	$ 61,942	$ 64,570	$ 67,600	$ 71,035
2	$ 61,741	$ 63,962	$ 66,590	$ 69,623	$ 73,057
3	$ 63,761	$ 65,984	$ 68,611	$ 71,643	$ 75,078
4		$ 68,005	$ 70,633	$ 73,663	$ 77,098
5		$ 71,035	$ 73,663	$ 76,696	$ 80,130
6		$ 74,270	$ 76,897	$ 79,929	$ 83,365
7		$ 77,504	$ 80,130	$ 83,161	$ 86,597
8			$ 83,465	$ 86,495	$ 89,931
9			$ 86,799	$ 89,832	$ 93,266
10			$ 90,132	$ 93,165	$ 96,601
11			$ 92,760	$ 95,792	$ 99,228
12			$ 94,948	$ 98,771	$ 102,241
13				$ 102,770	$ 106,306
14				$ 103,463	$ 107,000
15				$ 104,157	$ 107,694
16				$ 104,850	$ 108,388
17				$ 105,544	$ 109,081
18				$ 106,237	$ 109,774
19				$ 106,930	$ 110,468
20					$ 111,161
21					$ 111,854
22					$ 112,547
23					$ 113,241
24					$ 113,935
25					$ 114,628

Duration of work year:

194 days

Additional annual stipends:

$1,000 for Master's Degree

$700 for Doctorate Degree

These stipends will be prorated based on FTE

Unit members enrolled in **National Board certification** will have the registration fee of $1,300 paid.

Unit members who hold a **National Board certification** shall receive a yearly payment of $600 in addition to their regular salary.

Grade Level Coordinators receive a $6,000 stipend and work 196 days per year.
Additional days will be compensated at $600 per day.

Board Approved: 05/14/2019
Effective: 07/01/2019
Salary Schedule increase: 3.00%

Reed Union School District
2020-21 Certificated Salary Schedule
Speech & Language Pathologists

	BA	BA + 30 or Credential	BA + 45	BA + 60	BA + 75
	B	C	D	E	F
1	$ 61,489	$ 63,800	$ 66,507	$ 69,628	$ 73,166
2	$ 63,593	$ 65,881	$ 68,588	$ 71,711	$ 75,249
3	$ 65,674	$ 67,964	$ 70,670	$ 73,792	$ 77,330
4		$ 70,045	$ 72,752	$ 75,873	$ 79,411
5		$ 73,166	$ 75,873	$ 78,997	$ 82,534
6		$ 76,498	$ 79,204	$ 82,327	$ 85,866
7		$ 79,829	$ 82,534	$ 85,656	$ 89,195
8			$ 85,969	$ 89,090	$ 92,629
9			$ 89,403	$ 92,526	$ 96,064
10			$ 92,836	$ 95,960	$ 99,499
11			$ 95,543	$ 98,665	$ 102,204
12			$ 97,797	$ 101,734	$ 105,308
13				$ 105,853	$ 109,495
14				$ 106,567	$ 110,210
15				$ 107,281	$ 110,925
16				$ 107,996	$ 111,640
17				$ 108,710	$ 112,354
18				$ 109,424	$ 113,068
19				$ 110,138	$ 113,782
20					$ 114,496
21					$ 115,210
22					$ 115,924
23					$ 116,638
24					$ 117,353
25					$ 118,067

Duration of work year:

194 days

Additional annual stipends:

$1,000 for Master's Degree

$700 for Doctorate Degree

These stipends will be prorated based on FTE

Unit members enrolled in **National Board certification** will have the registration fee of $1,300 paid.

Unit members who hold a **National Board certification** shall receive a yearly payment of $600 in addition to their regular salary.

Grade Level Coordinators receive a $6,000 stipend and work 196 days per year.
Additional days will be compensated at $600 per day.

