



Collective Bargaining Agreement

Travis Unified School District and

Travis Unified Teachers Association

July 1, 2024 through June 30, 2027

TRAVIS UNIFIED SCHOOL DISTRICT GOVERNING BOARD

Matthew Bidou	Board President
Will Wade	Vice President
Tierra Ekstrom	Clerk
Brenda Da Prato	Member
Suzanne Schwartz	Member
Tiffany Benson	Superintendent and Secretary to the Board

TRAVIS UNIFIED TEACHERS' ASSOCIATION (TUTA) BARGAINING TEAM

Michelle Dysert	Teacher, Cambridge Elementary School
Erika Fisher	Teacher, Center Elementary School
Ashley Mourlot	Teacher, Foxboro Elementary School
David Nadler	Teacher, Golden West Middle School
Mark Nowag	TUTA President

TRAVIS UNIFIED SCHOOL DISTRICT BARGAINING TEAM

Deanna Brownlee	Director, Special Education
Gabriel Moulaison	Chief Business Officer
Lindsay Dalske	Principal, Travis Elementary School
Kristin Shields	Principal, Vanden High School
Vincent Ruiz	Assistant Superintendent, Human Resources

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PREAMBLE

THE GOVERNING BOARD OF THE TRAVIS UNIFIED SCHOOL DISTRICT, HEREINAFTER REFERRED TO AS THE “BOARD”, AND THE TRAVIS UNIFIED TEACHERS ASSOCIATION HEREINAFTER REFEREED TO AS THE “ASSOCIATION”, AGREE AS FOLLOWS:

ARTICLE 1

RECOGNITION

1.1 BARGAINING UNIT

The Board hereby recognizes the Association as the exclusive and sole negotiation agent for all certificated employees except those in management, supervisory or confidential positions.

1.2 ASSOCIATION

The Board agrees not to meet and negotiation with any teachers’ organization other than the association for the duration of this Agreement; further, the Board agrees not to meet and negotiate with any teachers individually during the duration of this Agreement on matters subject to meeting and negotiating.

1.3 BOARD

The Association recognizes the Board as the duly elected representative of the people agrees to meet and negotiate only with the Board or its duly authorized representatives designated by the Board.

1.4 BOARD

The Association agrees that neither it nor its members or agents will attempt to represent in any negotiation or grievances the interest of anyone other than members of the unit and that the interest of pupils, parents, the public, Board, and other employees will be the sole concern of the Board and/or these representative parties in regard to contract negotiations.

ARTICLE 2

DEFINITIONS

2.1 TEACHER

Teacher refers to any certificated employee who is included in this bargaining unit and therefore covered by terms and provisions of this Agreement. References made to teacher shall include all genders.

2.2 STUDENT DAY

Student Day means the amount of time each day students are required to be in school.

2.3 DAILY RATE OF PAY

Daily Rate of Pay means the teacher's annual salary divided by the number of contract days of service in the school year.

2.4 SUPERINTENDENT

The title Superintendent shall indicate the Superintendent of Schools or the Superintendent's designee.

2.5 PRINCIPAL OR UNIT ADMINISTRATOR

The terms Principal or Unit Administrator mean management employees who have primary administration responsibility for one or more schools or offices.

2.6 BOARD OF EMPLOYER

Board or Employer as used herein shall mean the Governing Board of the Travis Unified School District.

2.7 ACT

Act as used herein means Government Code Section 3540 et seq.

ARTICLE 3

NEGOTIATIONS PROCEDURE

3.1 NEGOTIATIONS – GENERAL

The Association and the Governing Board shall present proposals to the successor agreement no later than the last regular board meeting in March of the year in which this agreement expires for the purpose of a public hearing of the proposals.

3.1.1 Negotiating sessions between parties shall take place at mutually agreeable times and places. Meeting other than negotiation sessions, under normal circumstances, shall be place within ten (10) school days of receipt of a written request for such meeting.

3.1.2 The District agrees to provide all necessary and relevant data, to the association upon request so the Association may be informed in its role as the exclusive bargaining agent.

3.1.3 Legislation or State Department of Education programs that relate to wages, hours of employment and other terms and conditions of employment shall be negotiated prior to implementation. If mandated, the parties shall bargain any impact on any current contract language.

3.2 OUTSIDE CONSULTS

The Association and the Board may utilize the services of outside consultants to assist in negotiations.

3.3 DISCHARGE OF DUTIES

The Board and the Association may discharge their respective duties by means of authorized officers, individual representatives, or committees.

