

Agreement between the

SANTA BARBARA UNIFIED SCHOOL DISTRICT

and the

SANTA BARBARA TEACHERS ASSOCIATION

CTA/NEA

2024-2027



Santa Barbara Unified

Every child, every chance, every day.

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ARTICLE I - PREAMBLE

Section 1. Parties

This Agreement is made and entered into by and between the Santa Barbara Unified School District, and their Board of Trustees, hereinafter referred to as "District", and the Santa Barbara Teachers Association, an affiliate of CTA/NEA, hereinafter referred to as "Association or SBTA."

Section 2. Purpose

This Agreement is entered into pursuant to Chapter 10.7, Section 3540 et seq. of the Government Code.

ARTICLE II - RECOGNITION

The District hereby acknowledges that the Association is the exclusive representative for employees holding those positions described in Exhibit "A", which is attached hereto and incorporated herein by reference as a part of this Agreement.

ARTICLE III - RIGHTS AND OBLIGATIONS OF PARTIES

Section 1. Association

1.1 All Association business and activities will be conducted pursuant to the standards of conduct established by PERB. Association representatives shall have reasonable access to employees and shall, prior to contacting a unit member, make their presence on the site known to the site administrator or the site office. The conduct of Association business and activities will not interfere with the school program or school duties of unit members.

1.2 The Association may use District designated bulletin boards at each school site for the purpose of communicating usual and regular Association business to unit employees. Only materials authorized by the Association president or their designee shall be posted. A courtesy copy of such posting shall be provided to the site administrator or the superintendent at the time of the posting.

1.3 The Association may continue to use the District mail in accordance with past practice.

1.4 The District shall provide the Association with a list of unit employees, indicating names and work locations, on or about each November 1st during the term hereof.

1.5 SBTA will be given 30 minutes to meet with new teachers during orientation at a time that is mutually agreed upon by both parties.

1.6 The District will deduct from the pay of Association members and pay to the Association the normal and regular monthly membership dues as voluntarily authorized in writing by the employee on the District form subject to the following conditions:

1.6.1 Such deduction shall be made only upon submission on a District approved form of a duly executed and revocable authorization by the employee.

1.6.2 The District shall not be obligated to put into effect any new, changed, or discontinued deduction until the pay period commencing fifteen (15) days or more after such submission.

1.6.3 Any changes in deductions hereunder during the term of this Agreement shall be made pursuant to employee authorization. Where such changes are requested for Association members generally, the Association will reimburse the District for reasonable administrative costs incurred.

1.6.4 Any employee who is a member of the Association at the beginning of the CTA fiscal year (September - August) shall maintain such membership for the remainder of that fiscal year.

1.7 The President of the Santa Barbara Teachers Association can take up to 100% release time to conduct the employer/employee relations between the District and the Santa Barbara Teachers Association. The District and SBTA will agree to an annual Memorandum of Understanding (MOU) as to the percentage the District will fund to include the President's salary and benefits. The District will fund 40%, which will include the President's salary and benefits.

Section 2. District.

The District, acting through its governing board or management officials, has and will continue to retain, whether exercised or not, the exclusive decision making authority to manage and administer the District's services and workforce performing those services in all respects except as expressly and lawfully modified by specific provisions of the Agreement. Such exclusive authority includes, but is not limited to, such exclusive rights as: determining its organization and the kinds, levels, standards, and manner of providing services to the community, and through its governing board and management officials to exercise control and discretion over its organization and operations; to establish and effect Administrative Regulations and employment rules and regulations consistent with law and the specific provisions of this Agreement; to direct its employees, take disciplinary action for just cause, relieve its employees from duty for legitimate reasons, and determine the methods, means, and the number and kinds of personnel by which the District's services are to be provided; including the right to schedule and assign work and to otherwise act in the interest of efficient service to the community. Neither the District nor any agent of the District, shall, in the exercise of the District's rights and responsibilities, act in a manner, which is arbitrary, capricious or punitive.

Section 3. Employees

3.1 The District and Association recognize the right of employees to form, join, and participate in lawful activities of the Association and other employee organizations, and the equal alternative right of employees to refuse to form, join, or participate in employee organization activities.

3.2 The District will not discipline any employee without good cause and without due process.

3.3 Within laws, regulations and guidelines of the state of California, employees shall have freedom to express opinions in a balanced and objective manner on matters relevant to the course content, school site mission and District mission.

3.4 Pursuant to the provisions of the Americans with Disabilities Act, the District shall provide reasonable accommodations to qualified unit members. Unit members seeking accommodations may represent themselves in discussions with the District regarding an accommodation.

3.4.1 The District shall not violate or change this Agreement as part of the accommodation plan.

3.5 The District shall not discriminate because of actual or perceived race, ancestry, color, national origin, religious creed, sex, sexual orientation, genetic information, genetic expression, age, mental/physical disability (including AIDS), medical condition, pregnancy, genetic information, veteran status, gender, gender identity, gender expression, marital status, economic status, political affiliation, membership in an employee organization, participation in the activities of an employee organization, union affiliation, or exercise of the rights contained in this Agreement.

ARTICLE IV - WAGES

Section 1. General

1.1 Salary Schedules I and II will read as reflected by Exhibit "B", "B-1", "B-2", "B-3", "B-4", "B-5", "B-6", "B-7," "B-8", "B-9," "B-10", "B-11", "B-12", "B-13", "B-14", "B-15," "B-16," "C" and "C-1", attached to the current Agreement between the Districts and the S.B.T.A. The co-curricular activity schedule will read as reflected by Exhibit "D" and attached to the current Agreement between the District and the S.B.T.A.

Section 2. Early Childhood Education and CalSAFE

The wages for Early Childhood Education and CalSAFE employees shall be determined according to Salary Schedule C-1, Early Childhood Education Certificated Personnel. Early Childhood Education unit employees shall be compensated at a rate of 188/225 of placement on Salary Schedule C-1. CalSAFE unit employees shall be compensated at a rate of 186 of placement on Salary Schedule C-1.

Section 3. Co-Curricular

Such co-curricular activities as offered will be compensated in accordance with the schedule set forth in Exhibit "D", attached hereto and made a part hereof, increased as provided in Section 1 above.

Section 4. Mileage Reimbursement

When unit employees are requested and assigned by the District to drive their own vehicles in performing their assigned official duties, and they do so using their own vehicles in traveling directly and uninterrupted between assigned work locations, they shall be compensated therefore based on the IRS rate when such claim is duly filed in accordance with District procedure.

ARTICLE V - HEALTH & WELFARE BENEFITS

Section 1. Regular Unit Employees

1.1 The District shall contract for medical insurance for those full-time unit employees and for their qualified dependents and their qualified domestic partners and their dependents.

1.2 The District shall continue to contract for dental and vision insurance for the full-time unit employee only, which will provide the current level of benefits. The District's annual dental and vision insurance contribution can be found in EXHIBIT H. The employee may pay the additional premium for dependent coverage through payroll deduction.

1.3 The District shall continue to contract and pay for the existing life insurance benefits for full-time unit employees.

1.4 Beginning July 1, 2024 the District will pay an annual contribution for medical benefit premiums of 75%. The employee will cover 25%. District approved plans can be found in Exhibit H.

1.5 Qualified employees working at least fifty percent (50%) of the normal work day, but less than full time, shall have District paid premiums for the coverage set forth in 1.1, 1.2, and 1.4 prorated on the percentage of time worked. The District shall pay the percentage of premium equal to the percentage of the normal work day scheduled for the employee, provided that the employee elects to pay the balance of such premium cost.

1.5.1 District employees who are married to District employees may not elect to be the primary insured on a District contracted medical insurance plan and, at the same time, be covered as a dependent on another District contracted medical

insurance plan. Employees who elect dependent coverage on the plan of their spouse can not be the primary insured on their own plan. Eligible dependent children may be covered by either spouse's plan, but may not be covered under two plans.

1.5.2 Medical, dental, vision and life insurance benefits will be effective the first of the month following thirty (30) calendar days after the hire date.

Section 2. Retired Unit Employees

2.1 Regularly permanent full-time unit employees who retire between the age of fifty-five (55) and sixty-five (65) and have ten (10) or more years of service with the District, shall be paid by the District the premium cost for medical coverage (as described in 1.1) for the employee only (excluding dependents) up to a maximum of one thousand dollars (\$1,000) per year until age sixty-five. Unit employees employed prior to October 7, 1982, as a regular permanent full-time unit employees who have rendered twenty (20) years or more of full-time service with the District at the time of retirement shall be paid the following after age sixty-five (65): the premium cost for medical coverage (as described in 1.1) for the employee only (excluding dependents) up to a maximum of five hundred dollars (\$500) per year.

2.2 The benefit provided under 2.1 shall be subject to and offset by any medical benefits to which the retired employee is otherwise entitled under any other public program.

2.3 The District will continue its current practice of allowing retirees and surviving spouses of retirees to purchase, at the retiree's cost, the medical and dental insurance provided under 1.1, 1.2 and the vision insurance provided under 1.4.

2.4 The premium rates for retirees under 2.1, 2.2, and 2.3 will be determined by an actuarial assessment based on retired unit members as a separate actuarial group.

ARTICLE VI - HOURS/CONDITIONS

Section 1. Hours of Work

1.1 The parties recognize that professional responsibilities of unit employees include teaching; assessing; IEPs; lesson planning and preparation; grading and record keeping;

meeting with students, parents, and District personnel; improving professional skills; and participating in adjunct duties incident to the Districts' programs. The parties also recognize that the professional nature of these responsibilities does not lend itself to a work day of rigidly established length.

1.2 Unit employees are each day to be at their work location thirty minutes prior to the convening of the school day and are to spend a reasonable amount of time after the close of the student school day to take care of student needs, attend scheduled parent or administrative meetings, and participate in adjunct duties.

1.2.1 In the event that special circumstances (i.e. standardized testing) lead the District or a site to temporarily change bell schedules, no part-time employee shall be required to arrive earlier or remain later than they would under the regular bell schedule.

1.3 Elementary Adjunct Duties: Employees will be required to attend one back to school night and one open house. The Principal and Teacher in Charge will generate a Site Adjunct Duties List made up of adjunct duty assignment items of which teachers will sign up for at least one site adjunct duty assignment. Site Adjunct Duty List items will range between 6-9 hours. Said assignments will be equitably assigned. Volunteers will be sought for any duties not included on the Site Adjunct Duties List. Itinerant employees shall not be required to perform any hours of adjunct duties.

1.4 Secondary Adjunct Duties: Employees will be required to attend one back to school night and spring open house. Volunteers will be sought for any additional duties.

1.5 Assignments of adjunct duties shall be scheduled so that teachers may plan their instructional preparation activities to accommodate for them; and, except in emergencies, such duties requiring an employee to remain at District facilities more than seven and a half hours shall not be made less than five (5) school days prior to such assignment.

1.6 Preparation Periods: Preparation and planning time shall be teacher directed. Teachers will not be required to attend meetings or professional learning or be given duties or assignments except in cases of emergencies or special circumstances.

1.6.1 Secondary unit members (classroom teachers) shall have one designated and consistent period, unless schedule change requires a different prep period.

1.6.2 Anything less than full time is not entitled to a paid prep period.

1.6.2.1 Dos Pueblos High School unit members who normally work 3 school days of 6 contiguous periods and 2 school days of 3 contiguous periods will have one period 4 days per week for planning and preparation. One of the 4 days will be within the 2 school days of 3 contiguous periods. Unit members will normally be provided with at least 264 minutes for planning and preparation weekly.

Should 70% of Dos Pueblos unit members vote to return to a traditional 6 contiguous periods for 5 days per week, the language in Article VI Section 1.6.2.1 shall revert to the language in Article VI Section 1.6.1

1.6.2.2 Wednesday late start mornings shall be teacher-directed prep time.

1.6.3 If a junior high school chooses to go on a different schedule (i.e. Block Schedule, etc.), the employee is entitled to the equivalent number of preparation periods per week as the employee in a regular track program.

1.6.3.1 Due to La Cumbre Junior High School's large and unduplicated pupil count percentage, on an isolated basis La Cumbre Junior High School unit members may volunteer to work a split shift consisting of 5 teaching periods, 1 preparation period, and 1 non-duty period. This language shall remain in effect as long as La Cumbre Junior High School's unduplicated pupil count percentage remains above the unduplicated pupil count percentages of the District's other junior high schools. This schedule does not set a precedent

1.6.4 When changing bell schedules for the purpose of administering testing (e.g. STAR testing and CAASPP), the District will make a reasonable effort to maintain equitable planning and preparation time for teachers within each school site.

1.7 Each elementary school shall be allocated time sufficient to provide each TK through sixth grade classroom teacher with a school year average (excluding August, December and June) of three hundred (300) minutes per month of teacher-directed planning and preparation time, using the Elementary Prep/PLC Schedule. In addition, each TK through

sixth grade classroom teacher shall have the fourth early release Wednesday of each month for planning and preparation time.

Elementary Prep/PLC Schedule						
	Specials Rotation 1	Specials Rotation 2	Specials Rotation 3	Early Release Wednesday	Prep Min	PLC Min
Week 1	PLC (45)	PLC (45)	Prep (45)	Staff Mtg (75)	45	90
Week 2A	PLC (45)	PLC (45)	Prep (45)	District PLC (75)	45	90
Week 2B	PLC (45)	Prep (45)	Prep (45)	Site PLC (60)	90	105
Week 3	PLC (45)	Prep (45)	Prep (45)	Site PLC (60)	90	105
Week 4	PLC (45)	PLC (45)	Prep (45)	Prep (60)	105	90
				A Month	285	375
				B Month	330	390
Week 5 (3)	PLC (45)	PLC (45)	Prep (45)	Prep	60	

1.7.1 Early Education and elementary school sites may schedule the equivalent of one minimum day per month as determined by the site. Additional time must be added to all other school days so that instructional minutes for the year remain unchanged. This minimum day is to be used by teachers for planning and preparation and shall be teacher directed. Teachers will not be required to attend meetings or professional learning nor be given duties or assignments during this planning and preparation time. Teachers may choose to use the time to collaboratively plan and meet. School sites may choose via secret ballot to schedule one day per week with fewer instructional minutes as determined by the site. This ballot shall be written by SBTA and the administration and requires a 70% approval. If necessary, additional time during this shorter day is to be used by teachers for planning and preparation and shall be teacher directed.

1.8 A unit employee required to simultaneously manage their own class and another teacher's class shall receive additional pay at the hourly rate for each hour of work or

fraction thereof. This section shall not apply to situations in which students are normally combined for classroom instruction and/or activities.

1.9 In the event it becomes necessary that an employee is required to substitute for another unit employee during their preparation time, such employee, so assigned, shall receive additional pay at the hourly rate for each hour of work or fraction thereof.

1.9.1 School psychologists and SLPs shall not be required to cover other psychologist/SLP's caseloads unless mutually agreed upon. Psychologists and SLPs shall be paid hourly for the extra work.

1.10 Unit employees shall be entitled to a duty-free lunch period. The duty-free lunch period shall be of the same approximate duration as the corresponding student lunch period except when rainy weather or other operational circumstances makes such impractical and in no event less than thirty (30) consecutive minutes.

1.11 No unit employee shall be restrained from taking a toilet break when necessary.

1.12 Support for New Teachers: Unit members who have not taught at least one year in the last ten years, in or out of the Districts, shall be defined as new teachers. The District will make every effort not to assign new teachers in grades K-6 combination classes.

Section 2. Work Year

2.1 The regular work year for unit employees regularly assigned to an Early Childhood Education Program shall be no more than two hundred twenty-five (225) days.

2.1.1 The regular work year for unit employees regularly assigned to a State Preschool Program shall be no more than one hundred eighty eight (188) days.

2.2 The regular work year for unit employees hired as Psychologists and Speech Language Pathologists shall be one hundred nine-five (195) days. The regular work year for unit employees hired as Education Specialists (Case Managers) shall be one-hundred and eighty-eight (188) days.

2.3 The regular work year for other regular unit employees shall be no more than one hundred eighty-six (186) days; except that in the case of new unit employees, the regular work year shall be one hundred eighty-seven (187) days. Of these work days, one hundred eighty (180) shall be instructional days.

2.4 Teacher Work Day

One of the non-student days at the beginning of the school year shall be a self-directed teacher work day. The final non-student day of the school year shall be a self-directed teacher work day. The final work day may begin with a staff meeting of no more than 60 minutes.

Section 3. Work Day

3.1 The student instructional minutes in a regular school day (which include passing time and teacher preparation time, and exclude lunch and recess periods) shall be as follows:

3.1.1 Kindergarten: Two hundred (265) instructional minutes.

3.1.1.1 The kindergarten teachers' work day will be no longer than teachers in grades 1-3.

3.1.2 Grades 1-3: Two hundred eighty-six (286) instructional minutes.

3.1.3 Grades 4-6: Three hundred and six (306) instructional minutes.

3.1.4 Grades 7 and 8: Three hundred twenty-five (325) instructional minutes.

3.1.5 Grades 9-12: Three hundred sixty-five (365) instructional minutes.

3.1.6 La Cuesta Continuation High School and Alta Vista satellite campuses: Two hundred seventy (270) instructional minutes.

3.1.7 Community Day School: by Ed. Code Statute, three hundred sixty (360) instructional minutes.

3.1.8 Dos Pueblos High School and Santa Barbara High School: shall have a daily average of three hundred sixty three (363) instructional minutes. Unit members' seminar assignments shall be mutually agreed upon.

3.1.9 San Marcos High School shall have a daily average of three hundred seventy seven (377) instructional minutes. Of these instructional minutes, one hundred (100) minutes per week shall be intervention instructional minutes. Unit members' intervention assignments shall be on a voluntary basis and mutually agreed upon. Should 70% of San Marcos unit members vote to return to a block schedule of 4 contiguous periods

(Article VI Section 1.6.3.) the language in Article VI Section 3.1.9 shall revert to the language in Article VI Section 3.1.5.

3.1.10 Substantive modifications to the daily bell schedule shall be developed using a collaborative process between site administration and unit members. The collaborative process may consist of jointly created straw polls, surveys, etc. and use of collaborative systems that are already in place (i.e. PLC, SLT, Department Leaders.) Site Administration and unit member leads shall be responsible for communicating regularly about schedule design developments to the site's bargaining unit members. District will make final decisions on bell schedule changes.

3.1.11 At junior highs and high schools, with a 6 period traditional continuous schedule, if a teacher teaches period 0, their teaching assignment will extend to the end of period 5.

- At junior highs and high schools, with a 6 period traditional contiguous schedule, if a classroom teacher teaches period 7, their teaching assignment will start period 2.
- At schools with a 4x4 block schedule, if a classroom teacher teaches period 0, their teaching assignment will extend to the end of period 3.
- Any assignment for periods 0 or 7 are upon mutual agreement of the administrator and the unit member.

3.1.11 Administrators shall make every effort to place students who are currently on teachers' rosters in their Learning Support periods. Classroom teachers will not be required to prepare or deliver new content in Learning Support. Learning Support is:

- An opportunity to access support services from classroom teachers and personnel other than the classroom teacher
- An opportunity for unit members to provide support to students
- An opportunity for school-wide community building (e.g. assemblies, elections, grade-level activities, announcements, administration videos/information)

Section 4. Kindergarten

4.1 Each kindergarten teacher will be provided appropriate instructional supplies and materials necessary to furnish a single teacher room.

4.2 Kindergarten teachers shall be added to the provision under Article VI (Hours), Section 1.8 which provides release time once a month as provided to first grade teachers.

Kindergarten shall have ten (10) student early release days for parent conferences that align with parent conferences/early release days in grades 1 through 6. In addition, Kindergarten shall have early release days during the first five (5) days of school to be used for individual parent conferences/orientations. This time shall not be used for conducting student assessments. These early release days will be consecutive except for early release days in which PLC work/staff meetings occur.

Section 5. Special Education Teachers

Special education teachers may have the equivalent of up to 4 days of release time per year to work on caseload management duties. If no sub is available, the release time shall be rescheduled.

Section 6. Calendar

The end of the semester/trimester no matter when it falls will be an early release minimum day. Future calendar decisions shall be made by August 31, one year prior to implementation. If no agreement is reached the current calendar will be extended to the following year.

Section 7. Work Load (Secondary)

Courses with the same title regardless of the level of students (such as English 10 vs. English 10 Honors) are considered one preparation. Advanced Placement (AP) and International Baccalaureate (IB) courses shall count as a different preparation than other courses of the same title. The District will make reasonable effort to assign no more than three (3) preparations based on this definition.

7.1 A preparation can only be counted as such if there is planning of curriculum and/or assessment. Auxiliary periods such as seminars, homerooms, intervention periods that do not involve curriculum planning and/or assessment are not counted as a preparation.

7.2 If the bell schedule is a traditional 6 period day the District will make reasonable effort to assign no more than three (3) preparations, SBTA may request to meet and confer regarding teachers who are assigned to teach more than three (3) preparations.

7.3 If the bell schedule is a block schedule, the District shall make reasonable effort to assign no more than two (2) preparations per term, and make reasonable effort to assign no more than three (3) per school year. SBTA may request to meet and confer regarding teachers who are assigned to teach more than two (2) preparations per term, or more than three (3) per school year.

Terms are defined as the following: fall (terms 1 and 2) and spring (terms 3 and 4.)

7.4 All unit members will be required to run a study hall ("study hall" assignment includes taking attendance, monitoring and assisting students as needed, and providing students a quiet environment to study, complete school work or do another quiet, school appropriate activity) during their seminar assignment. Unit members will have the option to voluntarily run a tutorial or enrichment seminar, which will be mutually agreed upon.

School wide business that otherwise may take up instructional time in regular classes (i.e. surveys, sign ups, policies, elections) may be conducted during "study hall" with site administration making every effort to limit this business to one time monthly. The study hall teacher may be required to facilitate and supervise such activities. Teachers shall not be required to engage in planning or preparation for such activities.

Section 8. Roving Teachers (Secondary)

Secondary school sites will keep roving teachers to a minimum. Volunteers will be solicited among the staff and no teacher shall have to rove for more than two consecutive years. The District will provide a cart for the roving teacher to transport their materials.

Section 9. The Instructional Council

The Instructional Council shall consist of an Elementary Instructional Council and a Secondary Instructional Council. The Instructional Council shall discuss matters relating to instruction and inform decision-making. Representatives shall disseminate the information to their colleagues.

9.1 Make up of the Councils

Elementary: The Council is chaired by the Assistant Superintendent of Elementary Education. The elementary council shall consist of 10 unit members from elementary (one from each site plus one from special education, one TOSA, and one PLC wheel teacher: Art/Music/PE).

Secondary: The Council is chaired by the Assistant Superintendent of Secondary Education. The elementary council shall consist of 13 unit members (one each from CTE, ELA, Health, math, PE, science, social studies, VAPA, world languages, special education, counselors, librarians, and one TOSA).

9.2 Nomination of Instructional Council members

Elementary: unit members at each site will select two (2) representatives, one from TK-3 and one 4-6 and forward the names to the principal. Principals retain the right to veto one of the nominees, in which case, the nominee shall be notified in writing of the reasons(s) for the veto. A new election shall take place and the new name will be forwarded to the principal and the principal shall submit both names to the Instructional Council chairperson. Representatives shall serve based on the following schedule to ensure site and grade level balance. Each representative shall serve for one year. Elections shall take place every two years. In the event of a vacancy, the site shall forward a name of a newly elected representative to the Elementary Instructional Council chairperson for the remainder of the term.

School	TK-3	4-6
Adams	2023-2024	2024-2025
	2025-2026	2026-2027
Cleveland	2024-2025	2023-2024

	2026-2027	2025-2026
Franklin	2023-2024	2024-2025
	2025-2026	2026-2027
Harding	2024-2025	2023-2024
	2026-2027	2025-2026
McKinley	2023-2024	2024-2025
	2025-2026	2026-2027
Monroe	2024-2025	2023-2024
	2026-2027	2025-2026
Roosevelt	2023-2024	2024-2025
	2025-2026	2026-2027
SBCA	2024-2025	2023-2024
	2026-2027	2025-2026
Washington	2023-2024	2024-2025
	2025-2026	2026-2027

Secondary: unit members from each subject will select two of their Department and/or District Leads and forward the names to the Assistant Superintendent of Secondary Education. Unit members who are Special Education teachers or counselors shall elect two of their Department Chairs and forward the names to the Assistant Superintendent of Secondary Education. The Assistant Superintendent will constitute the composition of the Instructional Council in order to ensure a balanced representation. Elections shall take place every two years. In the event of a vacancy, the subject will forward a name of a Department Lead to the Secondary Instructional Council chairpersons for the remainder of the term.

9.3 Communication

Elementary: The Instructional Council representatives serve as liaisons to their elementary sites, communicating instructional issues, questions, and concerns from sites to the Instructional Council and from the Council back to their sites.

Secondary: The Instructional Council representatives serve as liaisons to their district-wide subject area, communicating instructional issues, questions, and concerns from subjects to the Instructional Council and from the Council back to their subjects.