Board Approved: 05/14/2019
Effective: 07/01/2020
Salary Schedule increase: 3.00%

Reed Union School District
2019-20 Certificated Salary Schedule
Teacher On Special Assignment (TOSA)

	BA	BA + 30 or Credential	BA + 45	BA + 60	BA + 75
	B	C	D	E	F
1	$ 60,917	$ 63,206	$ 65,888	$ 68,979	$ 72,485
2	$ 63,000	$ 65,268	$ 67,949	$ 71,043	$ 74,548
3	$ 65,063	$ 67,332	$ 70,012	$ 73,104	$ 76,611
4		$ 69,393	$ 72,073	$ 75,166	$ 78,672
5		$ 72,485	$ 75,166	$ 78,261	$ 81,766
6		$ 75,786	$ 78,466	$ 81,560	$ 85,066
7		$ 79,086	$ 81,766	$ 84,859	$ 88,364
8			$ 85,168	$ 88,260	$ 91,766
9			$ 88,570	$ 91,664	$ 95,170
10			$ 91,972	$ 95,066	$ 98,572
11			$ 94,653	$ 97,747	$ 101,253
12			$ 96,886	$ 100,787	$ 104,327
13				$ 104,867	$ 108,475
14				$ 105,574	$ 109,183
15				$ 106,282	$ 109,891
16				$ 106,990	$ 110,599
17				$ 107,698	$ 111,306
18				$ 108,405	$ 112,014
19				$ 109,113	$ 112,721
20					$ 113,429
21					$ 114,136
22					$ 114,844
23					$ 115,552
24					$ 116,260
25					$ 116,968

Duration of work year:
198 days

Additional annual stipends:
$1,000 for Master's Degree
$700 for Doctorate Degree
These stipends will be prorated based on FTE

Unit members enrolled in **National Board certification** will have the registration fee of $1,300 paid.

Unit members who hold a **National Board certification** shall receive a yearly payment of $600 in addition to their regular salary.

Grade Level Coordinators receive a $6,000 stipend and work 196 days per year.
Additional days will be compensated at $600 per day.

Board Approved: 05/14/2019
Effective: 07/01/2019
Salary Schedule increase: 3.00%

Reed Union School District
2020-21 Certificated Salary Schedule
Teacher On Special Assignment (TOSA)

	BA	BA + 30 or Credential	BA + 45	BA + 60	BA + 75
	B	C	D	E	F
1	$ 62,744	$ 65,102	$ 67,864	$ 71,049	$ 74,659
2	$ 64,890	$ 67,226	$ 69,987	$ 73,174	$ 76,785
3	$ 67,014	$ 69,352	$ 72,113	$ 75,297	$ 78,909
4		$ 71,475	$ 74,236	$ 77,421	$ 81,032
5		$ 74,659	$ 77,421	$ 80,608	$ 84,219
6		$ 78,059	$ 80,820	$ 84,007	$ 87,618
7		$ 81,458	$ 84,219	$ 87,405	$ 91,015
8			$ 87,723	$ 90,908	$ 94,519
9			$ 91,227	$ 94,414	$ 98,025
10			$ 94,731	$ 97,918	$ 101,529
11			$ 97,492	$ 100,679	$ 104,291
12			$ 99,793	$ 103,811	$ 107,457
13				$ 108,013	$ 111,730
14				$ 108,742	$ 112,459
15				$ 109,471	$ 113,188
16				$ 110,200	$ 113,917
17				$ 110,929	$ 114,646
18				$ 111,657	$ 115,374
19				$ 112,386	$ 116,103
20					$ 116,832
21					$ 117,560
22					$ 118,289
23					$ 119,019
24					$ 119,748
25					$ 120,477

Duration of work year:
198 days

Additional annual stipends:
$1,000 for Master's Degree
$700 for Doctorate Degree
These stipends will be prorated based on FTE

Unit members enrolled in **National Board certification** will have the registration fee of $1,300 paid.

Unit members who hold a **National Board certification** shall receive a yearly payment of $600 in addition to their regular salary.

Grade Level Coordinators receive a $6,000 stipend and work 196 days per year.
Additional days will be compensated at $600 per day.