3.4 RELEASE TIME – NEGOTIATIONS

The Association shall be allowed released time for five (5) of its members for the purpose of attending scheduled sessions for negotiations. Representatives of the Association scheduled to participate during working hours in negotiations and impasse procedures (e.g., mediation and fact-finding), shall suffer no loss in compensation pursuant to Section 3543.1 of the Government Code.

3.5 NEGOTIATING REPRESENTATIVES

The Board and Association shall each respectively select their negotiating representatives provided the Board shall not select a member of the unit, as herein defined, as its representative, and the Association shall not select as its representative a District employee who is not a member of the Associations' unit.

3.6 TENTATIVE AGREEMENT

During negotiations, items tentatively agreed upon shall be reduced to writing and initialed by both parties. If mutually agreeable, the tentatively agreed upon items shall be reduced to writing and initialed by both parties prior to adjournment of the meeting at which the tentative agreement is reached.

3.7 RATIFICATION

Any tentative agreement so negotiated shall be reduced to writing for ratification by the parties.

The tentative agreement shall be submitted to an approved by the membership of the Association and the Board prior to implementation.

ARTICLE 4

ASSOCIATION AND TEACHER RIGHTS

4.1 SCOPE

The scope of Representation shall be limited to matters relating to wage, hours of employment, and other terms and conditions of employment. “Terms and conditions of employment” mean health and welfare benefits as defined by Section 53200, leave, transfer and reassignment policies, safety conditions of employment, class size, procedures to be used for the evaluation of employees, organization security, procedures for processing grievances and the layoff of probationary certificated school district employees. In addition, the exclusive representative of certificated personnel has the right to consult on the definition of educational objectives, the determination of the content of courses and curriculum, and the selection of textbooks to the extent such matters are within the discretion of the public school employer under law. All matters not specifically enumerated are reserved to the public school employer and may not be a subject of meeting and negotiating, provided that nothing herein may be construed to limit the right of the public school employer to consult with any employees or employee organization on any matter outside the scope of representation.

4.2 USE OF FACILITIES

The Association and its members shall have the right to make use of school buildings, facilities and equipment when not otherwise required for District business during regular business hours. The Association must provide their own operator and supplies. Upon the declaration of impasse in negotiations, the right to the use of equipment shall be revoked until agreement is reached.

4.3 ASSOCIATION COMMUNICATIONS

The Association shall have the right to post notices of activities in matters of Association concern on school bulletin boards at least one of which shall be provided in each school building. The Association shall be permitted to distribute information to members of the unit through teacher information boxes at the schools, and principals shall be provided with copies of such materials identified as to source.

4.4 ASSOCIATION REPRESENTATIVES

Authorized representatives of the Association shall be permitted to transact official Association business on school property at such times and places so as not to cause interruption to the school program. Such representatives shall notify the principal’s office immediately upon arrival on campus.

The Association shall have the right to the use of the school buildings at reasonable time for the purpose of meetings concerned with the exercise of rights under the Act. Except as provided for in 4.7 below, members of the unit shall refrain, during times when they are required to render paid service to the District, from participating in the activities of or assisting in the promotion of any employee organizational matters.

4.5 RELEASE TIME

The District shall pay the full cost of 50% FTE release time for the TUTA President. TUTA may purchase up to an additional 50% release time at the actual salary cost of the time. The change in the District's contribution from .2 to .5 FTE represents TUTA's interest to forego a commensurate increase on the salary schedule that would have been effective in the 2018-19 school year.

In addition, the Association may purchase up to fifty (50) days of release time for officers or other Association representatives at the district costs of a substitute. District's Chief Personnel Officer must receive 3 days advance notice of the need for release time if two or more people will be out for one day or if one or more people will be out two or more consecutive days, and prior approval if ten (10) or more people are released for any one day.

4.6 ASSOCIATION MEETINGS

The first Wednesday of each month, excluding the first week of the school year, will be reserved for Association-related meetings. At the conclusion of the students' day, the Association officers, Executive Board members, school site representatives, and committee chairpersons shall be allowed to leave their sites to attend Association meetings.

4.7 ACCESS TO NEW UNIT MEMBER ORIENTATIONS

4.7.1 The District shall provide an annual new bargaining unit member orientation for all newly hired bargaining unit members to take place within seven (7) calendar days prior to the first day of required paid service, except when no new bargaining unit members are commencing employment at the start of a given year.