9.4 Meetings

The Elementary and Secondary Instructional councils shall meet separately on the second Monday of each month unless the second Monday is a holiday in which case the meeting shall be held on the first Monday of the month. Up to three times a year, the Elementary and Secondary Instructional Councils shall meet together with the Superintendent.

9.5 Teachers will be paid the contracted hourly non-instructional rate for their time attending the meetings.

Section 10: Site PLC Leads, District PLC Leads, Department Leads, and School Leadership Team Representatives

10.1 The term of the Site PLC Leads, District PLC Leads, and Department Leads shall be defined as two years.

10.2 The Site PLC Lead must be a teacher, a majority of whose assignment is within the PLC or grade level. The Site PLC Lead must be selected by secret ballot at a regularly scheduled meeting of the PLC. The selection of the Site PLC Lead must be done in the fall by the end of the first week of school.

10.2.1 Teachers who have submitted in writing their resignation, intent to retire, or have accepted in writing a transfer to another school are not eligible to vote. Ballots shall be counted by the PLC members immediately. The name of the person who receives the most votes shall be forwarded to the principal.

10.2.2 Principals retain the right to veto the nominee, in which case, the nominee shall be notified in writing of the reason(s) for the veto. The veto shall not

preclude the initial designee from competing in any future election, including the election which resulted in the veto.

10.2.3 By majority secret ballot vote, the department may seek a new election and will present another nominee.

10.2.4 An election shall follow any vacancy. By majority secret ballot vote, a PLC or grade level may elect to forward no name to the principal. In such an event, the principal may designate a Site PLC Lead.

10.3 Elementary Site PLC Leads will facilitate two (2) PLC meetings monthly during the regularly scheduled PLC time. Responsibilities include: facilitate collaboration of grade-level PLC; serve as representative to SLT; organize and maintain PLC records and resources; articulate with counterparts at other school sites; serve as representative to ad-hoc district-wide meetings; and manage supplies. See Exhibit F.

10.4 Secondary Site PLC Leads will facilitate three (3) PLC meetings monthly during the monthly regularly scheduled PLC time. Responsibilities include: organize and maintain Site PLC records and resources; articulate with counterparts at other school sites. See Exhibit F.

10.5 Secondary District PLC Lead elections will follow the rules laid out in Section 10.2. Duties include: facilitate District PLC meetings; organize and maintain District PLC records and resources; facilitate vertical articulation; participate in Open House and Showcase events and coordinate awards as needed; and serve as representative to ad-hoc District meetings. Secondary District PLC Leads may serve as representative to SLT pending site-based elections. Except for CTE, individual elective teachers will order supplies individually.

10.6 PK District PLC Lead elections will follow the rules laid out in section 10.2. Duties include: facilitate monthly PLC meetings and organize and maintain PLC records and resources. See Exhibit F

10.7 Secondary Department Leads will be elected from among the Site PLC Leads in a given department. District Department Leads will be elected from all teachers within that District Department. Elections will follow the rules laid out in section 10.2. Duties include: serve as representative to Site Leadership Team (see Exhibit F); serve as representative

to ad hoc District meetings; provide input into Master Schedule; assist in development of Curriculum Course Catalog; facilitate quarterly Department Meetings; facilitate vertical articulation; organize and maintain instructional resources; facilitate communication between administration and teachers; facilitate communication amongst teachers; coordinate department awards; order supplies and coordinate Open House participation.

10.7.1 District Department Leads shall not be part of any site SLT because they represent multiple schools. District Department Leads may be asked to engage in meetings with the community and the District office.

10.8. Members of the Site Leadership Team are listed in Exhibit F.

10.8.1 School Leadership Team Representatives participate in regularly scheduled meetings of the School Leadership Team, representing their respective curricular areas; prepare for and facilitate quarterly department meetings to address all aspects of curriculum, instruction and assessment. The principal may, after consulting with the team, provide release time for a meeting.

10.9 Special Education PK-6 District PLC Leads, Elementary/Secondary District PLC Leads, and Secondary District PLC Leads must be a Special Education certificated member. The term is for two years. Elections will be held following the rules laid out in section 10.2. Duties include: facilitate monthly PLC meetings, and organize and maintain PLC records and resources.

10.9.1 Psychologist and Speech Language Pathologist Leads facilitate monthly grade-span PLC meetings and co-facilitate monthly join PLC meetings.

10.10 Secondary Head Counselor. Each secondary site shall elect, by secret ballot at a meeting prior to the first day of instruction, a Head Counselor.

10.10.1 Duties of Head Counselor. The duties of the Secondary Head Counselor include: serve as a liaison to the District Head Counselor meetings through attendance at regular meetings, facilitate weekly site Counseling department meetings, serve as a representative of the Counseling department to the school's leadership team, serve as supply manager for the Counseling department and provide leadership in the development of the master schedule.

10.10.2 Elections of Head Counselor. The term of the Head Counselor shall be defined as two years. The Head Counselor must be a certificated employee who

is a member of the Counseling department and may be a shared position at each school site.

Counselors shall have one vote per 0.2 FTE assigned within the Counseling department when voting for the Head Counselor. Counselors on paid leave are eligible to vote. Counselors who have submitted in writing their resignation or intent to retire, or who have accepted in writing a transfer to another school, are not eligible to vote.

Ballots shall be counted immediately and in a fair and open manner. No part of the election procedure shall take place in the presence of an administrator. The name of the person receiving the most votes shall be forwarded to the principal. Principals retain the right to veto the nominee, in which case, the nominee shall be notified in writing of the reason(s) for the veto. The veto shall not preclude the initial nominee from running in any future election.

By majority secret ballot vote, a department may seek a new election prior to the end of the Head Counselor's term. An election shall follow any vacancy in the role of Head Counselor. By majority secret ballot vote, a department may elect to forward no name to the principal. In such event, the principal may designate a Head Counselor.

10.11 Secondary Special Education Department Chair. Each secondary site shall elect, by secret ballot at a meeting prior to the first day of instruction, a Special Education Department Chair.

10.11.1 Duties of Secondary Special Education Department Chair. The duties of the Secondary Special Education Department Chair include: serve as a liaison to the District Special Education department through attendance at regular meetings, facilitate monthly site Special Education department PLC meetings, serve as a representative of the Special Education department to the school's leadership team, serve as supply manager for the Special Education department and provide input in the development of the master schedule. In partnership with site administration, further duties include: facilitate transitional IEPs, support the

effective utilization of paraeducators, monitor caseload distribution, and participate in site SEAC meetings.

10.11.2 Elections of Secondary Special Education Department Chair. The term of the Secondary Special Education Department Chair shall be defined as two years. The Chair must be a certificated teacher who is a member of the Special Education department and may be a shared position at each school site.

Special Education teachers shall have one vote per period assigned within the Special Education department when voting for the Department Chair. Teachers on paid leave are eligible to vote. Teachers who have submitted in writing their resignation or intent to retire, or who have accepted in writing a transfer to another school, are not eligible to vote.

Ballots shall be counted immediately and in a fair and open manner. No part of the election procedure shall take place in the presence of an administrator. The name of the person receiving the most votes shall be forwarded to the principal. Principals retain the right to veto the nominee, in which case the nominee shall be notified in writing of the reason(s) for the veto. The veto shall not preclude the initial nominee from running in a future election.

By majority secret ballot vote, a department may seek a new election prior to the end of the Chair's term. An election shall follow any vacancy in the role of Special Education Department Chair. By majority secret vote, a department may elect to forward no name to the principal. In such an event, the principal may designate a Special Education Department Chair.

Section 11. PLC Participation/Special Area Teacher PLC Participation

11.1 Collaboration shall take place in Professional Learning Communities (PLCs). PLCs may be organized into site and District-level content-specific, interdisciplinary, vertical, and/or grade-level teams. Special Education teachers may meet as a site-based special education PLC during one week of each month during regular PLC meeting time in consultation between special education PLC members and site administration. Site admin shall make final determination.

11.2 Elementary school staff will meet 4 days a month during the scheduled early release time in the following types of meetings, except on regularly scheduled board and federal holidays and during parent conference weeks. A meeting calendar will be created prior to the first day of school.

- One (1) Staff meeting - 75 minutes
- One (1) District PLC (may include meeting virtual, and not to exceed five (5) meetings per year) - 75 minutes. In the months when a District PLC is not held, there will be a 60-minute site PLC.
- One (1) Site PLC - 60 minutes
- One (1) Teacher Directed On-Site Time - 60 minutes
- In the months with five (5) early release days, there will be one (1) additional Teacher Directed On-Site Time

If a site principal needs to extend the length of the faculty meeting or site PLC meetings, they shall consult with the site leadership team at least 24 hours prior to the meeting for approval. Either party may reopen this section from the time of ratification until the expiration of the next contract.

11.3 Secondary school staff will meet 4 days a month for at least 200 minutes a month during the regularly scheduled PLC time. These meetings will occur on Thursdays, except on regularly scheduled board and federal holidays, and the first Thursday (work day) of the month will be a faculty meeting.

11.3.1 Employees in a secondary singleton PLC may request to meet virtually with out-of-district colleagues who teach the same course.

11.3.2 Notwithstanding any current agreement that is in conflict with this language (Example: SMHS), any school that has a weekly second late start day or early release time, this time shall be teacher directed. Teachers will be on-site, unless prior approval from administration, and will prioritize collaboration with other teachers during this time.

11.4 Special Education Teachers.

11.4.1 All special education certificated staff, including special education itinerant staff may be directed by the District Special Education Department to attend

professional learning each month in lieu of attending their PLC meeting at the site.

11.4.2 Full-time Elementary Special Education Teachers: Will attend PLCs with the grade level in which they case-manage the highest number of students. This will be determined based on their caseload by the tenth (10th) day of the school year. In the case of a time where the special education teacher does not have one grade with the highest number of students, the assignment will be determined by consultation between the certificated member and the principal. Elementary special education teachers will remain with the same grade-level PLC, regardless of changes to their caseload unless a change is mutually agreed upon between the certificated staff member and the principal.

11.4.3 Split Assignment Elementary Special Education Teachers. Will attend PLCs on early release days, at the school they are assigned to at the end of the day. The principal will assure that part time special education teachers are integrated into PLCs across all grade levels, depending upon the number of special education teachers assigned to their site.

11.4.4 Full-time Secondary Special Education Teachers: Will participate in PLCs in the core content areas (English, Mathematics, Science, and Social Science). The principal/designee will consult with special education teachers to assure they are assigned across all core content areas when possible. The principal/designee will place the special education teachers in the core area PLCs. Certificated Staff members assigned to transition programs for students 18-22 will form their own PLC. This will also include staff in the Transition Partnership Program (TPP). A PLC lead for this group is authorized.

Certificated staff members assigned to regional and district operated programs serving students with Emotional Disturbance (ED) will form their own PLC. A PLC lead for this group is authorized. Certificated staff members assigned to special day classes serving students with moderate/severe disabilities will form their own PLC. A PLC lead for this group is authorized.

11.4.5 Split Assignment Secondary Special Education Teachers: Will participate in the PLCs in the core content area at the school they are assigned to in the morning when there is a late start.

11.4.6 Special Education Itinerant Staff. Definition of Itinerant Special Education Staff: Itinerant staff may include speech language pathologists, school psychologists, behavior specialist(s), adaptive physical education specialists, teachers of the visually impaired, teachers of the deaf/hard of hearing, orientation and mobility specialist, and vocational counselors (through the Bridges program). Itinerant staff who do not spend the majority of their work week at any one site will be assigned to a PLC that shall be determined by special education administration in collaboration with school site principals and the itinerant staff.

11.4.7 Elementary School Psychologists: Will form one PLC. Will be subject to District level professional learning once a month as directed by the Special Education Department. If a school psychologist serves multiple grade levels, the District Special Education Department will provide direction regarding which PLC to attend.

The elementary school psychologist PLC Lead will work with the psychologists to schedule the meeting locations. The PLC Lead will be selected by the PLC members. Psychologist PLC Leads should work together to schedule joint PLCs with elementary and secondary psychologists in attendance.

11.4.8 Secondary School Psychologists: Will form two PLCs. One PLC will consist of Dos Pueblos High School, Goleta Valley Junior High School, San Marcos High School and La Colina Junior High School. The other PLC will consist of Santa Barbara High School, Santa Barbara Junior High School, La Cuesta/Alta Vista and La Cumbre Junior High School. Will be subject to District level professional learning once a month as directed by the Special Education Department. The secondary psychologist PLC leads will work with the psychologists to schedule the meeting locations. Psychologist PLC leads will be selected by the Psychologist PLC members. Psychologist PLC leads should work together to schedule joint PLCs with elementary and secondary psychologists in attendance.

11.4.9 Elementary Speech Language Pathologists (SLP) will form one PLC. Will be subject to District level professional learning once a month as directed by the Special Education Department. If an SLP serves multiple grade levels, the District Special Education Department will provide direction regarding which PLC to attend. The SLP PLC lead will work with the SLPs to schedule the meeting locations. PLC lead will be selected by the PLC members. The SLP PLC lead should work together to schedule joint PLCs with the elementary and secondary SLPs in attendance.

11.4.10 Secondary Speech Language Pathologists (SLP) will form one PLC. Will be subject to District level professional learning once a month as directed by the Special Education Department. If an SLP serves multiple grade levels, the District Special Education Department will provide direction regarding which PLC to attend. The SLP PLC leads will work with the SLPs to schedule the meeting locations. SLP PLC leads will be selected by the SLP members. SLP leads should work together to schedule joint PLCs with elementary and secondary SLPs in attendance.

11.5 District Nurses: Will participate in a District-level PLC as directed by the District Special Education department.

11.6 Secondary Counselors: Will form their own PLC. See Article VI, Section 8.

11.7 Teachers on Special Assignment (TOSA): Will attend PLCs as determined by the Assistant Superintendents/designees for Elementary and Secondary Education.

11.8 Elementary Music/PE/Art: Elementary PE, Art, and Music will attend district wide PLCs on the second Wednesday PLC meeting of each month. Minutes spent during each meeting will be equivalent to the time stated in ARTICLE VI, Section 11.2 (Elementary PLCs). Individuals with split assignments between elementary and secondary sites are to attend the PLC at the school where they are assigned the majority of the time.

Section 12. Split Assignment

Teachers assigned to more than one school shall be provided at each school with a reasonable area to work and a secure place to store materials and file papers at each school site.

Section 13. Co-Teaching

For General Education and Mild-Moderate teachers assigned to co-teaching assignments in support of the inclusion of students with disabilities within the Gen Ed setting, administration shall make every reasonable effort to provide common preparation time. Collaboration time may be provided in the form of a common prep period, release days, or after-hours compensation at the contracted hourly non-instructional rate. In addition, every reasonable effort shall be made to limit the number of general education teachers with whom each special education teacher co-teaches. Teacher input will be sought and considered in making teaching assignments to support inclusion. The District will make every effort to place special education teachers and paraeducators in the general education classes with the greatest needs for additional special education support.

Section 14. Job Sharing

14.1 Job-sharing shall be defined as two unit members sharing the responsibility of a full-time assignment.

14.2 Application Process

14.2.1 Applications for a new job-sharing assignment for the following school year shall be filed by permanent unit members with the District no later than February 1.

14.2.2 If approved, a job-sharing arrangement shall be for one (1) year only but a request may be renewed in writing on an annual basis.

14.2.3 The District shall notify in writing the applicants of its decision whether to approve or deny the application by April 1. The decision of the District shall be final.

14.2.4 Exceptions to this time frame may be granted by the District.

14.2.5 Upon conclusion of a one (1) year job share, permanent teachers(s) shall be returned to full-time status, unless a request for a renewal is granted.

14.2.6 Teachers will include in their proposal how they plan to handle parent conferences, preparation of progress reports and report cards.

14.2.7 Teachers will include in their proposal the plan for both teachers to attend staff meetings, covering for adjunct and supervision duties, etc.

14.3 Work Assignments

14.3.1 Work assignments include, but are not limited to teaching, preparation and grading. Both job-sharing unit members are expected to participate fully in parent conferencing, open house and back-to-school night. Each job share partner will share parent teacher conferences and attend one Back to School night.

14.3.2 Both job-sharing unit members are eligible to attend the staff development days.

14.3.3 Teachers shall work together on each non-teaching preparation day prior to the opening of school and the first teaching day of the school year to ensure a smooth opening,

14.3.4 If one teacher is absent, the other may assume the responsibility of covering the class. That teachers shall be paid the regular substitute's salary for the day(s) taught.

14.3.5 Job-sharing teachers may mutually agree to exchange regularly assigned times, subject to notification and approval by the principal.

14.3.6 Job-sharing teachers shall share the responsibility of contacting parents as needed, including returning phone calls in a timely manner, and sharing the results of those contacts with the other teacher.

14.4 Compensation and Benefits

14.4.1 All wages, benefits and paid leaves shall be prorated according to the actual time worked. In no event, shall the total amount of health and welfare benefits for the job sharers exceed the amount the District would have paid if the position had not been shared.

14.4.2 Job-sharing teachers shall receive salary schedule increments on a prorated basis, provided that no movement on the salary schedule shall occur until the teacher has accrued at least one year's worth of credit (e.g., has worked fifty percent (50%) for two (2) years. STRS credit shall be governed by applicable statutory provisions.

14.5 Evaluation

Job-sharing unit members shall be evaluated using the same procedure applied to full-time unit members.

ARTICLE VII - TRANSFER AND REASSIGNMENT POLICY

Section 1. Definitions

1.1 Transfer means assignment of an employee from one position at a site location to another comparable position at a different site location for which they are credentialed and/or certified. Changes of grade level, and changes in departmental placement for a majority of a unit employee's assignment, are considered reassignments under this article.

1.2 Notwithstanding the above paragraph, if a TK-6 teacher is reassigned beyond a grade span of 3 or more grades, the District shall, upon the teacher's request, provide appropriate curriculum guides, teacher manuals and equipment to that reassigned teacher. Priority will be given to requests made by these reassigned teachers for time to observe other teachers and/or attend in-services for training.

Section 2. Voluntary Transfers

2.1 Applications for specific openings may be made within ten (10) working days. The District will consider applications for specific openings from January 1 until March 30 of each school year. The announcement will include reference to special qualifications for any opening and will be posted through District email announcements. An email copy of such postings shall be provided to the Association.

2.1.1 All positions will be posted five (5) days intra-district only, prior to their general dissemination.

2.1.2 A qualified unit member applying for a voluntary transfer must receive an interview with the administration at the site where the opening exists.

2.2 The District shall act on requests for voluntary transfers on the following basis:

2.2.1 Its assessment of the needs of the District and/or one or more school sites.

2.2.2 Its assessment of individual qualifications to perform the specific services.

2.2.3 Requests for voluntary transfers to open positions from which the requesting employee was involuntarily transferred within the prior three (3) years shall be given preference when 2.2.1 and 2.2.2 are judged equal.

2.2.4 Subject to 2.2.1, 2.2.2, and 2.2.3, the length of successful service in the job classification, i.e., teacher, counselor, nurse, librarian, psychologist, etc.

2.3 It shall be the policy of the District to utilize voluntary transfer rather than involuntary transfer whenever such will achieve the purpose of the transfer.

Section 3. Involuntary Transfers

3.1 Reasons for involuntary transfers may include:

3.1.1 Decline in student enrollment

3.1.2 Elimination/initiation or reduction/expansion of programs or services

3.1.3 Accommodating the special staffing needs and/or requirements at either school involved

3.1.4 Balance in class loads or class size

3.1.5 Meeting the requirements of the Districts' Affirmative Action Policy, or any legal requirements of the District

3.1.6 School reorganization or closure

3.1.7 District belief that a transfer to a different position will likely result in better performance by the teacher.

3.2 A unit employee determined to be excess at a site location and who is transferred as a result thereof shall be given first priority based on seniority with proper credentialing and/or certification to any open positions in the District.

3.3 Action by the District pertaining to involuntary transfers shall be as follows:

3.3.1 With the exception of 3.1.7 above, after proceeding in accordance with Section 2, with respect to voluntary transfer, the District shall determine which unit member(s) are to be transferred.

3.3.2 This determination shall be based on the Districts' judgment as to the relative qualifications of the unit employees at the school(s) from which the transfers are to be affected for the known openings to be filled.

3.3.3 In the event two or more employees at the school(s) from which the transfer(s) are to be affected are deemed to have equal qualifications, the employee(s) with the least classification seniority (as defined in 2.2.4) shall be transferred.

3.3.4 In the case of two or more qualified unit employees being transferred to two or more openings for which they are deemed equally qualified, the employees may exercise their preference for the openings based on their classification seniority.

3.4 The unit member, upon request, may meet with the administrator recommending the transfer and be advised of the reasons for such transfer. Said reasons shall be provided in writing at the written request of the unit member.

3.5 Any unit member who is involuntarily transferred shall not be involuntarily transferred again for a period of two (2) school years. Any unit employee involuntarily transferred prior to the beginning of the school year shall be assisted by the District in the movement of the employee's materials and supplies.

3.6 Any unit employee involuntarily transferred after the commencement of the school year shall be entitled to a District paid substitute for two (2) days to assist the employee in accomplishing the transfer. The employee shall be assisted by the District in the movement of the employee's materials and supplies.

3.7 If a particular site is to be closed, unit members at that site shall be accorded first priority for filling any new or vacant positions with proper credential and/or certification and principal approval in the District.

Section 4. Reassignment

4.1 Whenever there is a vacancy at a school site the Principal shall solicit volunteers and allow unit employees at that school site to fill those vacancies based on the following: needs of the District and school site, required credentials and/or certification, and District seniority. District seniority will be the deciding factor. When the District determines all of the above are equal, District seniority will be the deciding factor. Once reassignments are made at the school site, the resulting vacancies will be posted by May 1. Additional vacancies shall be posted as they become available until the end of the current school year.

Reassignment is a change of teaching assignments at the same worksite, such as grade level or subject matter. Unit members of district-based programs (e.g. special education, DIS services) assigned full-time to a specific school site shall be considered site staff for the purposes of reassignment to a vacancy occurring at that site.

4.1.1 Types of reassignment

4.1.1.1 Voluntary reassignment. Voluntary reassignment shall be requested in writing.

4.1.1.2 Involuntary reassignment. Reasons for an involuntary reassignment may include credentialing problems, filling existing vacancies, needs of the site, or for the benefit of the instructional program.

4.1.1.3 The principal may assign unit members according to these provisions. In the event the principal has not received any written requests, reassignments shall be considered involuntary.

4.2 Posting of Positions For Site Reassignment

4.2.1 A vacancy that occurs after the school year begins and prior to May 1, will not be posted internally. If the position is to remain permanent for the following

year, it will be opened for voluntary reassignment. (Applicable only to Elementary.)

4.2.2 The principal shall inform current site unit members of site openings and give unit members who requested reassignment first consideration to fill those vacancies based on the following: needs of the District and school site, required credentials, and/or certification and District seniority. District seniority will be the deciding factor.

4.2.3 Unit members not selected for reassignment to the site opening shall be notified prior to any announcement that the vacancy is filled or opened to other individuals.

4.2.4 Involuntary reassignments shall not be made arbitrarily, capriciously or as a disciplinary measure.

4.2.5 Involuntary reassignments shall require the principal to meet with the unit member to communicate the reasons for the reassignment.

4.2.6 The principal will consider requests for voluntary reassignment prior to decisions for any reassignment. However, reassignment decisions will be made in accordance with 4.2.4 and 4.2.5.

4.2.7 Once reassignments are made at the school site, the resulting vacancies will be posted up to March 30 for in-district transfer. Additional vacancies shall be posted as they occur until the end of the current school year.

4.3 If a teacher is reassigned, the District shall, upon the teacher's request, provide appropriate curriculum guides, teacher manuals and equipment to that reassigned teacher. Priority will be given to requests made by these reassigned teachers for time to observe other teachers and/or attend professional learning

4.4 Combination grade level classes at the elementary sites shall be kept at a minimum. Teachers of combination grade level classes shall be chosen on a voluntary basis. If there are insufficient volunteers, a unit member may be assigned to teach the combination class for one year. Grade level staff would not be subject to reassignment of combination classes until combinations were rotated through all staff at that grade level.

Teachers with combination grade levels shall receive 30 minutes extra of planning and preparation time per month. Teachers assigned to combination grade level classes shall be compensated \$400 per trimester.

4.5 Any unit employee involuntarily reassigned shall be entitled to a District paid substitute teacher for two days to assist the employee in accomplishing the reassignment, and shall be assisted by the District in the movement of the employee's materials and supplies.

ARTICLE VIII - EVALUATION PROCEDURE

Section 1. Objectives.

The parties recognize that the principal objective of the evaluation of unit employees is to maintain and improve the quality of education provided by the District; and, where indicated, to assist unit employees in maintaining and improving their professional skills and performance.