Board Approved: 05/14/2019
Effective: 07/01/2020
Salary Schedule increase: 3.00%

Reed Union School District
Coaching Salary Schedule
2019-20
Board approved: 05/14/2019

	A	B	C
JOB CLASSIFICATION	**New**	**5+ Years**	**10+ Years**
Cross-Country	1,000	1,250	1,500
Volleyball	1,500	1,750	2,000
Basketball	2,000	2,250	2,500
Track & Field	1,000	1,250	1,500
Athletic Director	2,750	3,000	3,250

Season/Number of Practices

Cross-Country - September 15 to October 30 with 2 practices per week and 2 meets

Volleyball - September 15 to November 7 with 3 practices per week and game attendance

Basketball - November 8 to March 8 with 2 practices per week and game attendance

Track & Field - PE Program with 2 meets

Athletic Director - School Year

Notes:

Increased Basketball stipend $300 in each Step in FY 2019-20

Reed Union School District
Coaching Salary Schedule
2020-21
Board approved: 05/14/2019

	A	B	C
JOB CLASSIFICATION	**New**	**5+ Years**	**10+ Years**
Cross-Country	1,000	1,250	1,500
Volleyball	1,500	1,750	2,000
Basketball	2,000	2,250	2,500
Track & Field	1,000	1,250	1,500
Athletic Director	2,750	3,000	3,250

Season/Number of Practices

Cross-Country - September 15 to October 30 with 2 practices per week and 2 meets

Volleyball - September 15 to November 7 with 3 practices per week and game attendance

Basketball - November 8 to March 8 with 2 practices per week and game attendance

Track & Field - PE Program with 2 meets

Athletic Director - School Year

Notes:

Increased Basketball stipend $300 in each Step in FY 2019-20

REED UNION SCHOOL DISTRICT

Revised: August 20, 2019

2019-2020 School Calendar

	M	T	W	TH	F	STAFF DAYS	STUDENT DAYS	DATE	REMARKS
AUG 2019				1	2			Aug 15-16	New Teacher Orientation
	5	6	7	8	9			Aug 19-20	ΔStaff Development Days *(No Students)*
	12	13	14	15	16			Aug 21	◆Teacher Work Day *(No Students)*
	19Δ	20Δ	21◆	22❋	23			Aug 22	❋ FIRST DAY OF SCHOOL (Early Release)
	26	27	28	29	30	10	7		Early Release Days Highlighted in Yellow
SEPT	2●	3	4	5	6			Sept 2	● Labor Day
	9	10	11	12	13				
	16	17	18	19	20				
	23	24	25	26	27	20	20		
	30								
OCT		1	2	3	4				
	7	8	9	10	11				
	14Δ	15	16	17	18			Oct 14	ΔStaff Development Day *(No Students)*
	21	22	23	24	25				
	28	29	30	31		23	22		
NOV					1			Nov 1	End of First Trimester
	4⊙	5⊙	6⊙	7⊙	8⊙			Nov 4 - 8	⊙Parent Teacher Conferences (Minimum Days)
	11●	12	13	14	15			Nov 11	● Veterans' Day Observed
	18	19	20	21	22				
	25	26	27■	28●	29■	15	15	Nov 25-29	THANKSGIVING RECESS
DEC	2	3	4	5	6				
	9	10	11	12	13				
	16	17	18	19	20			Dec 23 -	WINTER RECESS
	23	24	25	26	27			Jan 3	
	30	31				15	15		
JAN 2020			1	2	3				
	6◆	7	8	9	10			Jan 6	◆ Teacher Work Day *(No Students)*
	13	14	15	16	17				
	20●	21	22	23	24			Jan 20	● Martin Luther King, Jr. Day
	27	28	29	30	31	19	18		
FEB	3	4	5	6	7				
	10	11	12	13	14			Feb 17	● Presidents' Day
	17●	18	19	20	21			Feb 18-21	MID-WINTER BREAK
	24	25	26	27	28	15	15		
MAR	2	3	4	5	6			Mar 6	End of Second Trimester
	9Δ	10	11	12	13			Mar 9	ΔStaff Development Day *(No Students)*
	16	17	18	19	20				
	23	24	25	26	27				
	30	31				22	21		
APR			1	2	3				
	6	7	8	9	10			Apr 6-10	SPRING RECESS
	13	14	15	16	17				
	20	21	22	23	24				
	27	28	29	30		17	17		
MAY					1				
	4	5	6	7	8				
	11	12	13	14	15				
	18	19	20	21	22				
	25●	26	27	28	29	20	20	May 25	● Memorial Day
JUN	1	2	3	4	5				
	8	9	10	11	12❋			June 12	❋LAST DAY OF SCHOOL (Minimum Day)
	15	16	17	18	19				
	22	23	24	25	26	10	10		
	29	30							
	LEGEND:					186	180		