Section 2. Evaluation

2.1 Any observation and evaluation reports, hereunder, shall be completed by the building principal or their designee. The designee may include one or more of the following: Assistant Principals, Directors, District Program Specialists, Supervisors, Assistant Superintendents of Instruction, and the Superintendent of Schools. Regardless of who completes the formal evaluation, the building principal shall provide input to Human Resources related to permanency.

2.2 Regular unit employees shall be evaluated using the following process:

2.2.1 Probationary 1 and Temporary Teachers: At least two formal observations and a minimum of two drop-ins are to be held during the school year. The timeline for completion shall be in accordance with EXHIBIT G. The final written evaluation is to be completed and submitted by February 15.

2.2.2 Retired Certificated Employees Rehired on Temporary Contracts. One observation and one evaluation will be required as long as they have never received an unsatisfactory evaluation in their history with the District.

2.3 Second Year Probationary Teachers. At least two formal observations are to be completed by February 15 of each school year. The final written evaluation is to be completed and submitted by March 1.

2.4 Permanent Teachers. At least one formal observation will be made and a written evaluation will be completed a minimum of once every other school year per Education Code 44664. The timeline for completion shall be in accordance with EXHIBIT G. The final written evaluation report is to be completed and submitted by April 15.

2.4.1 Permanent teachers who are involuntarily transferred shall not be evaluated during the first year of their new assignment unless they had not been evaluated the prior year or received an unsatisfactory evaluation the prior year.

2.5 For purposes of this section, a year of employment shall count if the unit member was employed for at least 50% of the unit member work year. Each unit member working less than 50% will be evaluated at least every two years.

2.6 As allowed by California Education Code 44664.3 pertaining to teacher evaluations, at least every five years, teachers with permanent status who have been employed by the school district at least 10 years, are highly qualified as defined by California in compliance with No Child Left Behind, and whose previous evaluation rated the teacher as "Meets or Exceeds Standards" shall be eligible for the 5 Year Evaluation program. A conference between the teacher and site principal must occur and this evaluation process may only be used if the evaluator and teacher mutually agree. Either party may withdraw consent at any time. If only the minimum of one required evaluation every five years is given, it shall take place prior to April 15 of the school year in which the teacher is to be evaluated.

2.7 Special Education teachers shall be evaluated by a building principal or their designee, who has a working knowledge of the duties and purpose of the employee's specific job duties (preferably a special education program facilitator.) The unit employee may be observed in an SDC class, an IEP meeting, or in a general education class. The employee may be observed in a co-taught class, but shall not be evaluated based on the teaching of content in that general education class.

Section 3. Administrative Procedure (see EXHIBIT G)

3.1 The District shall notify unit members who are to be evaluated during a particular year shall be notified of the identity of their evaluator prior by September 30. The timeline for self-assessment shall be thirty (30) days from the date of notification. Any unit employee hired after 25% of the school year is over shall not be formally evaluated during that year.

3.2 The Planning Phase shall be executed in accordance with EXHIBIT G. An evaluation planning conference shall be held between the unit member and the evaluator. The unit member shall have the right to identify any constraints which the unit member believes may inhibit their ability to meet the objectives and standards established.

3.3 The Observation Phase shall be executed in accordance with EXHIBIT G. In-depth observations shall be for a period of no less than forty (40) minutes; shall be made known to the unit member at least five (5) school days prior to the scheduled observation. Pre- and post- observation meetings/feedback shall be in accordance with EXHIBIT G and no later than fifteen (15) working days of the observation. For permanent members, if either the evaluator or the unit member so requests, a pre- or post-observation meeting shall take place.

3.3.1 Any written feedback on an in-depth observation shall be made accessible to the unit member. Written feedback on an in-depth observation shall include space for the unit member to add comments that will be included in the report.

3.4 The Evaluation Phase shall be after all in-depth observations have been conducted. An evaluation conference shall be held between the evaluator and unit member in accordance with the timeline in EXHIBIT G. A summative written evaluation report shall be prepared, which will allow for the inclusion of any comments the unit member may wish to add. The evaluation report shall include a determination that the unit member's performance is satisfactory, needs improvement, or unsatisfactory. A copy of the evaluation report shall be placed in the unit member's personnel file.

3.5 The unit member may file a response to be attached to the evaluation. In addition, the employee may request a conference which shall be granted within ten (10) working days of the request.

Section 4. Unsatisfactory Performance

4.1 If the District deems a unit member's performance to be unsatisfactory, the following guidelines will be followed in the continuing evaluation process.

4.1.1 Year of Unsatisfactory Evaluation: Unit member will receive the Performance Improvement Plan (PIP) by June 1. Failure to receive the Performance Improvement Plan does not negate the need for the employee to be on an improvement plan.

The administration will write an improvement plan to be implemented the following school year that includes actions the unit member should take to correct cited deficiencies. The improvement plan will include examples of support to be provided by administration. Such action shall include, but need not be limited to, the following to the extent applicable:

1. Areas where improvement is needed
2. Suggestions for improvement
3. Additional resources to be utilized to assist with improvement
4. Time schedule for monitoring of improvement
5. Any additional role of the evaluator in assisting the teacher
6. Peer Assistance Review (PAR) to assist the unit member in the improvement of their teaching skills and knowledge

4.1.2 Year of Performance Improvement Plan: evaluator and unit member shall meet to discuss the Performance Improvement Plan and the objectives of the evaluation process, i.e., areas of needed improvements, expected levels of performance, and how performance will be assessed.

4.1.2.1 Procedures for the evaluation process shall follow EXHIBIT G: Evaluation Types: Permanent Teacher - Improvement Plan Evaluation.

4.1.2.2 Any written feedback on an in-depth observation shall be made accessible to the unit member. Written feedback on an in-depth observation shall include a space for the unit member to add comments that will be included in the report.

4.1.2.3 A summative written evaluation shall be completed and an evaluation conference shall be held between the evaluator and the unit member in accordance with the timeline in EXHIBIT G. The evaluation report shall include a determination that the unit member's performance is satisfactory, needs improvement, or is unsatisfactory. A copy of the evaluation report shall be placed in the unit member's personnel file.

4.1.2.4 The unit member may file a response to be attached to the evaluation. In addition, the unit member may request a conference which shall be granted within ten (10) working days of the request.

4.1.2.5 This procedure will continue until the evaluator deems the unit member's performance to be satisfactory or until termination procedures begin.

4.2 This procedure will continue until the evaluator deems the unit member's performance to be satisfactory or until termination procedures begin.

Section 5. Evaluation (Non-Classroom Employees)

5.1 Any evaluation reports, hereunder, shall be completed by the immediate Supervisor or their designee. The designee may include one or more of the following: Assistant Principals, Directors, District Program Specialists, Supervisors, Assistant Superintendents, or the Superintendent. The recommendation for permanency, however, must be made by the immediate Supervisor. District administration shall evaluate all regular unit employees in writing as follows. Regardless of who completes the formal evaluation, the immediate supervisor shall provide input to Human Resources related to permanency. The timeline for completion shall be in accordance with EXHIBIT G.

5.2 First Year Probationary and Temporary Certificated Employees: The final written evaluation is to be completed and submitted by February 15.

5.3 Second Year Probationary Certificated Employees: The final written evaluation is to be completed and submitted by February 15.

5.4 Permanent Certificated Employees: A written evaluation will be completed a minimum of once every other school year per the Education Code 44664. The final written evaluation report is to be completed and submitted by April 15.

5.5 Retired Certificated Employees Rehired on Temporary Contracts: One observation and one evaluation will be required as long as they have never received an unsatisfactory observation in their history with the District.

Section 6. Unsatisfactory Performance (Non-Classroom Employees)

6.1 If the District deems a unit member's performance to be unsatisfactory, the following guidelines will be followed in the continuing evaluation process.

6.1.1 Year of Unsatisfactory Evaluation: Unit member shall receive the Performance Improvement Plan (PIP) by June 1. Failure to receive the Performance Improvement Plan by June 1, does not negate the need for the employee to be on an improvement plan.

The evaluator will outline what positive action the evaluatee should take to correct cited deficiencies. An improvement plan will be written to be implemented the following school year. The improvement plan will include examples of support to be provided by administration. Such action shall include, but need not be limited to, the following to the extent applicable:

1. Areas where improvement is needed
2. Suggestions for improvement
3. Additional resources to be utilized to assist with improvement
4. Time schedule for monitoring of improvement
5. Any additional role of the evaluator in assisting the teacher
6. Peer Assistance Review (PAR) to assist the unit member in the improvement of their teaching skills and knowledge

6.1.2 Year of Performance Improvement Plan: The evaluator and the unit member shall meet to discuss the Performance Improvement Plan and the objectives of the evaluation process, i.e., the areas of needed improvements, expected levels of performance, and how performance will be assessed.

6.1.2.1 Procedures for the evaluation process shall follow EXHIBIT G, Evaluation Type: Non-Classroom Certificated Evaluation Plan.

6.1.2.2 A summative written evaluation shall be completed and an evaluation conference shall be held between the evaluator and unit member in accordance with the timeline in EXHIBIT G. The evaluation report shall include a determination that the unit member's performance is satisfactory, needs improvement, or unsatisfactory. A copy of the evaluation report shall be placed in the unit member's personnel file.

6.1.2.3 The employee may file a response to be attached to the evaluation. In addition, the employee may request a conference which shall be granted within ten (10) working days of the request.

6.1.2.4 This procedure will continue until the evaluator deems the unit member's performance to be satisfactory or until termination procedures begin.

Section 8. Peer Assistance and Review Program

8.1 PAR Joint Committee

- Three (3) teachers appointed by the Association's executive board and two evaluating administrators appointed by the District.
- Nominations for joint committee shall take place between April 1 and May 1 of each year a vacancy occurs.
- Term is two (2) years and may serve a second term. Serving more than two (2) terms only if no opposition for reelection.
- Chair of committee selected by committee.
- The joint committee will determine all meetings. Any meetings outside of the normal duty day will be paid at the pro rata rate.

8.2 Responsibilities of PAR Joint Committee

- Establish its own rules and procedures.
- Select panel of consulting teachers.
- Consulting teachers shall be selected by a majority vote of the joint committee after one or more representatives of the committee have conducted a site visitation including a classroom observation of all final candidates.
- Select training and trainers for the Joint Committee and Consulting Teachers

- Each consulting teacher will be trained to both offer peer assistance and to understand the specific functions of the PAR program.
- Provide written notification to Referred Teacher, Consulting Teacher and Site Principal upon initiation of Peer Review Cycle.
- Notify the participating teacher of assigned consulting teacher.
- Distribute adopted rules and regulations to all employees.
- Establish the application procedure for consulting teacher.
- A notice of vacancy for consulting teachers will be posted at all sites and in the District office. In addition to submitting an application form, each applicant is required to submit at least three (3) references from individuals who have direct knowledge of the applicant's ability to be a consulting teacher.
- Administer the committee's budget and recommend the annual budget to the Board of Education.
- Establish professional development.
- Review documentation and reports submitted by the consulting teachers.
- Develop a format for the consulting teachers final report.
- Develop and enforce timelines for the committee, consulting teachers and referred teachers.
- Report to the Board the number of referred and self-referred teachers, dates, times and topics of meetings.

8.3 Consulting Teachers. The joint committee will appoint Consulting teachers. The consulting teacher will

- Be a permanent employee.
- Have extensive knowledge and mastery of subject matter, teaching strategies, instructional techniques and classroom management strategies.
- Have the ability to communicate effectively both orally and in writing.
- Have the ability to work cooperatively and effectively with others.
- Serve a 2 year term and be unable to serve again until all other eligible applicants who have not served or (have had the opportunity to serve) have served
- Receive a stipend per assigned teacher per cycle. Stipends (see exhibit D) may be prorated in consultation with the PAR chair in the case the consulting teacher no longer has an assignment.

- Agree to receive training as required by the Joint Committee.

8.3.1 Duties of the Consulting Teacher:

- Act as a peer coach.
- Confer regularly with the referred teacher's evaluating administrator.
- Work with the referred teacher on those goals and objectives found to be unsatisfactory by the evaluating administrator and on other goals and objectives mutually agreed to.
- Set and discuss performance goals with the referred teacher.
- Determine and acquire or arrange the materials and resources needed to assist the referred teacher.
- Multiple observations of the referred teacher during periods of classroom instruction.
- Demonstrate good practice to the referred teacher.
- Monitor the progress of the referred teacher and maintain a written record.
- Report the duties, times, and topics of meetings of the referred teacher quarterly and issue a final report to the joint committee no later than the last working day in April.
- No observation forms or notes or other anecdotal material from the consulting teacher shall be placed in a teacher's file except as specifically referenced in the consulting teacher's final report to the joint committee.

8.4 Participants

Each employee will be given sufficient release time to meet to determine goals and objectives, to plan strategies and needs, to plan observations, to attend observations, to debrief observations and for other activities as the joint committee or consulting teacher deem beneficial to the referred teacher.

8.4.1 Mandatory Participation: Any teacher receiving an unsatisfactory evaluation (indicated by a check mark in the box "Improvements Required – Unsatisfactory" on the Certificated Personnel Evaluation Instrument) shall be placed in Peer Review Cycle as a "referred teacher."

8.4.2 Voluntary Participation: Subject to the regulations of the Joint Committee, teachers may voluntarily participate in the PAR Program depending on availability

of cooperating teachers and District funding for purposes of professional growth, professional improvement or peer coaching. No report, observation or evaluation of a volunteer participant can be placed in a volunteer participant's personnel file unless requested by the volunteer participant.

Section 9. General

9.1 Unit members shall not be required to participate in the evaluation(s) and/or observations of other unit members.

9.2 An employee may file a grievance only on the following bases:

9.2.1 Asserted violation by the District of the procedural provisions of this Article in its evaluation of the unit employee.

9.2.2. An employee who received an unsatisfactory evaluation may grieve one (1) year thereafter under 4.1.1 or 7.1.1 on the grounds that the objectives established under 4.1.1 or 7.1.1 were unreasonable and precluded the employee from attaining a satisfactory evaluation, provided that the District has not moved to institute dismissal proceedings against the employee within said one (1) year pursuant to Education Code procedure.

ARTICLE IX - SPECIAL NEEDS STUDENTS

Section 1. Specialized Health Service

Occasionally, unit members may be assigned as back-up to perform specialized health care services, including physician-approved treatments and procedures, to meet the medical and physical needs of students. No unit member will be required to perform any specialized health care service that they have not been trained and authorized to perform. Training of personnel and establishment of personnel responsible for students' special needs will be completed prior to student placement. On-going training will be provided as deemed necessary. Needed procedures will be performed in an area providing privacy (if needed) and with facilities to ensure cleanliness and safety.

Section 2. Adequate Prior Notice/Training

Any unit member who is to receive a student with an IEP, and who is placed full-time in a regular education classroom at parent request, will be provided enough prior notice to adequately prepare for the introduction of the student into the class. Any unit member with such a student will receive the specialized training needed to service the student. The training will be arranged to suit the schedule of the unit member, and to the extent practical, will take place during normal duty time. Any training which falls outside the unit member's normal duty time will be compensated at the amount approved in the Agreement for curriculum development.

ARTICLE X - CLASS SIZE

Section 1. Class Size Averages - Secondary

1.1 The District shall provide faculty at the campus level so that the max teacher caseload is ninety (90) in a 4x4 block, and one hundred and fifty (150) for a six period schedule. A class size maximum of thirty five (35) will apply to the core subject areas of math, English, social studies and science.

1.1.1 Intervention period classes at all secondary sites shall not be used in the average calculation of students per teacher referred to in Section 1.1

1.1.2 Intervention period classes at all secondary sites shall not exceed 35 students per teacher.

1.2 All non-core classes except those mentioned in Article X section 5, 6 & 7 shall need teacher approval to exceed class size limits in section 1.1.

Section 2. Class Size Average - Elementary

K-3 class size will be a site average of twenty 20:1 and a maximum of twenty-five (25) students per teacher. Montessori class size shall not exceed 30:1.

There will be an average of twenty five (25) students per teacher in grades 4-6 and a maximum of thirty (30) students per teacher. The average class size for K-6 is calculated for each school site and grade band and includes Special Day Class (SDC) students and Gifted and Talented Education (GATE) students.

TK Class size will be a maximum of 24. If in the future community funded districts including SBUSD receive TK funding in the same manner and amount as LCFF districts. TK class size shall be a maximum of 24 or the number allowed by statute, whichever is lower.

Section 3. Assignment of Non Classroom Teachers

Unit employees other than classroom teachers shall be assigned in a manner consistent with past practice.

Section 4. Class Size Analysis Timeline

Where the factors set forth in Sections 1, 2, and 3 are exceeded, the District shall take corrective action subject to legal restraints. Analysis of whether these factors are exceeded shall be completed on or before the 25th working day of each semester.

4.1 For 4x4 block schedule, the analysis shall be completed on or before the 15th working day of each term.

Section 5. Class Size Physical Education

This Article shall not apply to traditionally larger enrollment classes, except that regular Physical Education classes (classes not containing athletic team members) shall be staffed at an average of 40 students per teaching period. Total daily student teaching contacts for regular PE classes shall not exceed the average 40 students per class. District will take reasonable effort to maintain PE classes at 40:1 and not to exceed 45:1 students in any class.

Section 6. Class Size Industrial Technology & Culinary

The District will make a reasonable effort to assure Industrial Technology classes and Culinary classes will not exceed twenty eight (28) students per teaching period in grades 7 through 12.

Section 7. Special Education Caseload

Special education caseloads shall adhere to the following caps:

Regional Moderate/Severe - 8 students

Non-Regional Moderate/Severe caseload - 10 students

Therapeutic Program - 12 students

WIN Transition Program - 14 students

Mild/Moderate caseload - 24 students

7.1 Caseload Cap Overage

When a school or program has all case managers at or above the caseload cap the district will assign additional caseload students using the following protocol:

1. Volunteer by mutual agreement
2. Administrator assignment

7.2 Caseload Cap Overage Compensation

District will compensate case managers \$500 per quarter for each student above the caseload cap.

Under Ed Code 56362, special education caseload maximum is 28 unless there is an individual waiver.

Case managers are compensated per quarter for each additional student that exceeds the caseload cap for at least 10 school days during that quarter.

Section 8. Unreasonable Class Size

If a teacher feels that an unreasonable number of students have been assigned to their class, the teacher may file a report with the principal, with a copy to Human Resources. The teacher may request that the principal's response be in writing. The teacher may thereafter discuss their continuing objection with the Superintendent.

ARTICLE XI - LEAVES

Section 1. Personal Illness and Injury Leave

1.1 Unit employees regularly employed on a full time basis who are compelled to be absent from assigned duty due to their own illness or injury, shall be allowed personal illness leave without loss of salary as follows for a school year of service, the earned but unused portion of such leave to be accumulated from year to year:

- 10 work days for 10 school-month/10 calendar time assignments (185-188 contract days)
- 10-1/2 work days for 10-1/2 calendar-month time assignments (189-199 contract days)
- 11 work days for 11 calendar-month time assignments (200-215 contract days)
- 12 work days for 12 calendar-month time assignments (216-225 contract days)

Unit employees serving less than a full school year, and/or employed on less than full time basis, shall be entitled to personal illness leave in proportion that the time served bears to a school year of full time service.

1.2 An employee's sick leave shall be exclusive of all days they are not required to render service to the District.

1.3 During each school year, if a person employed in a position requiring certification qualifications has exhausted all available sick leave, including all accumulated sick leave, and continues to be absent from their duties on account of illness or accident for an additional period of 100 school days, whether or not the absence arises out of or in the course of the employment of the employee, the employee will receive differential pay.

The differential pay due to the employee will be the salary minus the cost of the substitute employee for any of the additional 100 days in which the absence occurs, but no less than 50% of that employee salary.

If no substitute employee was employed, the differential pay to the employee will be reduced by the amount that would have been paid to the substitute had that substitute been employed.

1.4 When a certificated employee 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-month period provided pursuant to Education Code Section 44977, and the employee is not medically able to resume the duties of their position, the employee shall, if not placed in another position, be placed on an unpaid leave of absence for a period of twenty-four (24) months if the employee is on probationary status, or for a period of thirty-nine (39) months if the employee is on permanent status. When the employee is medically able during the 24-month or 39-month period, the

certificated employee shall be returned to employment in a position for which they are credentialed and qualified. The 24-month or 39-month period shall commence at the expiration of the five-month period provided pursuant to Education Code Section 44977.

1.5 If a unit employee who has no accumulated sick leave for previous years takes all or a portion of the sick leave allowable for the current school year and subsequently fails to serve the District for the full school year, an amount equivalent to the number of days of used but unearned sick leave shall be deducted from the final salary warrant drawn payable to said employee.

Catastrophic Leave Bank

All regular unit members may participate in the Universal Catastrophic Leave Bank as provided for in the following Board policies and Administrative Regulations:

- BP 4261.9 Catastrophic Leave Program
- AR 4261.9 Catastrophic Leave Program
- Exh 4261.9 Universal Catastrophic Leave Bank Program

No changes or alterations to these policies will be made without prior consultation with SBTA.

Section 2. Personal Necessity Leave

2.1 A regular unit employee entitled to personal illness leave may use up to seven (7) days of such sick leave in cases of personal necessity for the following purposes:

2.1.1 Death, serious illness, serious injury of a member of their “immediate family” as such a member is defined in Section 5.3.

2.1.2 Accident, involving their person or property, or the person or property of a member of their “immediate family” as defined in Section 5.3.

2.1.3 Death of a close personal friend or of a member of their family not defined as “immediate member of family” as defined in Section 5.3.

2.1.4 Appearance in court as a litigant; or as a witness under an official order.

2.1.5 Observance of a nationally recognized religious holiday other than those scheduled on the school calendar.

2.2 Unit employees electing to use accumulated sick leave under this Section shall be responsible for notifying their immediate superior at least three (3) days prior to the proposed absence, except that they shall not be required to secure advance permission for leave taken for the reasons set forth in 2.1.1, 2.1.2, and 2.1.3. However, the employee shall be responsible for notifying their immediate superior as soon as possible of any absence for such reasons, and further may be required to submit a signed statement and/or any other additional proof to substantiate the absence. In cases of emergency, the Superintendent may waive the three (3) day notice stipulated above.

Section 3. Personal Absence Leave (PAL)

A regular unit employee entitled to personal illness leave may use a maximum of four (4) days per year of such sick leave for personal use for which no alternative other than absence is available to the unit member. PAL leave shall not be used for work stoppage, other concerted activities, nor for gainful employment: these are specifically excluded as reasons for Personal Absence Leave. The particular date(s) on which days may be taken requires advanced approval by the appropriate administrator. The unit member will make every reasonable effort to inform the supervisor five (5) working days in advance. Site administration will make an effort to approve PAL day requests within two (2) work days. If need for approval is urgent, unit member may connect in person with site admin to request approval. Unless there is, or reason to believe there may be, a shortage of substitutes, no other restrictions may apply. If a high number of needed substitutes is preventing the site administrators from approving a PAL day that has been requested weeks in advance, the unit member may place the sub request into Frontline (or current sub request platform) in order to find a substitute. Once a PAL day has been approved, it cannot be rescinded by administration. Unit members shall not show a pattern of using sick leave or PAL days to extend holidays or school breaks.

Section 4. Contagious Disease Quarantine Leave

4.1 When a physician/medical authority provides written documentation that quarantines or isolates a unit employee due to a contagious disease, the employee will use sick

leave. Prior to returning to work, the employee must obtain written clearance from the physician/medical authority to return to work.

Section 5. Bereavement Leave

5.1 Unit employees shall be allowed five (5) days of absence, exclusive of Saturdays, Sundays, and legal holidays, from assigned duty without loss of salary for the death of any member of their "immediate family," as defined in section 5.3. Unit employees may request an additional three (3) days in the event of the death of their spouse, child or domestic partner if requested.

5.2 Allowable leave shall not be accumulated from year to year.

5.3 "Member of the immediate family" means the mother, father, grandfather, grandmother, or a grandchild of the employee or of the spouse of the employee; and the spouse, son, son-in-law, daughter, daughter-in-law, brother, sister or domestic partner of the employee; any relative living in the immediate household of the employee and any individual who permanently resides in the employee's residence.

Section 6. Family Illness Leave

6.1 Whenever a unit employee is compelled to absent him/herself from assigned duty to care for an ill or injured member of the employee's immediate family, as defined in Section 5.3, the employee shall be allowed full compensation for up to a total of five (5) days per school year. Verification of the illness may be required. Allowable leave shall not be accumulated from year to year.

6.2 Employees serving less than a full school year and/or less than a full time basis shall be allowed such family illness leave in proportion that the time served bears to a school year of full time service.

Section 7. Industrial Accident or Illness Leave

7.1 Unit employees who are entitled to compensation insurance benefits due to injury or illness incurred while engaged in lawfully assigned functions or activities as a school District employee, shall be allowed industrial accident or illness leave subject to the following conditions:

7.1.1 The accident or illness must have arisen directly out of and in the course of employment by the District; must have been reported and verified according to administrative regulations; and must be accepted by the District Compensation Insurance Fund as a bona fide injury or illness arising out of and in the course of such employment.

7.1.2 The number of days of industrial accident or illness leave during the assigned period of service in any one school year shall not exceed sixty (60) days for the same accident or illness, exclusive of Saturdays, Sundays, and legal holidays, excepting that when an industrial accident or illness leave overlaps into the contract period of service for the next fiscal year, the employee shall be entitled to only the amount of unused leave due to him or her for the same illness or injury.

7.1.3 Allowable leave shall not be accumulated from year to year.

7.1.4 The benefits provided by this Section shall not be applied retroactively to an injury or illness occurring prior to initiation of service with the District.

7.1.5 The leave shall commence on the first day of absence, and the amount of allowable leave shall be reduced by one day for each day of absence authorized by said leave.

7.1.6 A unit employee absent because of injury or illness that arose out of and in the course of their employment, and for which they is receiving temporary disability benefits under Workers Compensation laws of the State, shall, during any such paid leave of absence, endorse to the District the temporary disability indemnity checks received under Worker's Compensation laws on account of their industrial accident or illness. The District shall, in return, make necessary adjustments for issuance to the employee of appropriate salary warrants for payment of the employee's salary, and shall deduct normal retirement, withholding tax, and other authorized contributions.

7.1.7 After allowable industrial accident or illness leave is exhausted, accumulated or available sick leave and/or other available leave benefits may be applied against the employee's continuing absence for the same injury, and the

employee shall continue to endorse to the District his Worker's Compensation insurance fund checks for the absence covered by such leave benefits. In applying such leave benefits to such continuing absence, the number of days credited against such leave benefits shall be in proportion to the amount of daily salary that is paid by Worker's Compensation benefits; and the employee's leave balances available from the District shall be decreased in proportion to the amount of daily salary that is paid by the District. The Superintendent/designee shall be responsible for determining the formula by which computations shall be made of the proportionate amounts of daily salary paid by Worker's Compensation and by the District.

7.1.8 Any employee receiving benefits under this Section shall, during periods of injury or illness, remain within the State of California unless the District authorizes travel outside the State. Any employee who violates the provisions of this paragraph shall be required to reimburse the District for benefits received on the days during which said employee was outside the State on unauthorized travel.

Section 8. Judicial and Official Appearances Leave

8.1 Whenever a unit employee is necessarily absent in order to appear as a witness in court other than as a litigant, or to respond to an official order from another governmental jurisdiction for reasons not brought about through the connivance or misconduct of the employee, or to answer a call for jury duty, said call having been served in the manner provided by law, the employee shall receive the difference between their regular salary and any amount they receive as witness or juror fees, excepting, however, that time spent in answer to a federal subpoena outside the State of California is subject to approval by the District. In a case where acceptance of regular jury duty by a unit employee would tend to disrupt materially the Districts' operations, the Superintendent or his designated representative may confer with the affected employee and/or the County Jury Commissioner; provided, however, that an employee shall neither be encouraged nor solicited to request exemption from jury duty nor discriminated against on account of leaves taken pursuant to this Section.

Section 9. Military Leave

9.1 A military leave of absence shall be granted to any probationary or permanent unit employee who enters the active military service of the United States, the State of California, or the United States Merchant Marine, or the full time paid service of the American Cross, during any period of national emergency declared by the President of the United States, or during any war in which the United States is engaged.

9.2 A permanent unit employee shall be entitled to return to the position held by him/her at the time of their entrance into such service, provided such return is within six (6) months after they honorably leave such service or has been placed on inactive duty. A probationary unit employee who has been employed in excess of one year in a position in which they have not become a permanent employee shall be entitled to return to such position for the period their employment contract had to run at the time of entry into such service, provided such return is within six (6) months after they honorably leave such service or has been placed on inactive duty.

9.3 A unit employee who is granted a military leave shall earn service increments the same as they would have earned such increments had they continued their position with the District. The time served on military service shall be included as service in computing retirement benefits, but it shall not be counted as a part of the service required as a condition precedent to attaining permanent classification.

9.4 A unit employee who is a member of the reserve corps of the armed forces of the United States, or of the National Guard or State Militia, shall be entitled to temporary military leave of absence while ordered by proper authority to participate in training, or special exercises, in accordance with of the Military and Veterans Code and the Education Code. The provisions of said Codes notwithstanding, the employee shall, when possible, arrange intermittent periods of temporary military duty when school is not in session.

9.5 Salary paid by the District for a portion of the period of authorized military leave for employees shall be in accordance with the Military and Veterans Code and the Education Code.

Section 10. Sabbatical Leave

10.1 A sabbatical leave of absence not to exceed one school year for the purpose of permitting professional study, travel, or research may be granted a permanent certificated employee of the District, subject to the following conditions:

10.1.1 The employee shall have satisfactorily completed at least seven (7) consecutive school years of service to the District immediately preceding the school year for which sabbatical leave is requested. Service on at least seventy-five percent (75%) of the number of days of the regular schools of the District were in session during each of said seven (7) school years shall be required as a prerequisite to eligibility for sabbatical leave consideration.

10.1.2 Not more than one sabbatical leave shall be granted a permanent certificated employee in each seven (7) year period.

10.1.3 The employee requesting sabbatical leave shall develop, present, and arrange to fulfill an acceptable program of activity that will be of benefit to the schools and pupils of the District.

10.1.4 The employee on sabbatical leave shall be paid one-half of the basic salary that they would have received had they not been on sabbatical leave or, at the option of the District with the concurrence of the employee, the difference between the employee's basic salary and the basic salary of the employee's replacement.

10.1.5 Except for reasons of death, or physical or mental disability, the employee shall be required to serve the District for at least two (2) years following return from sabbatical leave. They shall indemnify the District against loss in the event of failure to render such service by furnishing in advance of the subject leave a suitable bond in accordance with Education Code provisions.

10.1.6 The time served on sabbatical leave shall be included as a year of service in computing District retirement benefits, in qualifying for service increments on the salary schedule, and as service in computing longevity.

10.1.7 Subject to the availability of District funds and the availability of competent and properly qualified persons to fill the positions held by employees requesting sabbatical leave, the number of employees on sabbatical leave in any school year shall not exceed one percent (1%) of the total number of unit employees of the District.

10.1.8 Health insurance benefits provided for full time unit employees shall also apply to personnel on sabbatical leave.

10.1.9 Following the period of sabbatical leave, an employee shall be permitted to return to his former school and teaching assignment unless a request is submitted and granted for transfer to another assignment, or there is a reduction in the size of the school staff.

Section 11. New Parent Leave

11.1 New parent of absence shall be granted to any employee who is required to be absent from duty because of adoption, foster care, pregnancy, miscarriage, childbirth, and recover therefrom pursuant to Education Code 44977.5. The length of new parent leave, including the date on which the leave should commence and the date on which the employee shall resume duties, shall be determined by the employee and their physician.

11.2 The employee is entitled to use accumulated sick leave, including extended sick leave when physically disabled or otherwise incapacitated from performing duties because of pregnancy, miscarriage, childbirth, and recovery there from. Per California Family Rights Act (CFRA), after the exhaustion of all paid leave, the employee will be entitled to differential pay as specified in Section 1.3. A certificate of good health from the attending physician shall be submitted prior to reinstatement from maternity leave.

Section 12. Health/Family Hardship Leave

12.1 A permanent unit employee may request a leave of absence without salary not to exceed one (1) school year to restore health, or alleviate a hardship of an employee or member of the employee's family as defined in Section 5.3.

12.2 The Superintendent/designee will consider the following prior to granting approval of leave under this section:

12.2.1 Length of satisfactory service with the District.

12.2.2 Previous absence and leave record of the employee.

12.2.3 Difficulty to replace a “hard to fill” position, as determined by the District.

12.2.4 Circumstances under which the request for such leave is made.

12.2.5 The reasonableness of the request.

12.2.6 Reasonable expectation that the employee will return to duty.

Section 13. Professional Leave

13.1 A permanent certificated employee may be granted a professional leave of absence without salary not to exceed one (1) school year for the purpose of professional study, travel, or teaching outside the continental United States that will result in benefit to the schools and students of the District.

13.2 When an employee requests professional leave, the program of professional study or travel or teaching assignment outside the continental United States shall be subject to advance approval by the Superintendent/designee.

13.3 Following the period of professional leave, the District has the right of assignment.

Section 14. Personal Leave

14.1 In sufficiently extenuating circumstances, a unit employee may be granted a personal leave of absence as defined below:

14.1.1 A voluntary personal leave of absence without salary not to exceed one (1) school year may be granted a permanent employee when good reason for the requested leave exists, when a competent and properly qualified person is available to fulfill their functions with the District during the term of absence, and when the granting of such leave will be of benefit to the District as well as the subject employee.

14.1.2 A unit employee of the District shall be placed on compulsory, involuntary personal leave of absence when they has been charged in conformity with legal requirements with alleged sex offenses, incompetence due to mental or physical disability, or other similar charges detrimental to the interests of the schools and the pupils of the District.

14.1.3 The period of time of such a compulsory, involuntary leave and the compensation paid during such period of time shall be in accordance with applicable mandatory provisions of the Education Code.

Section 15. Association Leaves

15.1 Subject to advance written request of no less than three (3) months, the President of the Association or their designee shall, during the term hereof, be granted leave without pay for up to one (1) year, subject to the following:

15.1.1 The leave shall be for a period of no less than one (1) trimester/semester in the case of elementary employees, and one (1) quarter for secondary employees.

15.1.2 The Association shall reimburse the District for the costs of the employee's insurance, retirement and Workers' Compensation while the employee is on leave.

15.1.3 The employee will not accrue leave benefits while absent from their normal District assignment.

15.2 When and to the extent that such will not, in the judgment of the District, interfere with the educational programs of the District or a school or department, representatives of the Association shall be granted a cumulative unit total of up to ten (10) days leave per school year to be taken in units of no less than one (1) work day. The Association shall reimburse the District the costs incurred for a substitute.

15.3 The leaves authorized by this Section shall be used for normal and usual Association activities that are in compliance with law and this Agreement.

Section 16. Family and Medical Care Leave

16.1 The District will provide family and medical care leave for eligible employees as required by State and Federal law. The following provisions, together with the Department of Labor regulations implementing the Federal Family and Medical Leave Act of 1993 ("FMLA"), and the regulations of the California Fair Employment and Housing Commission implementing the California Family Rights Act ("CFRA") (Government Code Sec. 12945.2), define the rights and obligations of unit members in connection with Family and Medical Care Leave. Unless otherwise provided by this Article, "Leave" under this Article shall mean leave pursuant to the FMLA and CFRA.

16.2 Eligible members are entitled to a total of 12 work weeks of leave during a 12-month period. A member's entitlement to leave for the birth of a child or placement of a child for adoption or foster care expires 12 months after the birth or placement. The 12-month period for calculating leave entitlement will be a "rolling period" measured backward from the date leave is taken and continues with each additional leave day taken. Thus, whenever a member requests leave, the District will look back over the previous 12-month period to determine how much leave has been used in determining how much leave a member is entitled to. A member's request for leave of less than two weeks duration will not be granted absent medical certification that such leave is medically necessary.

16.3 If a member requests leave for any reason permitted in Section 16.1, they must exhaust all accrued leaves (except sick leave) in connection with the leave.

16.4 Members shall fill out the appropriate District forms to be eligible for leave. Such forms will enable the District to satisfy its record keeping obligations.

16.5 Leave under this section shall run consecutive to, not concurrent with, other leaves available to the unit member.

16.6 Leave under this section shall entitle the unit member to all medical benefits of employment for a total of 12 weeks, on the same basis as if the unit member were not on leave.

16.7 Not entitled to salary benefits while on this leave.

Section 17. Disability Leave

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

Section 18. General

18.1 Unit employees intending to utilize leaves under this Article shall notify their immediate superior thereof as far in advance as possible.

18.2 The District reserves the right to verify by all reasonable means that the leave benefits are not abused, including requiring an employee to submit a signed declaration and/or other proof to substantiate the use of leave time.

18.3 The failure to report for assignment at the expiration of any type of leave shall be considered equivalent to immediate, voluntary resignation from District employment.

18.4 Inclusion of time spent on any type of leave for purposes of determining the employee's status relating to service computations shall be in accordance with mandatory provisions of the Education Code except as expressly provided otherwise in this Article.

ARTICLE XII - GRIEVANCE PROCEDURE

Section 1. Definitions

1.1 A "grievance" is a formal written allegation by a unit employee or the Association that they/it has been affected by a violation of the specific provisions of this Agreement. Actions to challenge or change the policies of the District as set forth in the rules and regulations or administrative regulations and procedures, so long as these are consistent with the terms of this Agreement, must be undertaken under separate legal processes.

Other matters for which a specified method of review is provided by law are not within the scope of this procedure.

1.2 A “day” is a day in which the central administrative office of the District is open for business.

1.3 The “immediate supervisor” is the lowest level administrator having immediate jurisdiction over the grievant who has been designated by the District to adjust grievances.

Section 2. Informal Level

Before filing a formal written grievance, the grievant shall attempt to resolve it by an informal discussion with the grievant’s immediate supervisor.

Section 3. Formal Level

3.1 Level I. Within fifteen (15) days after the occurrence of the act or omission giving rise to the grievance, or within fifteen (15) of their having reason to become aware of it, whichever is later, the grievant must present such grievance in writing to the immediate supervisor. This shall be a clear, concise statement of the grievance, the circumstances involved, the specific provision of the Agreement alleged to have been violated, and the specific remedy sought. The supervisor shall communicate a decision to the employee in writing within ten (10) days after receiving the grievance. If the supervisor does not respond within the time limits, the grievant may appeal to the next level. Within the above time limits, either party may request a personal conference with the other party.

3.2 Level II. In the event the grievant is not satisfied with the decision at Level I, the grievant may appeal the decision to the Superintendent or designee within fifteen (15) days. This statement should include a copy of the original grievance, the decision rendered, and a clear, concise statement of the reasons for the appeal. The Superintendent or designee shall communicate a decision within fifteen (15) days after receiving the appeal. Either the grievant or the Superintendent or designee may request a personal conference within the above time limits. If the Superintendent or designee does not respond within the time limits, the grievant may appeal to the next level.

3.3 Level III. If the grievant is not satisfied with the decision at the previous level

or if there is no decision within the time limits, the grievant may, within ten (10) days of receipt of the decision or the exhaustion of the time limits, request the Association submit the grievance to mediation/arbitration. The Association, if it elects to pursue the grievance, shall submit the grievance to mediation/arbitration within fifteen (15) days of the receipt of the decision or the exhaustion of the time limits.

3.3.1 If the Association submits to mediation/arbitration, the parties shall request the services of a mediator from the State Mediation and Conciliation Service. The mediator shall first attempt to resolve the grievance through mediation. If, in the judgment of the mediator, mediation will not bring about resolution, the mediator shall become the arbitrator and shall render a decision, which shall be reduced to writing and which shall be final and binding except decisions pertaining in whole or part to Article VIII, Section 9.2.2 (Evaluation Procedure) and/or Article XIII (Safety), which shall be advisory only and shall be submitted to the Board of Education for its determination. The arbitrator will have no power to add to, subtract from or modify the terms of this Agreement or such written policies, rules, regulations, procedures of the District that are not in violation of the terms of this Agreement. Neither party shall be permitted to assert any ground in arbitration if such ground was not disclosed to the other party prior to the decision being appealed to mediation/arbitration, or to assert any evidence known but not disclosed in response prior to the decision being appealed.

3.3.2 Either party may elect to separate mediation and arbitration in lieu of the mediation/arbitration procedure above. If separated, mediation shall precede arbitration. Separated arbitration shall be final and binding and conducted pursuant to the rules of the American Arbitration Association. The fees and expenses of the arbitrator shall be borne equally by Association and District. All other expenses shall be borne by the party incurring the expenses. The arbitrator shall be bound by the same rules as the arbitrator in the mediation/arbitration procedure above.

Section 4. General

4.1 Failure of District representatives to comply with time limits shall entitle the grievant to appeal to the next level of review; failure of the grievant to comply with such time limits

shall constitute abandonment of the grievance. The parties may extend time limits by mutual written agreement in advance.

4.2 Where more than one grievant alleges identical claims arising simultaneously out of the same facts and circumstances and they have different immediate supervisors, a group grievance may be filed at Level II. Grievants shall identify and sign the group grievance.

4.3 Conferences provided for under this procedure shall be conducted at a time and place which will afford a fair and reasonable opportunity to those entitled to be present to attend. When such conferences are held during the work day hours, all persons who participate shall be excused with pay for that purpose.

4.4 The grievant(s) be represented at all Levels under this procedure.

Section 5. Mediation under Article X, Class Size.

5.1 Grievances alleging violation of Sections 1 and/or 2 of Article X, Class Size, if not resolved at Level I, may be submitted to mediation. Mediation, if requested, shall occur before Level II review, and shall be arranged for through the State Mediation and Conciliation Service.

ARTICLE XIII - SAFETY

Section 1. Collective Responsibility

Safety is a collective responsibility.

Section 2. Safe Working Conditions

The District will continue to endeavor to provide for on-the-job safety for unit employees in accordance with Board Policy 3514.

2.1 Under natural disaster or pandemic conditions, the District shall, when there is time, negotiate with SBTA to ensure safe working conditions for unit members. In the event that there is no time for negotiations, the District will consult with SBTA.

2.2 Non-Compliance Physical Restraining Training, Deescalation Training, Crisis Prevention Intervention Training shall be made available for all unit members who teach or interact with students in the Therapeutic Learning Program (TLP) or mod-severe program. If a unit member is injured due to the actions of a student they must follow the established workplace injury protocols.

Section 3. Reporting Unsafe Conditions

A current employee has an obligation to report any unsafe working conditions to their direct supervisor. If the unsafe working condition is not resolved by the direct supervisor then the employee may file a formal statement reporting the perceived unsafe working condition with the Director of Human Resources or the Assistant Superintendent of Human Resources, who shall, within ten (10) working days, advise the reporting employee of any follow-up action taken or to be taken.

Section 4: Notification to Teachers of Pupils Whose Actions Are Grounds For Suspension or Expulsion

District shall notify unit members in accordance with Education Code Section 49079.

ARTICLE XIV - PUBLIC CHARGES

Section 1. Complaints

No unsatisfactory formal evaluation shall be predicated upon information or material of a derogatory or critical nature which has been received by the evaluator from students, parents, and/or citizens unless the following procedures have been followed. Nothing herein shall preclude an unsatisfactory evaluation where such evaluation is based in whole or in part on other information or materials.

1.1 Any student, parent or citizen complaint about a unit member which may result in: discipline; a letter of reprimand; a derogatory entry into the personnel file; a negative comment on an evaluation; or a negative evaluation shall be reported to the unit member by the administrator receiving the complaint within ten (10) days of receipt.

1.2 Should the unit member or the immediate supervisor believe that the allegations warrant a meeting, the immediate supervisor shall attempt to schedule a meeting between the unit employee, the complainant and the immediate supervisor.

1.3 If there is no meeting, or if the matter is not resolved at the meeting to the satisfaction of the complainant, the complainant may reduce the complaint to writing and submit the original to the unit member's immediate supervisor and a copy to the unit member.

1.4 If no written complaint is received the matter shall be dropped.

Section 2. Anonymous Complaints

Anonymous or confidential complaints and complaints which the District concludes are without merit shall neither be placed in the unit employee's personnel file nor utilized in any evaluation or disciplinary action against the unit employee. For purposes of this agreement, an anonymous complaint is one in which the District receives an accusation but does not have information about who the accuser is and therefore is not able to provide this information to the unit member. A confidential complaint is one in which the District knows who the accuser is but is not at liberty to share that information with the unit member. The District may make the unit member aware of a complaint regardless of whether it is anonymous or confidential.

Section 3. Criminal Conduct

Notwithstanding the above, nothing in this article will be construed to prevent the District from investigating matters and, if appropriate, taking adverse action against an employee regarding matters involving criminal conduct and/or conduct in which the District has a legal obligation to pursue.

ARTICLE XV - PERSONNEL FILES

Section 1. Review of Personnel File

A member of the Bargaining Unit shall be permitted to review, upon reasonable notice, the District's personnel file. Members are permitted to review the personnel file during non-duty hours.

1.1 Viewable material shall not include ratings, reports or records which (1) were obtained prior to the employment of the member of the Bargaining Unit involved, (2) were prepared by identifiable examination committee members, or (3) were obtained in connection with a promotional opportunity.

1.2 Information of a derogatory nature, except material mentioned in 1.1 above, shall not be entered or filed in the personnel file of a member of the Bargaining Unit until the member is given written notice an opportunity to respond. The derogatory material will be placed into the personnel file ten (10) days after the unit member has received the written notice.

Section 2. Unfounded Derogatory Material

If derogatory material (other than Final Evaluation forms and Evaluation Observation instruments) which the employee believes to be unfounded is placed (or will be placed) in an employee's personnel file, the employee may initiate a grievance to determine the veracity of the derogatory material.

Section 3. Singular Personnel File

There shall be only one official personnel file for each employee which the District shall maintain at the District's central office. Any files kept by the employee's immediate supervisor or any other agent of the District who may act as the employee's evaluator shall not contain any materials not found in the official file. The contents of the personnel files shall be kept in the strictest confidence.

ARTICLE XVI - RESIGNATIONS

Section 1. Resignation From Contract

Employment with the District may be terminated before the end of the term of the Notice of Employment by mutual agreement of both parties. Educators who resign from their individual Notice of Employment for other than health or retirement purposes shall forfeit an amount equal to two percent (2%) of the salary schedule base if the resignation is received between July 1 and October 1. Appropriate notification to the Commission on Teacher Credentialing shall be made for any educator who abandons their position.

ARTICLE XVII - TERM AND EFFECT OF AGREEMENT

Section 1. Term

This Agreement applies to employees who are unit employees on and after the date of this Agreement legally goes into effect. This Agreement shall remain in full force and effect through June 30, 2027. Negotiations will resume for the 2026-2027 school years for which, the parties agree to reopen Article IV (Wages), Article V (Health and Welfare Benefits) and three other Articles each.

Section 2. Applicability to Law

If any section or provision of the Agreement violates applicable law, then such law shall supersede such provision or section.

Section 3. No Reduction In Wages

The wages, hours, and terms and conditions of employment, as that term is defined in Government Code Section 3543.2, of unit employees shall not be reduced or eliminated except as provided by the terms of this Agreement.

Section 4. Right to Reopen

The lawful provisions of the Agreement are binding upon the parties thereof. The Association shall have the right to reopen negotiations on any change by the District to working conditions not covered by the contract language.

Section 5. Total Agreement

This Agreement constitutes the total and entire agreements between the parties and no verbal statement shall supersede any of its provisions.

Section 6. Prevailing Authority

It is understood and agreed that the specific provisions contained in this Agreement shall prevail over District practices and procedures and over State laws to the extent permitted by State law.

Section 7. Fidelity to Agreement

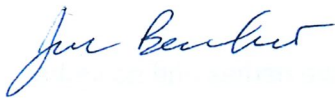
The Parties agree to support this Agreement, and, apart from any legal restrictions on concerted activities, the Association recognizes its contractual duty to induce unit employees to faithfully, efficiently, and uninterruptedly render service during its term. The Association shall be liable for its contractual obligations under this Section until it has fully complied with its statutory negotiation and impasse obligations in connection with the negotiation of a successor agreement after the completion of the term hereof. It is understood and agreed that the provisions of this Section do not affect the Districts' rights and remedies other than its remedies at law for breach of contract.

Section 8. Single Plan for Student Achievement

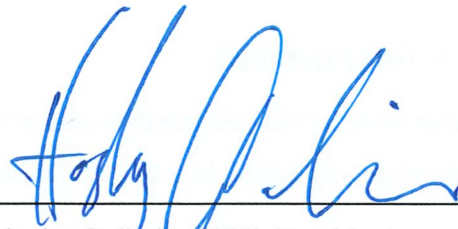
No Single Plan for Student Achievement site plan provision shall alter, modify, violate or supersede, except as mutually agreed in writing by the District and Association, this agreement or any other formal understanding, condition or practice established between the parties. The foregoing shall apply to any plans the District intends to implement.

ARTICLE XVIII - SAVINGS CLAUSE

If any provisions of this Agreement are held to be contrary to law by a court of competent jurisdiction, such provisions will not be deemed valid and subsisting except to the extent permitted by law, but all other provisions will continue in full force and effect.



John Becchio, Asst. Superintendent, HR



Hozby Galindo, SBTAs President

EXHIBIT A

UNIT DESCRIPTION

All non-management, non-supervisory, non-confidential, regular school year, probationary and permanent regular full-time and part-time certificated employees, and such regular temporary employees and instructors who are continuously employed under contract for a regular school semester or more. Included in the unit are certificated Child Development employees and permanent part-time, temporary, and specially funded persons who are employed to perform duties uninterrupted under contract at least a regular school semester.

SHALL EXCLUDE:

All management (as designated in District Resolution 75/76-10), supervisory and confidential employees, limited term employees who are employed uninterrupted for less than a regular school semester, and all irregular/casual (e.g., substitutes and home/hospital) employees.