- ● Legal Holiday
- ❋ First/Last Days of School
- ◆ Teacher Work Days
- ■ Local Holiday
- Δ Staff Development Days
- End of Trimester

180	Student Days	2 Teacher Work Days 2 New Teacher Days
4	Staff Development Days	
186	TOTAL STAFF DAYS	

⊙Parent/Teacher conference week dismissal times
Reed – 12:00
Bel Aire – 12:10
Del Mar - Regular Bell Schedule

REED UNION SCHOOL DISTRICT

Revised: August 20, 2019

2020-2021 School Calendar

	M	T	W	TH	F	STAFF DAYS	STUDENT DAYS	DATE	REMARKS
AUG 2020	3	4	5	6	7			Aug 13-14	New Teacher Orientation
	10	11	12	13	14			Aug 17-18	ΔStaff Development Days *(No Students)*
	Δ17	Δ18	19◆	20✱	21			Aug 19	◆Teacher Work Day *(No Students)*
	24	25	26	27	28			Aug 20	✱ FIRST DAY OF SCHOOL (Early Release)
	31					11	8		Early Release Days Highlighted in Yellow
SEPT		1	2	3	4				
	7●	8	9	10	11			Sept 7	● Labor Day
	14	15	16	17	18				
	21	22	23	24	25				
	28	29	30			21	21		
OCT				1	2				
	5	6	7	8	9				
	12Δ	13	14	15	16			Oct 12	ΔStaff Development Day *(No Students)*
	19	20	21	22	23				
	26	27	28	29	30	22	21		
NOV	2	3	4	5	6			Nov 6	End of First Trimester
	9	10	11●	12	13			Nov 11	● Veterans' Day Observed
	16⊙	17⊙	18⊙	19⊙	20⊙			Nov 16-20	⊙Parent Teacher Conferences (Minimum Days)
	23	24	25	26	27			Nov 23-27	THANKSGIVING RECESS
	30					15	15		
DEC		1	2	3	4				
	7	8	9	10	11				
	14	15	16	17	18				
	21	22	23	24	25			Dec 21	WINTER RECESS
	28	29	30	31		14	14	Jan 1	
JAN 2021					1				
	4◆	5	6	7	8			Jan 4	◆ Teacher Work Day (No students)
	11	12	13	14	15				
	18●	19	20	21	22			Jan 18	● Martin Luther King, Jr. Day
	25	26	27	28	29	19	18		
FEB	1	2	3	4	5				
	8	9	10	11	12			Feb 15	● Presidents' Day
	15●	16	17	18	19			Feb 15-19	MID-WINTER BREAK
	22	23	24	25	26	15	15		
MAR	1	2	3	4	5			Mar 5	End of Second Trimester
	8Δ	9	10	11	12			Mar 8	ΔStaff Development Day *(No Students)*
	15	16	17	18	19				
	22	23	24	25	26				
	29	30	31			23	22		
APR				1	2				
	5	6	7	8	9			Apr 5-9	SPRING RECESS
	12	13	14	15	16				
	19	20	21	22	23				
	26	27	28	29	30	17	17		
MAY	3	4	5	6	7				
	10	11	12	13	14				
	17	18	19	20	21				
	24	25	26	27	28				
	31●					20	20	May 31	● Memorial Day
JUN		1	2	3	4				
	7	8	9	10	11✱			June 11	✱LAST DAY OF SCHOOL (Minimum Day)
	14	15	16	17	18				
	21	22	23	24	25				
	28	29	30			9	9		
						186	180		