EXHIBIT B

“B”, “B-1”, “B-2”, “B-3”, “B-4”, “B-5”, “B-6”, “B-7”, “B-8”, “B-9”, “B-10”, “B-11”,
“B-12”, “B-13”, “B-14”, “B-15”, “B-16”, “B-17”, “C” and “C-1”

SALARY SCHEDULES FOR CERTIFICATED PERSONNEL

Exhibit B

SCHEDULE I: Certificated Personnel other than Administrative Management and Children's Center employees. (Schedule I applies to teachers, librarians, counselors, etc. For School Psychologist, School Nurses, Speech Language Pathologists, Certified Behavior Analyst and Children's Centers, see respective Schedules.) This schedule is broken down into 3 Classes: Class I (BA + less than 45 units), Class II (BA + 45-59 units) and Class III (BA + 60 units.)

What Units Count?

TRAINING CLASSES:

CLASS I: Certificated personnel with a Bachelor's Degree or a Designated Subject credential and less training than a Bachelor's Degree and less than 45 semester units (67-1/2 quarter units) of upper division or graduate work after completion of the Bachelor's Degree, said work to be in accordance with a plan developed by the Class Transfer and Leave Committee.

CLASS II: Certificated personnel with between 45 and 59 semester units (67-1/2 to 89-1/2 quarter units) of upper division or graduate work after completion of the Bachelor's Degree, said work to be in accordance with a plan developed by the Class Transfer and Leave Committee; and with Bachelor's Degree plus regular Class A Vocational Arts Credentials.

CLASS III: Certificated personnel with 60 semester units (90 quarter units) of upper division or graduate work after completion of the Bachelor's Degree, said work to be in accordance with a plan developed by the Class Transfer and Leave Committee.

EXPERIENCE CREDIT: Experience credit for initial placement on the basic salary schedule shall be limited to 12 years with placement on Step 13. Experience credit may consist of:

1. Approved teaching experience ** A year's credit requires at least a 60% assignment for 75% of a school year. Parts of years are not added together to make a year, except that two consecutive, full semesters of service may constitute one year of experience.
2. One year of credit for each 750 hours of teaching experience as a home-hospital teacher, done under the authorization of a regular teaching credential, and since July 1, 1962.
3. One year of credit for each full twenty-four calendar months of active military service, to a maximum of three years credit (for six years of service). Teaching experience in military service that appears to be relevant to the teacher's classroom assignment may be credited as teaching experience rather than as military service.

For Hard to Fill Positions (this includes School Psychologists, Special Education Teachers (mod/severe) and Speech Language Pathologists) years of experience credit for initial placement on the basic salary schedule shall be limited to 12 years for identified 'hard-to-fill' positions with placement at step 13.

** Experience Credit --Approved teaching experience shall include service performed in District Children's Centers. Counselors and other guidance personnel: Credit for initial placement on the salary schedule shall be limited to a maximum of 12 years with placement at Step 13, and may consist of approved full-time psychological or social work experience in conjunction with children.

Exhibit B-1 - ADVANCED DEGREES

Master's Degree: Certificated employees holding Master's Degrees shall receive a stipend in addition to their respective salaries.

In addition to receiving the existing stipend for a Master's Degree, elementary and secondary classroom teachers who earn or have earned a Master's degree in mathematics, English/Language Arts, Science or Social Science will receive an additional stipend annually, provided the teacher instructs in the content area in which the Master's is earned.

Doctor's Degree: Certificated employees holding earned Doctor's Degrees shall receive a stipend in addition to their respective salaries.

Bilingual Stipend: The District shall pay bargaining unit members who currently have a BCC, BCLAD, or score Advanced or higher on the ACTFL assessment based on the following categories. Unit members earn this stipend for work normally performed as part of their teaching assignment.

- Level A (\$3,200/year)
 - Elementary Dual Language Immersion program teachers
 - Secondary Educators teaching a core subject area in Spanish (not world languages) (prorated by section)
- Level B (\$2,000/year)
 - Classroom teachers in TK-3 with a BCC, BCLAD, or who score Advanced or Superior
- Level C (\$1,000/year)
 - Classroom teachers in grades 4-12 with a BCC, BCLAD, or score Advanced or Superior. Unit members who are not classroom teachers TK-12 with a BCC, BCLAD or score Advanced or Superior.

Exhibit B-2 - SPLIT ASSIGNMENT

Other than itinerant by definition (i.e., at least two different sites) certificated staff shall be compensated at the per semester stipend plus appropriate mileage.

Exhibit B-3 - SALARY RATES FOR HOURLY CERTIFICATED PERSONNEL

There are two rates paid for hourly work. There is a “with student” rate (Summer Session and other classroom) and a rate without students (Curriculum Workshop rate).

Exhibit B-4 - SALARY DIFFERENTIALS FOR SPECIAL CERTIFICATED ASSIGNMENTS

These rates are paid on the annual notice of employment. Head Counselors and Special Ed Chairperson based on the number of periods in the department. A 1.0 FTE is equivalent to 5 periods.

Exhibit B-5 - Additional Days – Time Factors on Base Pay:

All certificated personnel who work beyond the number of days regular teachers are required to be on duty shall be paid by using the following time factor times their salary:

1.025 - 5 days	1.10 - 18 days
1.050 - 9 days	1.15 - 27 days
1.075 - 14 days	1.20 - 36 days
1.081 - 15 days	1.25 - 48 days

Exhibit B-6 - 186 TEACHER DAYS**Exhibit B-7 - 200 DAYS TOSAs****Exhibit B-8 - 210 DAYS TEACHER SOCIAL WORKER (TSW)****Exhibit B-9 - 215 DAYS TEACHER PROGRAM SPECIALIST (TPS)****Exhibit B-10 - HEAD COUNSELOR**

Exhibit B-10 reflects 203 days.

Exhibit B-11 - COUNSELOR

Exhibit B-11 reflects 194 days.

Exhibit B-12 - ATHLETIC DIRECTORS

Exhibit B-12 reflects 200 days.

Exhibit B-13 - TRAINING CLASSES FOR SCHOOL NURSES:

CLASS I: Nurses with B.S., R.N., or P.H.N.

CLASS II: Nurses with B.S., R.N., or P.H.N. and a California School Nurse credential.

CLASS III: Nurses with B.S., R.N., or P.H.N. and a California School Nurse credential, and at least 15 continuing education semester hours in nursing, earned subsequent to the Bachelor's Degree or a Master's Degree.

EXPERIENCE CREDIT FOR SCHOOL NURSES: Experience credit for initial placement on the basic salary schedule shall be limited to 12 years with placement at Step 13. Experience credit may consist of:

1. Approved nursing experience (public health, pediatric, school nurse).
2. One year of credit for each full twenty-four calendar months of active military service, to a maximum of three years' credit (for six years of service.) Nursing experience in military service that appears to be relevant to school nursing may be credited as nursing experience rather than as military service.

Exhibit B-14 - SCHOOL LIBRARIANS

Exhibit B-14 reflects 190 days.

Exhibit B-15 - CERTIFICATED SPEECH LANGUAGE PATHOLOGIST & BOARD CERTIFIED BEHAVIOR ANALYST

Exhibit B-15 reflect the Speech Language Pathologist and Board Certified Behavior Analyst Base Pay Salary based on # of work days. All Speech Language Pathologists and Board Certified Behavior Analysts hired after July 1, 2013 are on the 196 day work calendar.

TRAINING CLASSES:

CLASS I: Certificated personnel with a Bachelor's Degree or a Designated Subject credential and less training than a Bachelor's Degree and less than 45 semester units (67-1/2 quarter units) of upper division or graduate work after completion of the Bachelor's Degree, said work to be in accordance with a plan developed by the Class Transfer and Leave Committee.

CLASS II: Certificated personnel with between 45 and 59 semester units (67-1/2 to 89-1/2 quarter units) of upper division or graduate work after completion of the Bachelor's Degree, said work to be in accordance with a plan developed by the Class

Transfer and Leave Committee; and with Bachelor's Degree plus regular Class A Vocational Arts Credentials.

CLASS III: Certificated personnel with 60 semester units (90 quarter units) of upper division or graduate work after completion of the Bachelor's Degree, said work to be in accordance with a plan developed by the Class Transfer and Leave Committee.

Master's Degree: Certificated employees holding Master's Degrees shall receive a stipend in addition to their respective salaries. See Exhibit B-1.

Doctor's Degree: Certificated employees holding earned Doctor's Degrees shall receive a stipend in addition to their respective salaries. See Exhibit B-1.

EXPERIENCE CREDIT: Experience credit for initial placement on the basic salary schedule shall be limited to 12 years with placement at Step 13. Experience credit may consist of:

1. Approved experience ** A year's credit requires at least a 60% assignment for 75% of a school year. Parts of years are not added together to make a year, except that two consecutive, full semesters of service may constitute one year of experience.
2. One year of credit for each 750 hours of experience as a home-hospital teacher, done under the authorization of a regular teaching credential, and since July 1, 1962.
3. One year of credit for each full twenty-four calendar months of active military service, to a maximum of three years credit (for six years of service). Teaching experience in military service that appears to be relevant to the teacher's classroom assignment may be credited as teaching experience rather than as military service.

For Hard to Fill Positions (this includes School Psychologists, Special Education Teachers (mod/severe) and Speech Language Pathologists) years of experience credit for initial placement on the basic salary schedule shall be limited to 12 years for identified 'hard-to-fill' positions with placement at Step 13.

**** Experience Credit --** Credit for initial placement on the basic salary schedule shall be limited to 12 years, with placement at Step 13. Experience credit may consist of approved full-time speech-language pathologist experience in conjunction with children.

Exhibit B-16 - CERTIFICATED PSYCHOLOGIST

Exhibit B-16 reflects the School Psychologist Base Pay Salary based on 195 work days.

TRAINING CLASSES:

CLASS I: Certificated personnel with a Bachelor's Degree or a Designated Subject credential and less training than a Bachelor's Degree and less than 45 semester units (67-1/2 quarter units) of upper division or graduate work after completion of the Bachelor's Degree, said work to be in accordance with a plan developed by the Class Transfer and Leave Committee.

CLASS II: Certificated personnel with between 45 and 59 semester units (67- 1/2 to 89-1/2 quarter units) of upper division or graduate work after completion of the Bachelor's Degree, said work to be in accordance with a plan developed by the Class Transfer and Leave Committee; and with Bachelor's Degree plus regular Class A Vocational Arts Credentials.

CLASS III: Certificated personnel with 60 semester units (90 quarter units) of upper division or graduate work after completion of the Bachelor's Degree, said work to be in accordance with a plan developed by the Class Transfer and Leave Committee.

Master's Degree: Certificated employees holding Master's Degrees shall receive a stipend in addition to their respective salaries. See Exhibit B-1.

Doctor's Degree: Certificated employees holding earned Doctor's Degrees shall receive a stipend in addition to their respective salaries. See Exhibit B-1.

EXPERIENCE CREDIT: Experience credit for initial placement on the basic salary schedule shall be limited to 12 years with placement at Step 13. Experience credit may consist of:

1. Approved experience ** A year's credit requires at least a 60% assignment for 75% of a school year. Parts of years are not added together to make a year, except that two consecutive, full semesters of service may constitute one year of experience.
2. One year of credit for each 750 hours of experience as a home-hospital teacher, done under the authorization of a regular teaching credential, and since July 1, 1962.
3. One year of credit for each full twenty-four calendar months of active military service, to a maximum of three years credit (for six years of service). Teaching experience in military service that appears to be relevant to the teacher's classroom assignment may be credited as teaching experience rather than as military service.

For Hard to Fill Positions (this includes School Psychologists, Special Education Teachers (mod/severe) and Speech Language Pathologists) years of experience credit for initial placement on the basic salary schedule shall be limited to 12 years for identified 'hard-to-fill' positions with placement at Step 13.

** Experience Credit -- Credit for initial placement on the salary schedule shall be limited to a maximum of 12 years with placement at Step 13. Experience credit may consist of approved full-time psychologist experience in conjunction with children.

Exhibit B-17 (Eff. July 1, 2019) - CAREER TECHNICAL EDUCATION (CTE)

Column movement on certificated salary schedule for Career Technical Education (CTE)

Designated Subject credential holders.

CLASS I: Preliminary CTE DS credential

CLASS II: BA and Preliminary CTE DS credential and 15 units OR Clear CTE DS credential and 143 units.

CLASS III: BA and Clear CTE DS credential and 30 units OR Clear CTE DS credential and 158 units.

Notes:

- For CTE DS credential holders, 1 unit = 15 hours of applicable training or 1 college (semester) unit.
- For initial step placement, years of relevant work experience (equivalent to 75% of the days of the school year) or teaching may be counted.

- For schedule advancement, any combination of teaching and/or work experience equaling 75% of the days of the school year may be counted.

Exhibit C & Exhibit C-1

SCHEDULE II: EARLY CHILDHOOD EDUCATION CERTIFICATED PERSONNEL PROGRAMS

Early Childhood Education/Children's Centers and School Age are based on 225 Working Days. These positions are based on 225 working days.

Early Childhood Education/Preschool Teachers based on 188 Working Days

These positions are based on 188 working days. Placement is based on Class I (BA), Class II (BA + 15 semester units), Class III (BA + 30 semester units) and Class IV (BA + 45 semester units.)

CLASS I: Certificated personnel with a Bachelor's Degree or less, said work to be in accordance with a plan developed by the Class Transfer and Leave Committee.

CLASS II: Certificated personnel with a Bachelor's Degree and between 1 and 15 semester units after completion of the Bachelor's Degree, said work to be in accordance with a plan developed by the Class Transfer and Leave Committee.

CLASS III: Certificated personnel with a Bachelor's Degree and between 16 and 29 semester units after completion of the Bachelor's Degree, said work to be in accordance with a plan developed by the Class Transfer and Leave Committee.

CLASS IV: Certificated personnel with a Bachelor's Degree and between 45 semester units or more after completion of the Bachelor's Degree, said work to be in accordance with a plan developed by the Class Transfer and Leave Committee.

MASTER'S DEGREE: Early Childhood Education employees holding Master's Degrees shall receive a stipend in addition to their respective salaries. See Exhibit B-1.

EXPERIENCE CREDIT: Experience credit for initial placement on the salary schedule shall be limited to a maximum of five years, and may consist of:

1. Approved experience in a licensed nursery school or children's center program
2. Approved teaching in an elementary school.
3. Approved paid experience in a college or demonstration nursery or child-care program.

CURRICULUM WORKSHOP/HOURLY TEACHING PERSONNEL: See Exhibit B-3

EXTENDED TIME: Regularly employed teachers who work extended time will be paid at their regular contract rate. Fringe benefits that are provided for contract employees will not be increased because of extended time.

Exhibit D

CO-CURRICULAR ACTIVITIES

These are stipends paid annually for co-curricular activities.

THE FOLLOWING INFORMATION APPLIES TO ALL SALARY SCHEDULES.

CLASS TRANSFER INFORMATION: Credits earned and submitted for credit toward transfer to the next highest training class on the basic salary schedule shall be evaluated on the following basis:

1. Their application toward a plan developed by the Class Transfer and Leave Committee, said plan to be filed with the Committee by March 1 of the school year preceding the effective date of transfer (the following July 1).
2. Full credit for allowable units earned after employment and/or within five years immediately preceding employment in the school system.
3. One-half credit for allowable units earned more than five years prior to employment in the school system.
4. One semester unit allowed for each 15 hours attendance in in-service courses set up under the Santa Barbara School Districts. (Not more than 2/3 of the units for any transfer may be in-service courses.)
5. For Physical Education teachers, EMT certification shall be considered for class transfer.
6. For elementary teachers who are teaching TK prior to and up until 2020, Early Childhood units from a city college will be accepted as units for movement across the salary schedule.

When transferring to a higher salary class, the employee may move to the new class in addition to advancing one step for the previous years' experience credit. IN NO EVENT SHALL AN EMPLOYEE BE ADVANCED MORE THAN ONE STEP INCREMENT IN ONE YEAR.

SERVICE INCREMENTS: Each employee shall be advanced one-step increment at the beginning of each school year, with the following provisions:

1. In order to be granted an annual increment, the principal or department head shall certify to the Human Resources Administrator that the employee's services for the year have been satisfactory.
2. A person who serves less than 75% of the number of days in the contract year for his position shall not be granted an increment for the following year.
3. An employee who works less than a 60% time assignment shall not be granted an increment for the following year. (For employees who continue on part- time assignments over a period of years, this may be interpreted in relation to the current time assignment as compared to the previous years' time assignments.)

INDEX RATES: All salaries for hourly personnel, department chairpersons, summer school teachers, and others not on the basic schedule shall be determined by the index rates based on the minimum (Class I, Step 1) of the basic salary schedule.

SALARY FOR INDIVIDUAL SEMESTER CLASS:

Teachers assigned additional classes above their regular assignment will be paid 1/5 pro rata salary for each additional period they teach. Teachers at San Marcos High School who teach assigned classes above their regular assignment will be paid 1/3 pro rata salary as long as they remain on the current block schedule. Such assignments shall be made only to alleviate problems with class schedules and/or class size. Such assignments shall be mutually agreed upon by the Santa Barbara Teachers Association Executive Board and the Assistant/Associate Superintendent of Secondary Education/Educational Services prior to the start of working an additional assignment. The site administration will endeavor to offer these assignments in a manner that reflects equity and opportunity among qualified certificated employees.

PAYMENTS: Salary warrants are generally issued on the last workday of the calendar month.

There are two choices of payment plan for certificated staff in year two or later of employment:

1. 12-payment plan: 16.67% will be withheld each month (September – June) from your net pay. Prior to the 16.67% being withheld, you pay taxes and retirement on 1/10 of your gross salary each month. The withholding will be paid in two equal payments in July and August.

2. 10-payment plan: 10 equal payments, September through June.

There are four choices of payment plan for certificated staff in their first year of employment. Before the second year of employment begins, unit members will be asked to choose one of the payment options listed above.

1. **13-payment plan:** 15.311% will be withheld each month (August-June) from your net pay. Prior to the 15.311% being withheld, you pay taxes and retirement on 1/10 of your gross salary each month. The withholding will be paid in two equal payments in July and August.
2. **12-payment plan:** 16.67% will be withheld each month (September-June) from your net pay. Prior to the 16.67% being withheld, you pay taxes and retirement on 1/10 of your gross salary each month. The withholding will be paid in two equal payments in July and August.
3. **11-payment plan:** 11 equal payments, August through June.
4. **10-payment plan:** 10 equal payments, September through June.

SALARY

Salary is defined as the (Position on Basic Schedule + Appropriate Position Differential) + Master's Degree Stipend (Exhibit B-1) + Doctor's Degree Stipend (Exhibit B-1) + Special Assignment Differential (Exhibit 4).

SALARY FOR PARTIAL YEAR:

Any partial payments for persons working less than a full year shall be made on the basis of the ratio of days worked to the days in the contract year. (The annual salary is divided by the number of days in the employee's contract year; this daily rate is multiplied by actual days worked.) EXCEPTION: A person who serves a complete semester shall receive not less than one-half of the established annual-rate.

Exhibit E

REQUEST FOR A CONTRACT WAIVER:

This is not grievable and is informational only. These are SBTA bylaws.

- A. All waivers will be presented to the Representative Council for Council's consideration.
- B. No waiver shall be granted for more than the term of the school year in which the waiver is granted.
- C. Action on a waiver request shall not take place at the Representative Council meeting at which a request is first presented.
- D. The Representative Council will act on a written waiver request within 35 days of its receipt by the Association, except that a waiver request presented at the last Representative council meeting of the school year will be held over until the next Representative Council meeting.
- E. Where appropriate, waivers approved by the Representative Council will be presented to the District Board of Trustees for the Trustees' consideration.
- F. Any unit member may bring forward a request for a waiver of the contract, or an agent of the District acting as representative of the District may bring forward a request for a waiver of the contract.
- G. Where a site or program would be impacted by a waiver request or is making a waiver request, the request shall be approved by 70% of the unit, i.e. union members and fee payers at the site or in the program, as determined by a secret ballot vote conducted by the Association. A petition from 30% of the membership at a site or program presented to the Association will trigger a secret ballot vote.

Exhibit F

PLC/Dept. Lead

Elementary		
	Site PLC Lead TK-6	District PLC Lead PK and Art/Music/PE
Duties	<ul style="list-style-type: none"> Facilitate collaboration of grade-level PLC Serve as representative to SLT Facilitate PLC meeting Organize and maintain PLC records and resources Articulate with counterparts at other school sites Serve as representative to ad-hoc district-wide meetings Manage supplies 	<p>In collaboration with the Coordinator:</p> <ul style="list-style-type: none"> Facilitate monthly PLC meeting Organize and maintain PLC records and resources

Secondary			
	Site PLC Lead	District PLC Lead	Department Lead
High School	<ul style="list-style-type: none"> English: 9, 10, 11, 12 Math: I, II, III Science: Physics, Chemistry, Biology Social Science: World, US, Econ/Gov PE: 9/12 Spanish Visual Arts ELD (if 2+ teachers) with future adjustments CTE: variable by school/pathway 	<ul style="list-style-type: none"> Spanish Native Speakers Theater Arts, Instrumental Music, Choral Music CTE Programs: Culinary Arts, Video Production, Computer Science, Sports Medicine Health CTE: variable by school/pathway 	<p>Category A:</p> <ul style="list-style-type: none"> English Math Science Social Science PE Visual Arts <p>Category B (District PLC, but Site Department):</p> <ul style="list-style-type: none"> Visual Arts Performing Arts <p>Category C (District Department, not a representative to a site SLT):</p>

			<ul style="list-style-type: none"> Ethnic Studies (cadres count as PLCs for stipend level)
HS & JHS		<ul style="list-style-type: none"> French Librarians CTE: Construction Technology 	
	Site PLC Lead	District PLC Lead	Department Lead
Junior High	<ul style="list-style-type: none"> English: 7, 8 Math: 7, 8 Science: 7, 8 Social Science: 7, 8 PE: 7/8 	<ul style="list-style-type: none"> Spanish VAPA Programs: Visual Arts, Theater Arts, Instrumental Music, Choral Music 	<ul style="list-style-type: none"> English Math Science Social Science PE <p>Category B (District PLC, but Site Department):</p> <ul style="list-style-type: none"> VAPA
Alternative Ed	<ul style="list-style-type: none"> AV: Middle College AV: AVIS/SPP AV: Quetzal LC: English LC: Math LC: Science LC: Social Science 		<ul style="list-style-type: none"> AV: Middle College AV: AVIS/SPP AV: Quetzal LC: English LC: Math LC: Science LC: Social Science
Duties	<ul style="list-style-type: none"> Facilitate Site PLC meeting Organize and maintain Site PLC records and resources Articulate with counterparts at other school sites Potentially serve as a lead learner in support of--and/or facilitate--district-wide professional learning 	<ul style="list-style-type: none"> Facilitate District PLC meeting Organize and maintain District PLC records and resources May serve as representative to SLT pending site-based elections Serve as representative to District meetings (ad hoc) Facilitate vertical articulation Potentially serve as a lead learner in support of--and/or 	<ul style="list-style-type: none"> Serve as representative to Site Leadership Team (SLT) *Note--see SLT table Serve as representative to District meetings (ad hoc) Instructional leadership duties include: <ul style="list-style-type: none"> Provide input into Master Schedule

		<p>facilitate--district-wide professional learning</p> <p>*Participate in Open House and Showcase events and coordinate awards as needed.</p> <p>**Except for CTE, individual elective teachers order supplies independently.</p>	<ul style="list-style-type: none"> o Assist in development of Curriculum Course Catalogue o Facilitate quarterly Department Meetings o Facilitate vertical articulation o Organize and maintain instructional resources
District Cadres		<p>District cadres--no PLC Lead, but cadre members paid hourly</p> <ul style="list-style-type: none"> • ELD • Ethnic Studies (English) • Ethnic Studies (Social Studies) 	
Site PLC Lead	District PLC Lead	Department Lead	
		<p>Administrative duties include:</p> <ul style="list-style-type: none"> • Facilitate communication between administrative and teachers • Facilitate communication amongst teachers • Coordinate awards • Order supplies • Coordinate Open House participation 	

Special Education

	District PLC Lead (PK-6)	Elementary/Secondary District PLC Lead		Secondary District PLC Lead
Who	<ul style="list-style-type: none"> Mild/Mod Mod/Severe PK Joint Mild-Mod & Mod/Sev (in addition to monthly PK District PLC Meeting) 	<ul style="list-style-type: none"> TLP Teachers Nurses 	<ul style="list-style-type: none"> Psychologists (2 PLC Leads: elementary and secondary) Speech and Language Pathologists 	<ul style="list-style-type: none"> Mod/Severe (Mild/Mod teachers participate in Gen Ed PLCs)
	Other itinerant certificated service providers (DHH/VI/APE/Career Counselors) work independently, participate in ad hoc meetings.			
Duties	<ul style="list-style-type: none"> Facilitate monthly PLC meeting For Psychologists and Speech and Language Pathologists Leads: facilitate monthly grade-span PLC meeting; co-facilitate monthly joint PLC meeting Organize and maintain PLC records and resources 			

Other Secondary Leadership Positions

	Special Education Department Chair	Head Counselor
Duties	See contract	See contract

Site Leadership Team (SLT)			
Elementary	Junior High	High School	Alternative Ed
<ol style="list-style-type: none"> 1. All Site PLC Leads 2. Representative from Special Education Representative from PK (site-dependent) 3. Representative from Art/Music/PE 	<ol style="list-style-type: none"> 1. English 2. Math 3. Science 4. Social Science 5. PE 6. Special Ed Department Chair 7. World Languages 8. VAPA 9. Head Counselor 10. Librarian 11. Other (optional) 	<ol style="list-style-type: none"> 1. English 2. Math 3. Science 4. Social Science 5. PE 6. Special Ed Department Chair 7. World Languages 8. Visual Arts 9. Performing Arts 10. CTE 11. Head Counselor 12. Librarian 13. Other (optional) 14. Other (optional) 15. Other (optional) <p>*Principal discretion, electives can vote, or choose to have no optional</p>	<ol style="list-style-type: none"> 1. AV: Middle College 2. AV: AVIS/SPP 3. AV: Quetzal 4. LC: English 5. LC: Math 6. LC: Science 7. LC: Social Science 8. Head Counselor 9. Special Ed Department Chair
	SLT Stipend only because they are not a Department Lead <ul style="list-style-type: none"> • Librarian • World Languages • VAPA • Other 	SLT Stipend only because they are not a Department Lead <ul style="list-style-type: none"> • Librarian • World Languages • CTE • VAPA • Other 	

EXHIBIT G

Evaluation Plan Timelines

Evaluation Type	Permanent Teacher Evaluation Plan				
Phase	Frontline Component	Frontline Form	Task	Responsibility	Due Date
Planning Phase (Aug - Oct)			Notify teachers that they are being evaluated this year	Site Admin	Sept 1
			Group process meeting	Site Admin	Sept 30
	Teacher Self-Assessment	Form A	Domain Self-Reflection	Teacher	Sept 30
		Event	Evaluation Planning Conference	Evaluator & Teacher	Oct 30
Observation Phase (Nov - Feb)	Teacher Drop-in Observation	Drop-In Observation Form	Conduct Drop in Observation(s)	Evaluator	March 1
	Teacher In-depth Observation	Form B	Conduct In-Depth Observation	Evaluator	March 1
		<i>Event</i>	<i>Coaching Sessions (Optional)</i>	<i>Evaluator/Teacher</i>	<i>March 1</i>
		Event	Teacher uploads optional Domain 4 evidence	Teacher	March 1
Evaluation Phase	Teacher Final Evaluation	Form C	Complete Final Evaluation	Evaluator	April 15

Evaluation Type	Permanent Teacher - Improvement Plan Evaluation				
Phase	Frontline Component	Frontline Form	Task	Responsibility	Due Date
Planning Phase (June - Aug)	Teacher Performance Improvement Plan	Form D	Complete and present Performance Improvement Plan (PIP)	Evaluator	June 1 (year of Unsat)
			Group process meeting	Site Admin	Sept 30
	Teacher Self-Assessment	Form A	Complete Domain Self-Reflection	Teacher	Sept 30
Observation Phase (Sept - March)	Teacher In-Depth Observation (1)	Form B (1)	Conduct In-Depth Observation 1 (with pre and post obs. conf)	Evaluator	Nov 30
	Teacher Drop-in Observation (1)	Drop-in Observation Form	Conduct Drop in Observation(s)	Evaluator	
	Teacher In-Depth Observation (2)	Form B (2)	Conduct In-Depth Observation 2 (with pre and post obs. conf)	Evaluator	Feb 15
	Teacher Drop-in Observation (2)	Drop-in Observation Form	Conduct Drop in Observation(s)	Evaluator	
	Teacher In-Depth Observation (3)	Form B (3)	Conduct In-Depth Observation 3 (with pre and post obs. conf)	Evaluator	Mar 30
	Teacher Drop-in Observation (3)	Drop-in Observation Form	Conduct Drop in Observation(s)	Evaluator	
		Event(s)	Coaching Sessions (as prescribed by PIP)	Evaluator/Teacher	

Evaluation Phase	Teacher Final Evaluation	Form C	Final Evaluation	Evaluator	April 15
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Evaluation Type	Probationary/Temporary Teacher Evaluation Plan				
Year 1					
Phase	Frontline Component	Frontline Form	Task	Responsibility	Due Date
Planning Phase (Aug - Oct)			Notify teachers that they are being evaluated this year	Site Admin	Sept 1
			Group process meeting	Site Admin	Sept 30
	Teacher Self-Assessment	Form A	Domain Self-Reflection	Teacher	Sept 30
		Event	Evaluation Planning Conference	Evaluator/ Teacher	Oct 30
Observation Phase (Oct - Jan)	Teacher In-Depth Observation (1)	Form B (1)	Conduct In-Depth Observation 1 (with pre and post obs. conf)	Evaluator	Nov 30
	Teacher Drop-in Observation	Drop- in Observation Form	Conduct Drop-in Observation(s)	Evaluator	
	Teacher In-Depth Observation (2)	Form B (2)	Conduct In-Depth Observation 2 (with pre and post obs. conf)	Evaluator	Feb 1
	Teacher Drop-in Observation	Drop- in Observation Form	Conduct Drop-in Observation(s)	Evaluator	
Evaluation Phase	Teacher Final Evaluation	Form C	Final Evaluation	Evaluator	Feb 15

Year 2					
Planning Phase (Aug - Oct)			Notify teachers that they are being evaluated this year	Site Admin	Sept 1
			Group process meeting	Site Admin	Sept 30
	Teacher Self-Assessment	Form A	Domain Self-Reflection	Teacher	Sept 30
		Event	Evaluation Planning Conference	Evaluator/ Teacher	Oct 30
Observation Phase (Oct - Jan)	Teacher In-Depth Observation (3)	Form B (3)	Conduct In-Depth Observation 3 (with pre and post obs. conf)	Evaluator	Nov 30
	Teacher Drop-in Observation	Drop- in Observation Form	Conduct Drop-in Observation(s)	Evaluator	
	Teacher In-Depth Observation (4)	Form B (4)	Conduct In-Depth Observation 4 (with pre and post obs. conf)	Evaluator	Feb 1
	Teacher Drop-in Observation	Drop- in Observation Form	Conduct Drop-in Observation(s)	Evaluator	
Evaluation Phase	Teacher Final Evaluation	Form C	Final Evaluation	Evaluator	Feb 15

Evaluation Type	Non-Classroom Certificated Evaluation Plan				
Phase	Frontline Component	Frontline Form	Task	Responsibility	Due Date
Planning Phase (Aug - Oct)			Notify non-classroom certificated that they are being evaluated this year	Site Admin	Sept 1
	Self-Assessment	Form A	Domain Self-Reflection *Using appropriate classification rubric	Non-classroom certificated	Sept 30
		Event	Evaluation Planning Conference	Evaluator & Non-classroom certificated	Oct 30
Observation Phase (Nov - Feb)	Drop-in Observation	Drop-In Observation Form	Conduct Drop in Observation(s)	Evaluator	
		<i>Event</i>	<i>Coaching Sessions</i> (Optional, recommended for Probationary/Temporary)	<i>Evaluator/Non-classroom certificated</i>	
		Event	Non-classroom certificated uploads optional Domains 4 evidence	Non-classroom certificated	
Evaluation Phase	Non-classroom certificated Final Evaluation	Form C	Complete Final Evaluation	Evaluator	Probationary/Temporary: February 15 Permanent: April 15

Classroom Teacher Evaluation Rubric

Domain 1: Planning and Preparation *(California Standards for Teaching Profession, Standards 3, 4, and 5)*

Sub-domain	Unsatisfactory	Developing	Effective	Distinguished
1a--Demonstrating knowledge of content and pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
1b--Demonstrating knowledge of students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
1c--Setting instructional outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
1d--Demonstrating knowledge of resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

1e--Designing coherent instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable for the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenges, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
1f--Designing student assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
	Unsatisfactory	Needs Improvement	Satisfactory	

Domain 2: Classroom Environment <i>(California Standards for Teaching Profession, Standard 2)</i>				
Sub-domain	Unsatisfactory	Developing	Effective	Distinguished
2a: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

2b: Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher’s managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers or paraprofessionals have clearly defined tasks.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines and volunteers and paraprofessionals perform their duties.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines and volunteers and paraprofessionals contribute to the class.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.
2d: Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students’ misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/ or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity.
2e: Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
	Unsatisfactory	Needs Improvement	Satisfactory	

Domain 3: Instruction *(California Standards for Teaching Profession, Standard 1)*

Sub-domain	Unsatisfactory	Developing	Effective	Distinguished
3a: Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
3b: Using Questioning and Discussion Techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
3c: Engaging Students in Learning	The learning tasks/ activities, materials and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "down time."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable for the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

3d: Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
3e: Demonstrating Flexibility and Responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.
	Unsatisfactory	Needs Improvement	Satisfactory	

Domain 4: Professional Responsibilities *(California Standards for Teaching Profession, Standard 6)*

Sub-domain	Unsatisfactory	Developing	Effective	Distinguished
4a: Reflecting on Teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
4b: Maintaining Accurate Records	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for non instructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for non instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non instructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non instructional records is fully effective. Students contribute information and participate in maintaining the records.

4c:Communicating with Families	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
4d: Participating in the Professional Community	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in professional learning/growth opportunities, and/or collaboration with colleagues during the work day that advance school/district goals.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in professional learning/growth opportunities, and/or collaboration with colleagues during the work day that advance school/district goals.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher seeks out professional learning/growth opportunities, and/or collaboration with colleagues during the work day that advance school/district goals.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher leads professional learning/growth opportunities, and/or collaboration with colleagues during the work day that advance school/district goals.
4e: Growing and Developing Professionally	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.
4f: Showing Professionalism	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contributes to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.
	Unsatisfactory	Needs Improvement	Satisfactory	

Overall Performance				
	Unsatisfactory	Needs Improvement	Satisfactory	Exemplary

Instructional Specialist Evaluation Rubric

Domain 1: Planning and Preparation <i>(California Standards for Teaching Profession, Standards 3, 4, and 5)</i>				
Sub-domain	Unsatisfactory	Developing	Effective	Distinguished
1a. Demonstrates Understanding of the Underlying Research, Theories, Knowledge, and Skills of the Discipline.	Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.t.	Instructional specialist demonstrates basic familiarity with specialty area and trends in professional development	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
1b. . Identifies the Instructional Improvement Needs of the Teachers Served	Specialist has little to no knowledge of the instructional improvement needs of the teachers served.	Specialist has limited knowledge of the teachers instructional improvement needs.	Specialist knows the instructional improvement needs of the teachers served.	Specialist proactively seeks additional knowledge about each teacher's instructional improvement needs to understand how to best support teachers in implementing the school's programs.
1c. Identifies Clear, Specific, and Appropriate Goals for the Instructional Support Program	Specialist's goals are either inappropriate or unclear. The goals do not align with the teachers' needs.	Specialist's goals are partially defined and/or minimally aligned with teachers' needs for instructional support.	Specialist's goals are clear, specific, and appropriate for the needs of the teachers and the school program. Teachers accept and endorse the goals.	Specialist's goals have been designed in collaboration with teachers and school leaders, and are tightly aligned with both teachers' instructional needs and the school program.
1d. Identifies Resources for the Instructional Support Program That are Available Within and also Outside the School/District	Specialist does not identify resources to support the instructional support program.	Specialist has limited knowledge of resources within the school and district that can be used to improve teachers' instructional skills.	Specialist can readily identify appropriate human and material resources within the school and district, or beyond, that can help teachers build their instructional capacity..	Specialist proactively seeks a wide range of resources from multiple sources to build the instructional capacity of the teachers. Teachers share their knowledge of external resources with the Specialist.
1e. Plans a Coherent Program of Instructional Support Fully Integrated with the School Program	Specialist's instructional support program is either not planned or planned independently of the school program and the capacity of the faculty to implement the school program. The planned instructional support program is based on a series of disconnected professional learning "events" that lacks coherence	The planned instructional support program is integrated with the school program in limited ways. The planned instructional support program reflects a limited degree of coherence.	The planned instructional support program is fully integrated with the school program. The planned instructional support program offers an organized and coherent approach to instructional improvement.	The planned instructional support program is fully integrated with the school program and designed to drive its goals. The planned instructional support program is coherent and helps bring additional coherence to the school program.
1f. Develops a Plan and Process for the Ongoing Assessment and Improvement of the Instructional Support Program	Specialist's instructional support program is either not planned or planned independently of the school program and the capacity of the faculty to implement the school program. The planned instructional support program is based on a series of disconnected professional learning "events" that lacks coherence.	The planned instructional support program is integrated with the school program in limited ways. The planned instructional support program reflects a limited degree of coherence	The planned instructional support program is fully integrated with the school program. The planned instructional support program offers an organized and coherent approach to instructional improvement.	The planned instructional support program is fully integrated with the school program and designed to drive its goals. The planned instructional support program is coherent and helps bring additional coherence to the school program.
	Unsatisfactory	Needs Improvement	Satisfactory	

	Unsatisfactory	Needs Improvement	Satisfactory	Exemplary
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Domain 2: Classroom Environment <i>(California Standards for Teaching Profession, Standard 2)</i>				
Sub-domain	Unsatisfactory	Developing	Effective	Distinguished
2a. Creates a Respectful and Emotionally Safe Culture that Promotes Collaboration	Specialist has not created an environment where teachers feel safe asking for assistance. There is no evidence of collaboration in addressing problems of practice.	Many teachers participate in professional learning initiated by the Specialist, but there is limited evidence of collaboration in designing the professional learning or in setting goals for improved instruction. Teachers indicate that they feel relatively safe participating in the professional learning developed by the Specialist..	Most teachers participate in professional learning initiated by the Specialist. Some teachers initiate contact with the Specialist to seek support for collaborative efforts to improve instructional practices. Teachers indicate that the instructional improvement efforts are respectful and responsive.	Teachers work collaboratively with the Specialist to co-develop and participate in improvement-focused professional learning. Teachers indicate that their contributions are respected and valued, promoting a culture of collaboration.
2b. Promotes a Culture of continuous Instructional Improvement	Specialist does not communicate that instructional improvement is a continuous process, instead implying that it is a compliance-driven event.	Specialist attempts to build a culture of continuous improvement are mixed. Some teachers acknowledge the importance of continuous improvement and accept support from the Specialist.	Specialist creates a culture in which continuous improvement is acknowledged as critical work for all staff. Teachers feel comfortable in reaching out for support in their instructional improvement efforts.	Teachers initiate instructional improvement efforts, working collaboratively with the Specialist to define the goals, processes, and methods to measure the implementation and impact of the initiatives.
2c. Develops Processes and Procedures for Teachers to participate in Support Activities	No processes or procedures are in place. Teachers do not know how to access the services provided by the Specialist.	Teachers have a limited understanding of how to access services offered by the Specialist. Processes and procedures lack the specificity necessary to guide teachers.	Clear processes and procedures are in place to guide teachers in understanding how to access each of the services provided by the Specialist. Teachers understand the procedures and use them to access services.	Clear processes and procedures to access the range of services provided are in place and well communicated. The essential stakeholders participated in developing the procedures and promote their use among the teachers.
2d. Establishes Clearly Defined Norms for Professional Conduct	Norms for professional conduct have not been defined. Adult interactions can be described as unproductive and often disrespectful.	Specialist makes limited attempts to establish norms for adult interactions. Adult interactions are inconsistently productive and respectful.	Clear norms for guiding professional conduct have been established and promoted within the school. The norms frame productive and respectful interactions among the adults.	Teachers observe the established norms for professional conduct, holding themselves and each other accountable for honoring the norms.
2e. Organizing physical space for workshops or training	Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.
	Unsatisfactory	Needs Improvement	Satisfactory	

Domain 3: Instruction *(California Standards for Teaching Profession, Standard 1)*

Sub-domain	Unsatisfactory	Developing	Effective	Distinguished
3a. Collaborating with teachers in the design of instructional units and lessons	Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3b. Engaging teachers in learning new instructional skills	Teachers decline opportunities to engage in professional learning.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
3c. Sharing expertise with staff	Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.
3d. Locating resources for teachers to support instructional improvement	Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
3e. Demonstrating flexibility and responsiveness	Instructional specialist adheres to his plan, in spite of evidence of its inadequacy.	Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialist makes revisions to the support program when it is needed.	Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.
	Unsatisfactory	Needs Improvement	Satisfactory	

Domain 4: Professional Responsibilities *(California Standards for Teaching Profession, Standard 6)*

Sub-domain	Unsatisfactory	Developing	Effective	Distinguished
4a. Reflecting on practice	Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
4b. Preparing and submitting budgets and reports	Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.
4c. Coordinating work with other instructional specialists	Instructional specialist makes no effort to collaborate with other instructional specialists within the district.	Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.	Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	Instructional specialist takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.
4d. Participating in a professional community	Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e. Engaging in professional development	Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.
4f. Showing professionalism, including integrity and confidentiality	Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.	Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.
	Unsatisfactory	Needs Improvement	Satisfactory	

Overall Performance

	Unsatisfactory	Needs Improvement	Satisfactory	Exemplary
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Athletic Director Performance Rubric

Domain	Unsatisfactory	Needs Improvement	Satisfactory
DOMAIN 1: PROFESSIONALISM 1. Positively represents the school's athletic program (includes professional attire) 2. Displays and promotes sportsmanship and is a positive role model for coaches and student-athletes 3. Does not use profanity, or allow coaches to use profanity within their programs. Views athletic space as a professional classroom setting	<p>Does not positively represent our school's athletic program at all times. Fails to promote a professional culture across the athletic program. Lack of leadership has led to poor sportsmanship across the program. Coaches are not held accountable for their on field behavior. Profanity is observed across athletic programs.</p>	<p>Attempts to positively represent our school's athletic program. Understands the important role the AD plays in providing leadership across programs, but struggles to implement wide-spread cultural change. Leadership is accepted by coaches inconsistently. Coaches are made aware of rules, guidelines , and expectations, but don't follow them consistently. Coaches are sometimes held accountable for their professionalism. Profanity is used across programs, among coaches and players, despite AD's expression that this is an important area of professionalism.</p>	<p>Always positively represent our school's athletic program. Understands the important role the AD plays in providing leadership across programs, and provides that leadership as an example for those being led. Leadership results in wide-spread cultural change and/or healthy program culture across all sports. AD is well-respected by all coaches. Coaches follow rules, guidelines , and expectations, and do so consistently because of the leadership of the AD. Coaches are always held accountable for their professionalism. Profanity is minimally used across programs, among coaches and players, and when it is observed the AD and head coaches address the issue of professionalism.</p>
DOMAIN 2: LEADERSHIP 1. Supports the academic needs of the student-athletes and prioritizes academics 2. Ensures implementation of SBUnified policies and procedures regarding eligibility and attendance 3. Supervises the program and is visible member of the school community 4. Maintains a vision for the advancement of the program 5. Is a role model for both student-athletes and coaches	<p>No consistent focus on the academic needs of the student-athletes, often prioritizing athletics over academics. Does not follow eligibility guidelines and regulations consistently. Does not prioritize visibility and community connections. Fails to establish a vision, or fails to carry out a vision for the advancement of the program. Does not take seriously the role of role model for student-athletes and coaches.</p>	<p>Despite a focus on the academic needs of the student-athletes, the program still needs to improve in this regard. Aware of the importance of implementation of eligibility guidelines and regulations. Is visible as a leader but improvement needed in the area of community connections. Has an established vision for the advancement of the program, but must work more toward carrying out this vision. Does act as role model for some student-athletes and coaches.</p>	<p>Strong vision for the academic needs of the student-athletes and prioritizes this publicly with coaches and the school community. Makes eligibility guidelines and regulations a priority across all sports and implements a system of accountability for this. Always a visible leader who connects positively with all types of people within and outside of the school community. Has an established vision for the advancement of the program, and works daily to carry out that vision. Is an effective role model for all student-athletes and coaches.</p>

DOMAIN 3: ORGANIZATION 1. Ensures game schedules, facility use, transportation and officials are planned in advance 2. Keeps accurate budgets and works with ASB office for all finances issues 3. Submits forms, rosters, athlete and coach paperwork in a timely fashion	Fails to follow through on the scheduling of events and facilities, transportation, and officials. Does not maintain an accurate account of the budget and often struggles with budgetary issues. Forms, rosters, and coach and athlete paperwork is inconsistent and not timely.	Mostly follows through on scheduling of events and facilities, transportation, and officials. Budget is balanced and seems to have a grasp on the financial status of the department, but could improve on systems that help put the department in better financial standing. There is a process for completing forms, rosters, and coach and athlete paperwork in a timely fashion, but some improvement is needed.	Displays quality leadership with scheduling of events and facilities, transportation, and officials. System for budget development and budget monitoring is well-established. There is a process for completing forms, rosters, and coach and athlete paperwork in a timely fashion, and the coaches and athletes understand there is a culture of accountability established with respect to this.
DOMAIN 4: RELATIONSHIPS 1. Works well with and is approachable to coaches, parents & students 2. Communicates clearly and in a timely manner by phone or email to stakeholders, including to the media 3. Is an active member of our school community	Struggles with working collaboratively or collaborative work is not productive. Communication means and methods do not serve to build strong relationships. Contacts with the public is often negative and does not advance the vision of the program. Does not participate in school-wide initiatives, or support school wide initiatives.	Attempts to work collaboratively, but sometimes goes at it alone when collaboration is required. Communication means and methods mostly serve to build strong relationships, but there are mishaps with communication that disrupt some relationships. Contacts with the public are mostly positive with some missed opportunities to make connections with new people. Passive participation in school-wide initiatives, but does not seek ways to have athletic programs support those initiatives.	Works collaboratively as the main way to carry out the vision of the program. Communication means and methods always serve to build strong relationships. Takes advantage of opportunities to make new connections. Contacts with the public are always positive. Actively involved in, and seeks new ways to, support school-wide initiatives.
Overall Performance			
	Unsatisfactory	Needs Improvement	Satisfactory

Counselor Evaluation Form

Domain 1: Planning and Preparation				
Sub-domain	Unsatisfactory	Developing	Effective	Distinguished
1a. Demonstrating knowledge of counseling theory and techniques	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
1b. Demonstrating knowledge of child and adolescent development	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.

1c. Establishing goals for the counseling program appropriate to the setting and the students served	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
1e. Planning the counseling program, integrated with the regular school program	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
1f. Developing a plan to evaluate the counseling program	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
	Unsatisfactory	Needs Improvement	Satisfactory	

Domain 2: Environment				
Sub-domain	Unsatisfactory	Developing	Effective	Distinguished
2a. Creating an environment of respect and rapport	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
2b. Establishing a culture for productive communication	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
2c. Managing routines and procedures	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.