LEGEND:

- ● Legal Holiday
- ■ Local Holiday
- ✱ First/Last Days of School
- Δ Staff Development Days
- ◆ Teacher Work Days
- End of Trimester

180	Student Days	2 Teacher Work Days	2 New Teacher Days
4	Staff Development Days		
186	TOTAL STAFF DAYS		

⊙Parent/Teacher conference week dismisal times:
Reed – 12:00 pm
Bel Aire – 12:10 pm
Del Mar - Regular Bell Schedule

REED UNION SCHOOL DISTRICT
SALARY PLACEMENT SCHEDULE

Name	Hire date	School
Jane Doe	**8/17/17**	**Reed**

Education

Degree/Institute: BA ~ Sonoma State University Date Bestowed: **XX/XX/XXXX**

Major: General Education

Credential: Preliminary Multiple Subject Teaching Expires:

Subject:

SAMPLE ONLY

Prior Experience

Dates	*No. Years*	*District*	*State*
Total Years:	0		

Units Acquired after date of Bachelor

University	***Date***	***Units***
Sonoma State University	Fall 2015 - Spring 2016	75.00
	Total:	**75.00**

	Track	***Step***	***MA***	***NB***
Initial Placement:	***F***	***1***	**$-00**	**$-00**
Base Salary:	***$-00***			
Tatal Compensation:	***$-00***			

		FTE
Classification:	***Probationary I***	***1.00***

Date Approved: _____

_____

Superintendent

REED UNION SCHOOL DISTRICT
CERTIFICATED PERSONNEL DATA

NAME	HIRE DATE	SCHOOL
Jane Doe	**8/17/17**	**Bel Aire**

Degree(s) Held	Institution	Major	Date(s) Bestowed
BA	Sonoma State	Education	xx/xx/xxxx
MA	Dominican University	Education	xx/xx/xxxx

Credential Held	Authorization	Valid Dates	Date of Expiration
Clear Multiple Subject	General Subject / CLAD		**xx/xx/xxxx**

Reed Experience

Date	Track	Step	Salary	Masters / Stipends	FTE	Totla Salary
						$ -
						$ -

SAMPLE ONLY

Professional Growth

Date	Institution	Course Title	Units	Total
Aug-17	Original placement		**0**	**0.00**

Next TB test due	xx/xx/xxxx					

Appendix 8

REED UNION SCHOOL DISTRICT

UNIT PETITION

Introductory notes:

- Course approval for Track Advancement in the following school year must be submitted by **June 1.**
- Please submit a separate sheet for each course or workshop.

FROM: _____ Date: _____
Employee Name School

I am petitioning to receive _____ units for:

1. Course Work:
   Course Name: _____ Course #:_____
   College/University: _____
   Inclusive Dates: Begin _____ End _____
   Number of clock hours required: _____
   Include workshop description and statement of relevance to your teaching responsibilities.
   _____
   _____
   _____

2. Workshop not carrying College or University credit:
   Workshop Name:_____
   Institution: _____
   Inclusive Dates: Begin _____ End _____
   Number of clock hours required: _____ (1 unit = 15 clock hours)
   Include workshop description and statement of relevance to your teaching responsibilities.
   _____
   _____
   _____

Unit Petition Approval

☐ Approval by: Site Principal _____ Date _____

Superintendent _____ Date _____

☐ Non-approval: Reason _____

_____

Site Principal _____ Date _____

Superintendent _____ Date _____

Unit Completion

All requirements of units have been completed and verified.