2d. Establishing standards of conduct and contributing to the culture for student behavior throughout the school	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
2e. Organizing physical space	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.
	Unsatisfactory	Needs Improvement	Satisfactory	

Domain 3: Delivery of Service				
Sub-domain	Unsatisfactory	Developing	Effective	Distinguished
3a. Assessing student needs	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
3b. Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/ social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/ social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/ social, and career plans.
3c. Using counseling techniques in individual and classroom programs	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
3d. Brokering resources to meet needs	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
3e. Demonstrating flexibility and responsiveness	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.
	Unsatisfactory	Needs Improvement	Satisfactory	

Domain 4: Professional Responsibilities

Sub-domain	Unsatisfactory	Developing	Effective	Distinguished
4a. Reflecting on practice	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
4b. Maintaining records and submitting them in a timely fashion	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
4c: Communicating with Families	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
4d. Participating in a professional community	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e. Engaging in professional development	Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing Professionalism	Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
	Unsatisfactory	Needs Improvement	Satisfactory	

Overall Performance

	Unsatisfactory	Needs Improvement	Satisfactory	Exemplary
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Library Media Teacher Evaluation Form

Domain 1: Planning and Preparation

Sub-domain	Unsatisfactory	Developing	Effective	Distinguished
INSTRUCTIONAL PARTNERSHIP The teacher librarian collaboratively plans instruction and develops the library media program using state and district curricula and standards, instructional calendars, effective strategies, resources, and data to support teachers and address the differentiated needs of all students.	The teacher librarian does not collaboratively plan instruction and inadequately develops the media program.	The teacher librarian inconsistently collaborates and develops the media program using state and local school district curricula and standards, instructional calendars, effective strategies, resources, and data to support the teachers and address the differentiated needs of all students.	The teacher librarian consistently collaborates and develops the media program using state and local school district curriculum and standards, instructional calendars, effective strategies, resources, and data to support the teachers and address the differentiated needs of all students.	The teacher librarian continually seeks and uses multiple data and real world resources to plan targeted instruction to meet individual students' needs and interests in order to promote student accountability and engagement.
ROLE OF READING The teacher librarian develops a culture of reading and promotes reading as a foundational skill for learning, personal growth, and enjoyment.	The teacher librarian does not promote reading.	The teacher librarian inconsistently promotes reading as a foundational skill for learning, for personal growth, and for enjoyment.	The teacher librarian consistently promotes reading as a foundational skill for learning, for personal growth, and for enjoyment.	The teacher librarian continually promotes reading for students and faculty through the use of high-quality and high-interest literature in print and digital formats.
INFORMATION & TECHNOLOGY LITERACY The teacher librarian plans and provides instruction that addresses multiple literacies, including information literacy, media literacy, and technology literacy.	The teacher librarian inadequately plans and does not provide instruction that addresses multiple literacies.	The teacher librarian inconsistently plans and provides instruction that addresses multiple literacies including information literacy, media literacy, and technology literacy.	The teacher librarian consistently plans and provides instruction that addresses multiple literacies including information literacy, media literacy and technology literacy.	The teacher librarian continually plans and provides targeted instruction using emerging technologies effectively and creatively to support student and staff learning.
INSTRUCTIONAL LEADERSHIP The teacher librarian fosters the success of all students by engaging in decision-making at the school, designing and delivering professional learning, and contributing to a shared vision of teaching and learning that leads to school improvement.	The teacher librarian does not engage in decision-making at the school, provide professional learning, or contribute to a shared vision of teaching and learning that leads to school improvement.	The teacher librarian inconsistently contributes to the following: decision-making at the school, professional learning, and a shared vision of teaching and learning that leads to school improvement.	The teacher librarian consistently engages in decision-making at the school, provides professional learning, and contributes to a shared vision of teaching and learning that leads to school improvement.	In addition to meeting the proficiency level standard, the teacher librarian continually models and integrates innovative instructional practices, and engages in a continuous process of reflection, revision, and evaluation.
EFFECTIVE PRACTICES FOR RESEARCH The teacher librarian teaches and models developmentally appropriate best practices for learning and research.	The teacher librarian does not teach or model best practices for learning and research.	The teacher librarian inconsistently teaches and models best practices for learning and research.	The teacher librarian consistently teaches and models best practices for learning and research.	The teacher librarian continually guides students and teachers through the research process in an effective and innovative manner, encouraging an inquiry-based approach when appropriate.

EFFECTIVE PRACTICES FOR RESEARCH The teacher librarian teaches and models developmentally appropriate best practices for learning and research.	The teacher librarian does not plan for the future of the library media program and does not support the learning goals of the school community	The teacher librarian inconsistently develops and implements a strategic plan and vision for the school library media program.	The teacher librarian consistently develops and implements a strategic plan and vision for the continuous improvement of the library media program which supports the learning goals of the school community.	The teacher librarian proactively engages the school community in developing and implementing a strategic plan and vision for the library media program which supports the diverse interests and needs of students.
	Unsatisfactory	Needs Improvement	Satisfactory	

Domain 2: Environment				
Sub-domain	Unsatisfactory	Developing	Effective	Distinguished
POSITIVE LEARNING ENVIRONMENT The teacher librarian provides a well-managed, safe, and welcoming environment that supports personalized learning, includes flexible and equitable access to physical and digital resources, ensures a well-rounded education, and encourages respect for all.	The teacher librarian does not provide a well-managed, safe and welcoming environment.	The teacher librarian inconsistently provides a well-managed, safe and welcoming environment that includes flexible and equitable access to physical and digital resources, supports personalized learning, ensures a well-rounded education and encourages respect for all.	The teacher librarian consistently provides a well-managed, safe and welcoming environment that includes flexible and equitable access to physical and digital resources, supports personalized learning, ensures a well-rounded education and encourages respect for all.	The teacher librarian continually engages students and staff in a collaborative and self-directed learning environment where learners are encouraged to take risks and ownership of their own learning behavior.
COLLECTION DEVELOPMENT The teacher librarian supports the curriculum through selection and management of resources that meet the needs and interests of Patrons.	The teacher librarian does not support the curriculum through selection and management of resources that meet the needs and interests of patrons	The teacher librarian inconsistently supports the curriculum through selection and management of resources that meet the needs and interests of patrons.	The teacher librarian consistently supports the curriculum through selection and management of resources that meet the needs and interests of patrons.	The teacher librarian continually develops the collection by using data analysis to identify areas in need of improvement and by engaging stakeholders in the selection of print and digital resources.
PROFESSIONALISM The teacher librarian fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.	The teacher librarian does not show regard for professional standards and ethics, engage in continuous professional learning, nor make contributions to the profession.	The teacher librarian inconsistently demonstrates professional standards, engages in continuous professional learning, and makes contributions to the profession.	The teacher librarian consistently fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional learning, and making contributions to the profession.	The teacher librarian continually demonstrates professionalism beyond the school through any of the following: published works, digital footprint (i.e., website, blog, newsgroup, videos, etc.), presentation(s), and/or formal recognition(s) or award(s).
COMMUNICATION The teacher librarian fosters the success of all students by communicating and collaborating effectively with stakeholders in ways that enhance student learning and engagement.	The teacher librarian demonstrates inadequate or detrimental communication or collaboration with stakeholders.	The teacher librarian inconsistently communicates or infrequently collaborates on issues of importance to stakeholders.	The teacher librarian consistently fosters the success of all students by communicating and collaborating effectively with stakeholders.	The teacher librarian continually seeks and creates innovative and productive methods to proactively communicate and engage effectively with stakeholders.

	Unsatisfactory	Needs Improvement	Satisfactory
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Overall Performance				
	Unsatisfactory	Needs Improvement	Satisfactory	Exemplary

School Nurse Evaluation Form

Domain 1: Planning and Preparation				
Sub-domain	Unsatisfactory	Developing	Effective	Distinguished
1a. Demonstrating medical knowledge and skill in nursing techniques	Nurse demonstrates little understanding of medical knowledge and nursing techniques.	Nurse demonstrates basic understanding of medical knowledge and nursing techniques.	Nurse demonstrates understanding of medical knowledge and nursing techniques.	Nurse demonstrates deep and thorough understanding of medical knowledge and nursing techniques.
1b. Demonstrating knowledge of child and adolescent development	Nurse displays little or no knowledge of child and adolescent development.	Nurse displays partial knowledge of child and adolescent development.	Nurse displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, nurse displays knowledge of the extent to which individual students follow the general patterns.
1c. Establishing goals for the nursing program appropriate to the setting and the students served	Nurse has no clear goals for the nursing program, or they are inappropriate to either the situation or the age of the students.	Nurse's goals for the nursing program are rudimentary and are partially suitable to the situation and the age of the students.	Nurse's goals for the nursing program are clear and appropriate to the situation in the school and to the age of the students.	Nurse's goals for the nursing program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
1d. Demonstrating knowledge of government, community, and district regulations and resources	Nurse demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Nurse displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Nurse displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school.	Nurse's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community.
1e. Planning the nursing program for both individuals and groups of students, integrated with the regular school program	Nursing program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Nurse's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Nurse has developed a plan that includes the important aspects of work in the setting.	Nurse's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.

1f. Developing a plan to evaluate the nursing program	Nurse has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Nurse has a rudimentary plan to evaluate the nursing program.	Nurse's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Nurse's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
	Unsatisfactory	Needs Improvement	Satisfactory	

Domain 2: Environment				
Sub-domain	Unsatisfactory	Developing	Effective	Distinguished
2a. Creating an environment of respect and rapport	Nurse's interactions with at least some students are negative or inappropriate.	Nurse's interactions with students are a mix of positive and negative.	Nurse's interactions with students are positive and respectful.	Students seek out the nurse, reflecting a high degree of comfort and trust in the relationship.
2b. Establishing a culture for health and wellness	Nurse makes no attempt to establish a culture for health and wellness in the school as a whole, or among students or among teachers.	Nurse's attempts to promote a culture throughout the school for health and wellness are partially successful.	Nurse promotes a culture throughout the school for health and wellness.	The culture in the school for health and wellness, while guided by the nurse, is maintained by both teachers and students.
2c. Following health protocols and procedures	Nurse's procedures for the nursing office are nonexistent or in disarray.	Nurse has rudimentary and partially successful procedures for the nursing office.	Nurse's procedures for the nursing office work effectively.	Nurse's procedures for the nursing office are seamless, anticipating unexpected situations.
2d. Supervising health associates	No guidelines for delegated duties have been established, or the guidelines are unclear. Nurse does not monitor associates' activities.	Nurse's efforts to establish guidelines for delegated duties are partially successful. Nurse monitors associates' activities sporadically.	Nurse has established guidelines for delegated duties and monitors associates' activities.	Associates work independently, indicating clear guidelines for their work. Nurse's supervision is subtle and professional.
2e. Organizing physical space	Nurse's office is in disarray or is inappropriate to the planned activities. Medications are not properly stored.	Nurse's attempts to create a well-organized physical environment are partially successful. Medications are stored properly but are difficult to find.	Nurse's office is well organized and is appropriate to the planned activities. Medications are properly stored and well organized.	Nurse's office is efficiently organized and is highly appropriate to the planned activities. Medications are properly stored and well organized.
	Unsatisfactory	Needs Improvement	Satisfactory	

Domain 3: Delivery of Service				
Sub-domain	Unsatisfactory	Developing	Effective	Distinguished
3a. Assessing student needs	Nurse does not assess student needs, or the assessments result in inaccurate conclusions.	Nurse's assessments of student needs are perfunctory.	Nurse assesses student needs and knows the range of student needs in the school.	Nurse conducts detailed and individualized assessment of student needs to contribute to program planning.

3b. Administering medications to students	Medications are administered with no regard to state or district policies.	Medications are administered by designated individuals, but signed release forms are not conveniently stored.	Medications are administered by designated individuals, and signed release forms are conveniently stored and available when needed.	Medications are administered by designated individuals, and signed release forms are conveniently stored. Students take an active role in medication compliance.
3c. Promoting wellness through classes or classroom presentations	Nurse's work with students in classes fails to promote wellness.	Nurse's efforts to promote wellness through classroom presentations are partially effective.	Nurse's classroom presentations result in students acquiring the knowledge and attitudes that help them adopt a healthy lifestyle.	Nurse's classroom presentations for wellness are effective, and students assume an active role in the school in promoting a healthy lifestyle.
3d. Managing emergency situations	Nurse has no contingency plans for emergency situations.	Nurse's plans for emergency situations have been developed for the most frequently occurring situations but not others.	Nurse's plans for emergency situations have been developed for many situations.	Nurse's plans for emergency situations have been developed for many situations. Students and teachers have learned their responsibilities in case of emergencies.
3e. Demonstrating flexibility and responsiveness	Nurse adheres to the plan or program, in spite of evidence of its inadequacy.	Nurse makes modest changes in the nursing program when confronted with evidence of the need for change.	Nurse makes revisions in the nursing program when they are needed.	Nurse is continually seeking ways to improve the nursing program and makes changes as needed in response to student, parent, or teacher input.
3f. Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs	Nurse declines to collaborate with classroom teachers to develop specialized educational programs.	Nurse collaborates with classroom teachers in developing instructional lessons and units when specifically asked to do so.	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units.	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units, locating additional resources from outside the school.
	Unsatisfactory	Needs Improvement	Satisfactory	

Domain 4: Professional Responsibilities				
Sub-domain	Unsatisfactory	Developing	Effective	Distinguished
4a. Reflecting on practice	Nurse does not reflect on practice, or the reflections are inaccurate or self-serving.	Nurse's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Nurse's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Nurse makes some specific suggestions as to how the nursing program might be improved.	Nurse's reflection is highly accurate and perceptive, citing specific examples. Nurse draws on an extensive repertoire to suggest alternative strategies.
4b. Maintaining health records in accordance with policy and submitting reports in a timely fashion	Nurse's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Nurse's reports, records, and documentation are generally accurate, but are occasionally late.	Nurse's reports, records, and documentation are accurate and are submitted in a timely manner.	Nurse's approach to record keeping is highly systematic and efficient and serves as a model for colleagues across the school.

4c. Communicating with families	Nurse provides no information to families, either about the nursing program as a whole or about individual students.	Nurse provides limited though accurate information to families about the nursing program as a whole and about individual students.	Nurse provides thorough and accurate information to families about the nursing program as a whole and about individual students.	Nurse is proactive in providing information to families about the nursing program and about individual students through a variety of means.
4d. Participating in a professional community	Nurse's relationships with colleagues are negative or self-serving, and nurse avoids being involved in school and district events and projects.	Nurse's relationships with colleagues are cordial, and nurse participates in school and district events and projects when specifically requested to do so.	Nurse participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Nurse makes a substantial contribution to school and district events and projects and assumes leadership role with colleagues.
4e. Engaging in professional development	Nurse does not participate in professional development activities, even when such activities are clearly needed for the development of nursing skills.	Nurse's participation in professional development activities is limited to those that are convenient or are required.	Nurse seeks out opportunities for professional development based on an individual assessment of need.	Nurse actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing Professionalism	Nurse displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Nurse is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Nurse displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Nurse can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
	Unsatisfactory	Needs Improvement	Satisfactory	

Overall Performance				
	Unsatisfactory	Needs Improvement	Satisfactory	Exemplary

School Psych Evaluation Form

Domain 1: Planning and Preparation				
Sub-domain	Unsatisfactory	Developing	Effective	Distinguished
1a. Demonstrating knowledge and skill in using psychological instruments to evaluate students	School psychologist does not demonstrate knowledge and skill in using psychological instruments to evaluate students.	School psychologist inconsistently uses a limited number of psychological instruments to evaluate students.	School psychologist consistently administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	School psychologist continuously uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.

1b. Demonstrating knowledge of child and adolescent development	School psychologist does not demonstrate knowledge of child and adolescent development as evidenced through reports and assessment tools.	School psychologist inconsistently demonstrates basic knowledge of child and adolescent development as evidenced through reports and assessment tools.	School psychologist consistently demonstrates thorough knowledge of child and adolescent development as evidenced through reports and assessment tools.	School psychologist continuously demonstrates extensive knowledge of child and adolescent development as evidenced through reports and assessment tools.
1c. Establishing goals for DIS counseling and school psychology services appropriate to the setting and the students served	School psychologist does not have clear goals for the DIS counseling and school psychology services or they are inappropriate to either the situation or the age of the students.	School psychologist's goals for DIS counseling and school psychology services are rudimentary and are partially suitable to the situation and the age of the students.	School psychologist's goals for DIS counseling and school psychology services are consistently clear and appropriate to the situation in the school and to the age of the students.	School psychologist's goals for DIS counseling and school psychology services are continuously highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	School psychologist does not demonstrate knowledge of governmental regulations or of resources for students available through the school or district.	School psychologist inconsistently displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	School psychologist consistently displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	School psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community
1e. Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention	Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
1f. Developing a plan to evaluate the psychology program	Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
	Unsatisfactory	Needs Improvement	Satisfactory	

Domain 2: Environment				
Sub-domain	Unsatisfactory	Developing	Effective	Distinguished
2a. Establishing rapport with students	School psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	School psychologist's interactions are a mix of positive and negative; the School psychologist's efforts at developing rapport are partially successful.	School psychologist's interactions with students are consistently positive and respectful; students appear comfortable in the testing center.	Students seek out the School psychologist, reflecting a high degree of comfort and trust in the relationship.
2b. Establishing a culture for positive mental health	School psychologist does not attempt to promote or support a culture for positive mental health.	School psychologist's inconsistently attempts to to promote or support positive mental health are partially successful.	School psychologist consistently promotes or supports positive mental health.	School psychologist continuously promotes or supports positive mental health.

2c. Assisting with and maintaining clear procedures for referrals	School psychologist does not have No procedures for referrals; when teachers want to refer a student for special services, they are not sure how to go about it.	School psychologist inconsistently maintains procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are consistently clear to everyone.	School psychologist's procedures for all aspects of referral and testing protocols are clear to everyone.
2d. Establishing standards of conduct in the testing center	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e. Organizing physical space for testing of students and storage of materials	The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.
	Unsatisfactory	Needs Improvement	Satisfactory	

Domain 3: Delivery of Service				
Sub-domain	Unsatisfactory	Developing	Effective	Distinguished
3a. Responding to referrals; consulting with teachers and administrators	School psychologist does not consult with colleagues to tailor evaluations to the questions raised in the referral.	School psychologist inconsistently consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	School psychologist consistently consults with colleagues, tailoring evaluations to the questions raised in the referral.	School psychologist continuously consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
3b. Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established timelines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural timelines and safeguards.
3c. Chairing evaluation team	Psychologist declines to assume leadership of the evaluation team.	Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate IEPs.	Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed IEPs.	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEPs are prepared in an exemplary manner.
3d. Planning interventions to maximize students' likelihood of success	School psychologist's interventions and supports for students are not suitable nor aligned with identified	School psychologist's interventions and supports for students are inconsistently suitable and aligned with identified needs.	School psychologist's interventions and supports for students are consistently suitable and aligned with identified needs.	School psychologist's interventions and supports for students are continually suitable and aligned with identified needs.

	needs.			
3e. Maintaining contact with physicians and community mental health service providers	Psychologist declines to maintain contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.
3f. Demonstrating flexibility and responsiveness	School psychologist does not adhere to the plan or program, in spite of evidence of its inadequacy.	School psychologist inconsistently makes modest changes when confronted with evidence of the need for change.	School psychologist consistently makes revisions when it is needed.	School psychologist is continually seeking ways to improve and makes changes as needed in response to student, parent, or teacher input.
	Unsatisfactory	Needs Improvement	Satisfactory	

Domain 4: Professional Responsibilities

Sub-domain	Unsatisfactory	Developing	Effective	Distinguished
4a. Reflecting on practice	School psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	School psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	School psychologist's reflection consistently provides an accurate and objective description of practice, citing specific positive and negative characteristics. School psychologist makes some specific suggestions as to how to improve practice.	School psychologist's reflection is continuously highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. School psychologist draws on an extensive repertoire to suggest alternative strategies.
4b. Communicating with families	School psychologist does not communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	School psychologist's communication with families is inconsistently successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	School psychologist consistently communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	School psychologist continuously secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. School psychologist reaches out to families of students to enhance trust.
4c. Maintaining accurate records	School psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	School psychologist's records are inconsistently accurate and legible and are stored in a secure location.	School psychologist's records are consistently accurate and legible, well organized, and stored in a secure location.	School psychologist's records are continuously accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
4d. Participating in a professional community	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.

4e. Engaging in professional development	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing Professionalism	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
	Unsatisfactory	Needs Improvement	Satisfactory	

Overall Performance				
	Unsatisfactory	Needs Improvement	Satisfactory	Exemplary

Therapeutic Specialist Evaluation Form

Domain 1: Planning and Preparation				
Sub-domain	Unsatisfactory	Developing	Effective	Distinguished
1a. Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license	Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.
1b. Establishing goals for the therapy program appropriate to the setting and the students served	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.
1c. Demonstrating knowledge of district, state, and federal regulations and guidelines	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedures.	Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.

1d. Demonstrating knowledge of resources, both within and beyond the school and district	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
1e. Planning the therapy program, integrated with the regular school program, to meet the needs of individual students	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
1f. Developing a plan to evaluate the therapy program	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
	Unsatisfactory	Needs Improvement	Satisfactory	

Domain 2: Environment				
Sub-domain	Unsatisfactory	Developing	Effective	Distinguished
2a. Establishing rapport with students	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
2b. Organizing time effectively	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
2c. Establishing and maintaining clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
2d. Establishing standards of conduct in the treatment center	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.

2e. Organizing physical space for testing of students and providing therapy	The testing and treatment center is disorganized and poorly suited to working with students. Materials are difficult to find when needed.	The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are usually available.	The testing and treatment center is well organized; materials are available when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.
	Unsatisfactory	Needs Improvement	Satisfactory	

Domain 3: Delivery of Service				
Sub-domain	Unsatisfactory	Developing	Effective	Distinguished
3a. Responding to referrals and evaluating student needs	Specialist fails to respond to referrals or makes hasty assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.
3b. Developing and implementing treatment plans to maximize students' success	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3c. Communicating with families	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.
3d. Collecting information; writing reports	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
3e. Demonstrating flexibility and responsiveness	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment program when they are needed.	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.
	Unsatisfactory	Needs Improvement	Satisfactory	

Domain 4: Professional Responsibilities				
Sub-domain	Unsatisfactory	Developing	Effective	Distinguished
4a. Reflecting on practice	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
4b. Collaborating with teachers and administrators	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4c. Maintaining an effective data-management system	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.
4d. Participating in a professional community	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e. Engaging in professional development	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f. Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
	Unsatisfactory	Needs Improvement	Satisfactory	

Overall Performance				
	Unsatisfactory	Needs Improvement	Satisfactory	Exemplary

EXHIBIT H

Insurance Rates & Contributions

2024-2025 CERTIFICATED INSURANCE RATES AND DISTRICT CONTRIBUTIONS (Tenthly Rates)

Anthem Blue Cross 80-E PPO

Employee Only	Employee cost: \$313.20	District contribution:	\$939.60	Total cost:	\$1252.80
Employee + 1 Dependent	Employee cost: \$615.90	District contribution:	\$1847.70	Total cost:	\$2463.60
Employee + 2 or More Dependents	Employee cost: \$868.50	District contribution:	\$2605.50	Total cost:	\$3474.00

Anthem Blue Cross 80-G PPO

Employee Only	Employee cost: \$291.00	District contribution:	\$873.00	Total cost:	\$1164.00
Employee + 1 Dependent	Employee cost: \$572.10	District contribution:	\$1716.30	Total cost:	\$2288.40
Employee + 2 or More Dependents	Employee cost: \$805.80	District contribution:	\$2417.40	Total cost:	\$3223.20

Anthem Blue Cross 80-K PPO

Employee Only	Employee cost: \$279.30	District contribution:	\$837.90	Total cost:	\$1117.20
Employee + 1 Dependent	Employee cost: \$548.70	District contribution:	\$1646.10	Total cost:	\$2194.80
Employee + 2 or More Dependents	Employee cost: \$772.20	District contribution:	\$2316.60	Total cost:	\$3088.80

Anthem Blue Cross 80-M PPO

Employee Only	Employee cost: \$228.60	District contribution:	\$685.80	Total cost:	\$914.40
Employee + 1 Dependent	Employee cost: \$447.00	District contribution:	\$1341.00	Total cost:	\$1788.00
Employee + 2 or More Dependents	Employee cost: \$627.60	District contribution:	\$1882.80	Total cost:	\$2510.40

Anthem Blue Cross HDHP (HSA)

Employee Only	Employee cost: \$223.20	District contribution:	\$669.60	Total cost:	\$892.80
Employee + 1 Dependent	Employee cost: \$435.30	District contribution:	\$1305.90	Total cost:	\$1741.20
Employee + 2 or More Dependents	Employee cost: \$610.20	District contribution:	\$1830.60	Total cost:	\$2440.80

Kaiser Permanente HMO Traditional Plan

Employee Only	Employee cost: \$234.90	District contribution:	\$704.70	Total cost:	\$939.60
Employee + 1 Dependent	Employee cost: \$457.80	District contribution:	\$1373.40	Total cost:	\$1831.20
Employee + 2 or More Dependents	Employee cost: \$645.90	District contribution:	\$1937.70	Total cost:	\$2583.60

MetLife PDP Plus \$2,000 PPO

Employee Only	Employee cost: \$33.76	District contribution:	\$41.87	Total cost:	\$75.63
Employee + 1 Dependent	Employee cost: \$115.96	District contribution:	\$42.08	Total cost:	\$158.04
Employee + 2 or More Dependents	Employee cost: \$190.11	District contribution:	\$42.27	Total cost:	\$232.38

MetLife PDP Plus \$3,000 PPO

Employee Only	Employee cost: \$40.80	District contribution:	\$41.94	Total cost:	\$82.74
Employee + 1 Dependent	Employee cost: \$130.68	District contribution:	\$42.23	Total cost:	\$172.91
Employee + 2 or More Dependents	Employee cost: \$211.75	District contribution:	\$42.49	Total cost:	\$254.24

Vision Service Plan (VSP)

Employee Only	Employee cost: \$0	District contribution:	\$9.72	Total cost:	\$9.72
Employee + 1 Dependent	Employee cost: \$5.12	District contribution:	\$14.32	Total cost:	\$19.44
Employee + 2 or More Dependents	Employee cost: \$14.84	District contribution:	\$14.32	Total cost:	\$29.16

*High Deductible Health Plan (HSA)

These rates are deducted on a tenths basis, no deductions during the months of July or August.

Exhibit I

EXHIBIT B-1		2024--25	EXHIBIT B-3	2024--25
	<i>Advance Degrees</i>		Certificated - Hourly	
	Degree		With Students	\$59.21
	Master's/CPA	\$988.68	Without Students	\$49.31
	Doctor's	\$1,872.80	School Psychologists	\$79.60
	Child Development Master's	\$928.45	Speech-Language Pathologists	\$78.33
			Child Development Curriculum Workshop/ Hourly Teaching	\$38.16
	Bilingual Stipend Level I	\$3,411.20		
	Bilingual Stipend Level II	\$2,132.00		
	Bilingual Stipend Level III	\$1,066.00		
	Additional Stipend in subject areas	\$551.66		
	EXHIBIT B-2			
	Semester Stipend: other than itinerant by definition			
	Zones			
	Zone 1			
	SBJHS to SBHS	\$669.35	Head Counselors/Chairprsn Sp Ed 1-14	\$1,395.51
	LaCumbre to SBHS		Head Counselors/Chairprsn Sp Ed 15-29	\$2,791.02
	Zone 2		Head Counselors/Chairprsn Sp Ed 30-54	\$3,485.37
	LaColina to LaCumbre	\$831.85	Head Counselors/Chairprsn Sp Ed 55+	\$4,191.07
	SBJHS to LaCumbre		G.A.T.E. Site Coordinator Sec.	\$2,791.02
			G.A.T.E. Site Coordinator Elem.	\$1,103.31
			Head Teacher Altern/Continuation	\$5,786.60
			Teacher-in-Charge Elem.	\$1,889.98

	SMHS to LaColina		District Library Master Plan Coord.	\$2,985.34
	LaColina to GVJHS		Teacher Induction (first candidate)	\$1,654.97
	SMHS to LaCumbre		Teacher Induction (each additional candidate)	\$1,434.30
	GVJHS to DPHS		504 Coordinator	\$1,825.98
	Zone 3		AVID Site Coordinator	\$1,363.69
	LaColina to DPHS	\$1,069.36		
	GVJRHS to LaCumbre		Instructional Leadership	
	LaColina to SBJRHS		Elementary Site PLC Leads	\$2,200.00
	SMHS to SBJRHS		Elementary District PLC Leads	\$882.65
	DPHS to SMHS		Secondary Site PLC Leads	\$702.81
	LaColina to SBHS		Secondary District PLC Leads	\$882.65
	SMHS to SBHS		Secondary Department Lead	\$351.96
	Zone 4		Secondary Department Lead (1)	\$1,793.98
	DPHS to LaCumbre	\$1,270.51	Secondary Department Lead (2)	\$2,235.31
	GVJRHS SBHS		Secondary Department Lead (3)	\$2,676.63
	GVJRHS to SBJRHS		Secondary Department (4)	\$2,766.00
	Zone 5		Special Education District Lead PK-6	\$882.65
	DPHS to SBJRHS	\$1,472.79	Special Education Elem/Sec Dist Lead	\$882.65
	DPHS to SBHS		Special Ed Secondary District Lead	\$882.65
			Secondary Site Leadership Team	\$1,442.03
			Voluntary Student Study Team Mem	
			Max of 3 for schools 0-449 enrollment	\$1,313.30
			Max of 4 for schools 450-600	\$1,313.30
			Max of 5 for schools 601+	\$1,313.30
			Counselor	
			Year 1	\$2,533.07
			Year 2	\$3,377.41
			Year 3	\$4,221.77

EXHIBIT B-6			
2024-25	Certificated Base Pay: 186 Days		
STEP	CLASS I	CLASS II	CLASS III
	BA < 45 units	BA + 45 units	BA + 60 units
1	64,099.13	67,256.11	71,458.60
2	66,734.38	69,883.18	74,615.57
3	69,359.40	72,506.15	77,764.37
4	71,986.46	75,133.21	80,923.39
5	74,615.57	77,764.37	84,064.00
6	77,764.37	80,913.16	87,214.84
7	80,923.39	84,061.96	90,369.77
8	84,064.00	87,214.84	94,058.71
9	87,214.84	90,369.77	97,727.19
10	91,261.83	94,420.85	101,409.99
11	91,261.83	94,420.85	105,976.66
12	91,261.83	94,420.85	105,976.66
13	93,052.08	96,213.15	107,762.82
14	93,052.08	96,213.15	107,762.82
15	95,728.25	98,883.18	110,438.99
16	96,116.99	99,402.86	111,216.47
17	96,245.89	99,533.81	111,474.26
18	96,374.78	99,662.71	111,734.11
19	102,164.96	105,340.36	116,949.36
20-22	102,164.96	105,340.36	116,949.36
23	106,251.56	109,553.97	121,627.33

EXHIBIT B-7			
2024-25	TOSA Base Salary: 200 Days		
STEP	CLASS I	CLASS II	CLASS III
	BA < 45 units	BA + 45 units	BA + 60 units
1	68,923.80	72,318.40	76,837.20
2	71,755.20	75,143.20	80,231.80
3	74,580.00	77,963.60	83,619.80
4	77,402.60	80,790.60	87,014.40
5	80,231.80	83,619.80	90,393.60
6	83,619.80	87,003.40	93,779.40
7	87,014.40	90,391.40	97,171.80
8	90,393.60	93,779.40	101,136.20
9	93,779.40	97,171.80	105,083.00
10	98,133.20	101,530.00	109,040.80
11	98,133.20	101,530.00	113,953.40
12	98,133.20	101,530.00	113,953.40
13	100,056.00	103,455.00	115,871.80
14	100,056.00	103,455.00	115,871.80
15	102,931.40	106,328.20	118,751.60
16	103,318.60	106,843.00	119,523.80
17	103,448.40	106,972.80	119,781.20
18	103,576.00	107,100.40	120,038.60
19	109,854.80	113,269.20	125,752.00
20-22	109,854.80	113,269.20	125,752.00
23	114,248.99	117,799.97	130,782.08

EXHIBIT B-8			
2024-25	Teacher Social Worker (TSW) Base Salary: 210 Days		
STEP	CLASS I	CLASS II	CLASS III
	BA < 45 units	BA + 45 units	BA + 60 units
1	72,369.99	75,934.32	80,679.06
2	75,345.27	78,900.36	84,243.39
3	78,309.00	81,861.78	87,798.48
4	81,275.04	84,827.82	91,365.12
5	84,243.39	87,798.48	94,910.97
6	87,798.48	91,353.57	98,468.37
7	91,365.12	94,908.66	102,030.39
8	94,910.97	98,468.37	106,195.32
9	98,468.37	102,030.39	110,337.15
10	103,037.55	106,604.19	114,495.15
11	103,037.55	106,604.19	119,651.07
12	103,037.55	106,604.19	119,651.07
13	105,058.80	108,627.75	121,667.70
14	105,058.80	108,627.75	121,667.70
15	108,080.28	111,642.30	124,689.18
16	108,466.05	112,159.74	125,460.72
17	108,593.10	112,289.10	125,717.13
18	108,724.77	112,418.46	125,978.16
19	115,347.54	118,932.66	132,039.60
20-22	115,347.54	118,932.66	132,039.60
23	119,961.44	123,689.97	137,321.18

EXHIBIT B-9			
2024-25	Teacher Prg Specialist (TSA) Base Salary: 215 Days		
STEP	CLASS I	CLASS II	CLASS III
	BA < 45 units	BA + 45 units	BA + 60 units
1	74,093.09	77,742.28	82,599.99
2	77,139.21	80,778.94	86,249.19
3	80,173.50	83,810.87	89,888.92
4	83,210.16	86,847.53	93,540.48
5	86,249.19	89,888.92	97,170.76
6	89,888.92	93,528.66	100,812.86
7	93,540.48	97,168.39	104,459.69
8	97,170.76	100,812.86	108,723.78
9	100,812.86	104,459.69	112,964.23
10	105,490.83	109,142.39	117,221.23
11	105,490.83	109,142.39	122,499.91
12	105,490.83	109,142.39	122,499.91
13	107,560.20	111,214.13	124,564.55
14	107,560.20	111,214.13	124,564.55
15	110,653.62	114,300.45	127,657.97
16	111,039.12	114,818.39	128,431.33
17	111,166.83	114,946.10	128,686.75
18	111,296.90	115,076.17	128,944.53
19	118,093.91	121,764.39	135,183.40
20-22	118,093.91	121,764.39	135,183.40
23	122,817.67	126,634.97	140,590.74

EXHIBIT B-10			
2024-25	Head Counselors Base Salary: 203 Days		
STEP	CLASS I	CLASS II	CLASS III
	BA < 45 units	BA + 45 units	BA + 60 units
1	69,958.02	73,402.95	77,989.85
2	72,831.99	76,270.54	81,434.79
3	75,697.97	79,131.80	84,873.36
4	78,564.02	82,000.99	88,319.90
5	81,434.79	84,873.36	91,748.93
6	84,873.36	88,307.15	95,185.92
7	88,319.90	91,745.74	98,629.27
8	91,748.93	95,185.92	102,654.72
9	95,185.92	98,629.27	106,659.51
10	99,604.21	103,052.35	110,677.02
11	99,604.21	103,052.35	115,661.49
12	99,604.21	103,052.35	115,661.49
13	101,555.71	105,005.42	117,611.43
14	101,555.71	105,005.42	117,611.43
15	104,475.80	107,922.34	120,531.49
16	104,862.19	108,437.49	121,304.24
17	104,990.97	108,566.29	121,561.83
18	105,119.77	108,695.08	121,819.41
19	111,502.09	114,967.48	127,638.10
20-22	111,502.09	114,967.48	127,638.10
23	115,962.18	119,566.18	132,743.63

EXHIBIT B-11			
2024-25	Counselors Base Salary: 194 Days		
STEP	CLASS I	CLASS II	CLASS III
	BA < 45 units	BA + 45 units	BA + 60 units
1	66856.45	70,148.64	74,532.17
2	69,602.96	72,889.10	77,824.37
3	72,341.93	75,623.49	81,110.50
4	75,080.89	78,365.46	84,404.22
5	77,824.40	81,110.50	87,681.25
6	81,110.50	84,392.08	90,965.83
7	84,404.23	87,678.20	94,256.55
8	87,681.26	90,965.83	98,103.50
9	90,965.83	94,256.55	101,930.76
10	95,188.26	98,483.51	105,770.15
11	95,188.26	98,483.51	110,533.64
12	95,188.26	98,483.51	110,533.64
13	97,053.25	100,350.01	112,397.11
14	97,053.25	100,350.01	112,397.11
15	99,843.87	103,137.58	115,187.73
16	100,230.23	103,652.76	115,960.48
17	100,359.05	103,781.56	116,218.07
18	100,487.84	103,910.33	116,475.67
19	106,558.683	109,870.38	121,979.26
20-22	106,558.683	109,870.38	121,979.26
23	110,821.0303	114,265.19	126,858.43

EXHIBIT B-12			
2024-25	Athletic Directors Base Salary : 200 Days		
STEP	CLASS I	CLASS II	CLASS III
	BA < 45 units	BA + 45 units	BA + 60 units
1	84,847.40	88,242.00	92,760.80
2	87,681.00	91,066.80	96,155.40
3	90,501.40	93,885.00	99,541.20
4	93,328.40	96,712.00	102,938.00
5	96,155.40	99,541.20	106,317.20
6	99,541.20	102,924.80	109,703.00
7	102,938.00	106,312.80	113,095.40
8	106,315.00	109,703.00	117,059.80
9	109,703.00	113,095.40	121,006.60
10	114,054.60	117,453.60	124,964.40
11	114,054.60	117,453.60	129,874.80
12	114,054.60	117,453.60	129,874.80
13	115,979.60	119,376.40	131,795.40
14	115,979.60	119,376.40	131,795.40
15	118,855.00	122,249.60	134,673.00
16	119,273.00	122,779.80	135,465.00
17	119,413.80	122,911.80	135,731.20
18	119,552.40	123,043.80	135,995.20
19	125,778.40	129,190.60	141,675.60
20-22	125,778.40	129,190.60	141,675.60
23	130,809.54	134,358.22	147,342.62

EXHIBIT B-13/B-14			
2024-25	Librarians/Nurses Base Salary: 190 Days		
STEP	CLASS I	CLASS II	CLASS III
	BA < 45 units	BA + 45 units	BA + 60 units
1	65,477.61	68,702.48	72,995.34
2	68,169.53	71,386.04	76,220.21
3	70,851.00	74,065.42	79,436.72
4	73,532.47	76,748.98	82,663.68
5	76,220.21	79,436.72	85,871.83
6	79,436.72	82,651.14	89,090.43
7	82,663.68	85,869.74	92,313.21
8	85,871.83	89,090.43	96,081.48
9	89,090.43	92,313.21	99,828.85
10	93,224.45	96,455.59	103,590.85
11	93,224.45	96,455.59	108,255.73
12	93,224.45	96,455.59	108,255.73
13	95,053.20	98,282.25	110,080.30
14	95,053.20	98,282.25	110,080.30
15	97,786.92	101,009.70	112,814.02
16	98,171.48	101,525.93	113,585.23
17	98,301.06	101,655.51	113,842.30
18	98,428.55	101,785.09	114,099.37
19	104,362.06	107,605.74	119,464.40
20-22	104,362.06	107,605.74	119,464.40
23	108,536.54	111,909.97	124,242.98

EXHIBIT B-15			
2024-25	Speech-Language Pathologist Base Salary: 195 Days		
STEP	CLASS I	CLASS II	CLASS III
	BA < 45 units	BA + 45 units	BA + 60 units
1	86,928.60	89,971.20	94,468.00
2	88,666.60	91,768.60	96,357.80
3	90,439.80	93,605.60	98,285.00
4	92,248.20	95,477.80	100,249.60
5	94,094.00	97,387.40	102,256.00
6	95,975.00	99,334.40	104,302.00
7	97,895.60	101,321.00	106,387.60
8	99,851.40	103,347.20	108,515.00
9	101,851.20	105,415.20	110,684.20
10	103,886.20	107,522.80	112,897.40
11	103,886.20	107,522.80	114,028.20
12	103,886.20	107,522.80	114,028.20
13	106,315.00	109,951.60	116,457.00
14	106,315.00	109,951.60	116,457.00
15	109,942.80	113,577.20	120,082.60
16	110,327.80	114,092.00	120,854.80
17	110,457.60	114,219.60	121,112.20
18	110,585.20	114,349.40	121,369.60
19	118,569.00	122,223.20	128,761.60
20-22	118,569.00	122,223.20	128,761.60
23	123,311.76	127,112.13	133,912.06

EXHIBIT B-16			
2024-25	Psychologist Base Salary: 195 Days		
STEP	CLASS I	CLASS II	CLASS III
	BA < 45 units	BA + 45 units	BA + 60 units
1	88,341.00	92,721.20	97,356.60
2	90,989.80	95,502.00	100,276.00
3	93,720.00	98,366.40	103,285.60
4	96,531.60	101,318.80	106,383.20
5	99,429.00	104,357.00	109,575.40
6	102,412.20	107,487.60	112,862.20
7	105,483.40	110,712.80	116,248.00
8	108,649.20	114,034.80	119,735.00
9	111,907.40	117,455.80	123,327.60
10	115,264.60	120,978.00	127,028.00
11	115,264.60	120,978.00	133,324.40
12	115,264.60	120,978.00	133,324.40
13	117,733.00	123,446.40	135,792.80
14	117,733.00	123,446.40	135,792.80
15	121,418.00	127,131.40	139,477.80
16	121,803.00	127,648.40	140,250.00
17	121,932.80	127,776.00	140,507.40
18	122,062.60	127,905.80	140,764.80
19	130,235.60	135,977.60	148,385.60
20-22	130,235.60	135,977.60	148,385.60
23	135,445.02	141,416.70	154,321.02

EXHIBIT B-18			
2024-25	Ed Specialist/Special Education Teachers: 188 Days		
STEP	CLASS I	CLASS II	CLASS III
	BA < 45 units	BA + 45 units	BA + 60 units
1	64,788.37	67,979.30	72,226.97
2	67,451.96	70,634.61	75,417.89
3	70,105.20	73,285.78	78,600.54
4	72,760.51	75,941.10	81,793.54
5	75,417.89	78,600.54	84,967.92
6	78,600.54	81,783.20	88,152.64
7	81,793.54	84,965.85	91,341.49
8	84,967.92	88,152.64	95,070.10
9	88,152.64	91,341.49	98,778.02
10	92,243.14	95,436.13	102,500.42
11	92,243.14	95,436.13	107,116.20
12	92,243.14	95,436.13	107,116.20
13	94,052.64	97,247.70	108,921.56
14	94,052.64	97,247.70	108,921.56
15	96,757.58	99,946.44	111,626.50
16	97,150.50	100,471.71	112,412.34
17	97,280.79	100,604.06	112,672.91
18	97,411.07	100,734.35	112,935.55
19	103,263.51	106,473.05	118,206.88
20-22	103,263.51	106,473.05	118,206.88
23	107,394.05	110,731.97	122,935.16

2024-25	EXHIBIT C			
After School/Expanded Learning Base Salary: 225 Days				
STEP	CLASS I	CLASS II	CLASS III	CLASS IV
	BA	BA + 15 units	BA + 30 units	BA + 40 units
1	49,985.10	52,984.80	55,984.50	58,979.25
2	52,796.70	55,487.03	58,486.73	61,491.38
3	54,982.13	57,984.30	60,986.48	63,983.70
4	57,486.83	60,479.10	63,488.70	66,483.45
5	59,981.63	62,981.33	65,985.98	68,983.20
6	62,082.90	65,478.60	68,483.25	71,480.48
7	64,983.60	67,983.30	70,985.48	73,977.75
8	67,983.30	70,985.48	73,977.75	76,977.45
9	70,985.48	73,977.75	76,977.45	79,979.63
10	74,826.68	77,823.90	79,979.63	82,981.80
11	74,826.68	77,823.90	86,827.95	89,810.33
12	74,826.68	77,823.90	86,827.95	89,810.33
13	76,531.95	79,531.65	88,533.23	91,515.60
14	76,531.95	79,531.65	88,533.23	91,515.60
15	79,081.20	82,080.90	91,082.48	94,064.85
16	79,467.30	82,464.53	91,597.28	94,837.05
17	79,596.00	82,593.23	91,728.45	95,091.98
18	79,727.18	82,724.40	91,857.15	95,351.85
19	84,352.95	87,367.50	96,416.10	99,410.85
20-22	84,352.95	87,367.50	96,416.10	99,410.85
23	87,727.068	90,862.200	100,272.744	103,387.284

2024-25		EXHIBIT C-1			
Early Ed & Support/State Preschool/Early Years/Infant Center Base Salary: 188 Days					
STEP		CLASS I	CLASS II	CLASS III	CLASS IV
	BA	BA + 15 units	BA + 30 units	BA + 40 units	
1	41,763.26	44,271.74	46,778.16	49,280.44	
2	44,273.81	46,358.36	48,868.91	51,373.26	
3	45,944.76	48,451.17	50,955.52	53,464.00	
4	48,033.44	50,529.51	53,046.27	55,546.48	
5	50,117.98	52,624.40	55,221.80	57,643.43	
6	52,204.59	54,708.94	57,221.56	59,725.91	
7	54,293.27	56,801.76	59,308.17	61,812.52	
8	56,801.76	59,308.17	61,812.52	64,321.00	
9	59,308.17	61,812.52	64,318.94	66,827.42	
10	62,670.74	65,179.22	66,827.42	69,333.84	
11	62,670.74	65,179.22	74,743.72	75,198.68	
12	62,670.74	65,179.22	74,743.72	75,198.68	
13	64,407.86	66,916.34	76,478.78	76,935.80	
14	64,407.86	66,916.34	76,478.78	76,935.80	
15	66,997.00	69,505.48	79,069.98	79,293.32	
16	67,391.98	69,898.40	79,593.18	80,308.71	
17	67,522.27	70,030.75	79,723.47	80,571.35	
18	67,652.55	70,161.04	79,853.75	80,833.98	
19	72,286.94	74,807.83	84,419.90	84,878.99	
20-22	72,286.94	74,807.83	84,419.89	84,878.89	
23	75,178.42	77,800.14	87,796.69	88,274.05	

2024-25	EXHIBIT C-2		
Instructional Support Specialist Early Education Base Salary: 225 Days			
STEP	CLASS I	CLASS II	CLASS III
	BA	BA + 15 units	BA + 30 units
1	77,539.28	81,358.20	86,441.85
2	80,727.08	84,536.10	90,260.78
3	83,902.50	87,709.05	94,069.80
4	87,080.40	90,886.95	97,891.20
5	90,260.78	94,069.80	101,690.33
6	94,069.80	97,878.83	105,501.83
7	97,891.20	101,687.85	109,318.28
8	101,690.33	105,501.83	113,780.70
9	105,501.83	109,318.28	118,218.38
10	110,397.38	114,218.78	122,673.38
11	110,397.38	114,218.78	128,197.58
12	110,397.38	114,218.78	128,197.58
13	112,563.00	116,386.88	130,358.25
14	112,563.00	116,386.88	130,358.25
15	115,800.30	119,616.75	133,595.55
16	116,270.55	120,245.40	134,536.05
17	116,426.48	120,403.80	134,847.90
18	116,582.40	120,559.73	135,162.23
19	123,586.65	127,427.85	141,471.00
20-22	123,586.65	127,427.85	141,471.00
23	128,530.12	132,524.96	147,129.84

EXHIBIT D	2024-25
Annual Co-Curricular	Certificated
Academic Decathlon	\$1,872.80
Academy Director (Large)	\$7,171.52
Academy Director (Small)	\$3,585.75
Activity Director (High School)	\$3,512.64
Activity Director Jr	\$1,793.25
After School Coach JRHS	\$1,404.60
After School Sports Coor JRHS	\$2,926.26
After School Sports Coor. JRHS District	\$2,841.02
A-OK/ASES Academic Liaison	\$2,106.90
ASB Jr. High Advisor	\$1,322.78
AVID District (Elem only)	\$4,825.19
Band Sr. High	\$4,675.18
Band Sr. High Assist	\$3,273.99
Band Jr. High	\$3,512.64
Band Jr. High Assist	\$2,338.73
Baseball (Head)	\$3,974.03
Baseball (Asst)	\$2,338.73
Basketball (Head)	\$4,208.12
Basketball (Asst)	\$2,575.10
Cheerleaders	\$3,512.64
Competitive Cheer Head Coach (HS)	\$3,276.27
Competitive Cheer (Asst) Coach (HS)	\$1,638.71
Choir Sr. High (Choral)	\$4,675.18

Choir Sr. High (Assist)	\$2,104.63
Choir Jr. High (Choral)	\$3,512.64
Choir Jr. High (Asst)	\$2,104.63
Musical Accompanist (Choral)	\$2,043.27
Cross Country (Head)	\$3,276.27
Cross Country (Asst)	\$1,872.80
Dance	\$3,043.30
Drill Team	\$3,276.27
Drill Team Jr High	\$1,872.80
Economics Coach	\$1,872.80
Football (Head)	\$4,675.18
Football (Head Freshman)	\$1,872.80
Football (Asst)	\$3,276.27
Football (Soph)	\$3,276.27
Football (Freshman Asst)	\$1,322.78
Football Flag Jr High	\$1,404.60
Football Tackle Jr High	\$1,404.60
Freshman Sports (Head Coach)	\$1,404.60
Golf (Head)	\$2,802.38
Golf (Asst)	\$1,404.60
Lacrosse Varsity	\$3,744.47
Lacrosse Jr Varsity (Assist)	\$2,111.45
Lacrosse Frosh/Soph	\$1,404.60
Math Team	\$1,872.80
Mock Trial	\$3,511.51
Newspaper SRHS	\$3,276.27
Newspaper JRHS	\$3,111.49

Noon Supervision: Jr HS La Cuesta: Alta Vista	\$3,204.68
PAR Chair	\$1,170.50
PAR Panel Member	\$585.25
PAR Consulting Teacher	\$2,809.21
Robotics	\$3,744.47
Robotics (Asst)	\$1,638.71
Jr. High Science Fair Advisor	\$1,872.80
Soccer (Head)	\$3,744.47
Soccer (Asst)	\$2,111.45
Softball (Head)	\$3,974.03
Softball (Asst)	\$2,338.73
Speech	\$3,043.30
Stage, Choreographer	\$2,805.80
Stage, Musical Director	\$2,805.80
Stage, Technical Director	\$2,805.80
Swimming (Head)	\$3,744.47
Swimming (Asst)	\$2,111.45
Tall Flags	\$1,322.78
Tech Mentor	\$2,978.93
Tennis (Head)	\$3,043.30
Tennis (Asst)	\$1,404.60
Theater (HS)	\$4,675.18
Theater (JRHS)	\$3,512.64
Track (Head)	\$4,208.12
Track (Asst)	\$2,577.38
Volleyball (Head)	\$3,276.27
Volleyball (Asst)	\$1,638.71

Water Polo (Head)	\$3,276.27
Water Polo (Asst)	\$1,872.80
Wrestling (Head)	\$3,974.03
Wrestling (Asst)	\$1,872.80
Yearbook, Sr. High	\$3,043.30
Yearbook, Jr. High	\$1,872.80