Filed and logged by: Business Office _____Date _____

Superintendent _____ Date _____

Total units now completed: _____

Distribution: White (original)-District Office personnel file; Golden Rod-employee's after unit completion verification; Yellow-Employee's after petition approval; Pink-Site File

Unit Petition (klm-6/04)

Reed Union School District
2019-2020
SCHOOL and OFFICE HOURS

Please note: Every WEDNESDAY is EARLY RELEASE DAY.

REED SCHOOL *(Grades K- 2)*

Monday, Tuesday, Thursday, and Friday	8:30 am - 2:40 pm
Wednesday (Early Release Day)	8:30 am - 1:40 pm

BEL AIRE SCHOOL *(Grades 3-5)*

Monday, Tuesday, Thursday, and Friday	8:00 am - 2:35 pm
Wednesday (Early Release Day)	8:00 am - 1:35 pm

DEL MAR MIDDLE SCHOOL *(Grades 6-8)*

Monday, Tuesday, Thursday, and Friday	*8:20 am– 3:10 pm*
Wednesday (Early Release Day)	*8:20 am – 2:05 pm*

ALL SCHOOL OFFICES

Monday through Friday	7:45 am - 4:00 pm

DISTRICT OFFICE	8:00 am - 4:30 pm

ARTICLE VII, 6.

HISTORICAL REFERENCE TO FORMER 15 HOUR CONTRACT LANGUAGE

NOTE: This language is no longer applicable and is contained in the appendices for historical reference only.

Committee work beyond 15 hours per year shall be voluntary on the part of the unit member. Participation in committee work by unit members in their first year in the District shall be optional. Hours of participation for part-time unit members shall be pro-rated to their percentage of F.T.E. All other unit members will participate in a minimum of 15 hours per year of work in District designated areas such as:

a. Strategic Plan/Action Team
b. Before/After school clubs
c. Lunch time clubs for students
d. School Site Council
e. Site Tech/District Technology Committee
f. Education Task Force Committees (Not Rep)
g. Detention
h. RANT (outside of school day)
i. Library Committee
j. Interview Panel (outside of school day)
k. AD HOC responsibility as agreed to by site administrator and unit member
l. Safety Committee
m. GATE Committee
n. PAR Committee

These 15 hours per year shall be considered separate from meetings taking place within the 520 minute per month meeting limit as described in Article VII, B.3. above. Participation in such committee work shall be considered a part of the regular work of a unit member, and as such, the unit member shall not be entitled to receive extra pay from the District.

Reed Union School District
and
Reed District Teachers' Association

Memorandum of Understanding

Catastrophic Leave Pool

"Catastrophic illness or injury" means an illness or injury that is expected to incapacitate the employee for ten or more days and creates a financial hardship for the employee because all accumulated fully paid sick days have been exhausted.

This procedure shall be administered by the Association pursuant to the provisions of this section. The Association shall designate a committee to administer the procedure. The committee is responsible for contacting unit members regarding their participation in the pool, maintaining the donor list, determining which applicants are eligible for donations of catastrophic leave days, and notifying the District of the names of individuals receiving and donating days.

Decisions of the committee regarding administration of the catastrophic leave are not subject to the grievance procedure.

The number of days that may be used by all unit members in one year may not exceed 90.

All applications and donations are confidential.

Enrollment and Donations

- In order to participate, a unit member must donate one day to the pool prior to making an application to the committee. Subsequent donations are voluntary.

- A person must have accumulated at least 10 sick days before they can contribute to the catastrophic leave pool.

- No employee may donate more than 3 days of sick leave in any one school year.

- All donations are irrevocable.

Application Procedure

- An applicant must have been absent for 10 days. These days of illness or disability must be covered by the unit member's own sick leave, differential leave, or leave without pay.

- Application for catastrophic leave must be made prior to exhaustion of fully paid leave.

- Applications must specify the number of days requested, which may not exceed 20 days.

- A physician's verification of illness must accompany the application when relevant.

- In the case of a very serious illness, the individual may request up to 20 additional days.

Effective upon ratification.

_____	_____
Superintendent Reed Union School District	Date
_____	_____
President Reed District Teachers' Association	Date

10/24/03