4.7.2 If a new unit member is hired after the annual employee orientation meeting, but before the end of the instructional school year, the District and Association President shall work together to schedule and conduct an orientation within 21 calendar days of the employee's first date of paid service.

4.7.3 New bargaining unit members shall be paid their hourly per-diem rate, based on their annual salary, for the duration of these required orientation meetings when orientations occur outside the contract year and/or day.

4.7.4 The District shall provide written notice of the date, time and location of all bargaining unit member orientation meetings, by certified or electronic mail, to the Association President and Vice-President (Membership) no later than fourteen (14) calendar days in advance of the annual orientation meeting(s) or ten (10) calendar days in advance of other orientation meetings that may occur throughout that year. If, however, there was an urgent need critical to the employer's operations that was not reasonably foreseeable, the Association shall be provided as much notice as possible.

4.7.5 The Association has the right of access to the District's annual new unit member orientation, which occurs before the start of each school year. The orientation includes new unit members hired for the upcoming school year. At this orientation, and as indicated on the orientation agenda, TUTA representatives are invited and given two (2) hours within the orientation to address and communicate with the new unit members.

4.7.6 The Association President may invite California Teachers Association (CTA) representatives to attend and present during the Association portion of the new employee orientation. The Association may use the District's audio-visual equipment for Association presentations.

4.7.7 The Association President or his/her unit member designee shall receive release time (up to 2 hours) to attend new bargaining unit member orientation meetings held during contractual work hours.

4.7.8 The District shall provide the Association with the name, job title, department, work location, work, home, and personal cellular telephone numbers, personal email addresses on file with the employer, and home address of any newly hired unit members, within 30 days of the date of hire or by the first pay period of the month following hire.

The District shall provide the Association with the same information above for all Association unit members on or about the last work day in September, January and May. The District shall provide the information to the Association President in an electronic format in which the District holds the information.

This does not preclude the Association from requesting other pertinent information.

ARTICLE 5

MANAGEMENT RIGHTS

5.1 The Board on its own behalf, and on behalf of the patrons of the District, hereby retains and reserves unto itself, without limitations, all powers, rights, authority, duties and responsibilities conferred upon and vested in it by the laws and Constitutions of the United States and the State of California, including but without limiting the generality of foregoing, rights:

5.1.1 To determine and administer policy

5.1.2 Subject to the provisions of the law, to hire all employees, to determine their qualifications and the conditions for their continued employment, or their dismissal, demotion, or promotion.

5.1.3 To delegate to the Superintendent and other legally appointed officers, the operation of the schools, the executive management and the administrative control of the school system, its properties and facilities, including, but not limited to, innovative and experimental exploration in the field of education, experimental and innovative uses of District facilities and experimental and pilot investigation of new educational programs.

5.1.4 The exercise of the foregoing powers, rights, authority, duties and responsibilities by the Board, the adoption of policies, rules and regulations, and practice in furtherance thereof, and the use of judgment and discretion in connection therewith shall be limited only by the specific and express terms of this Agreement.

5.2 In carrying out the foregoing powers, rights, authority, duties and responsibilities, the Board shall conform to the terms and conditions of this Agreement.

ARTICLE 6

GRIEVANCE PROCEDURE

6.1 DEFINITIONS

6.1.1 GRIEVANCE

Grievance shall mean a complaint by an employee, group of employees or the Association that there has been to him/her (or them) a violation or inequitable application of any provisions of the Agreement.

6.1.2 GRIEVANT

A grievant is the employee or group of employees or the Association making the claim.

6.1.3 A PARTY IN INTEREST

A party in interest is the person making the claim and any person who might be required to take action or against whom action might be taken in order to resolve the claim.

6.2 PURPOSE

6.2.1 The purpose of this procedure is to secure, at the lowest possible level, equitable solutions to the problems which may from time to time arise affecting unit members. Both parties agree that these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.

6.3 PROCEDURE

6.3.1 TIME LIMITS – *Also see Grievance Timeline Chart Appendix C.*

Since it is important that grievances be processed in a timely manner, the number of days indicated at each level should be considered as a maximum and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement.

Any grievance not appealed to the next step of the procedure within the prescribed time limits shall be considered settled on the basis of the answer given in the current step.

A member of the unit who wishes to have a grievance heard under this procedure must initiate action within twenty (20) working days of the time unit member had knowledge of the act or omission giving rise to the grievance.

6.3.2 YEAR END GRIEVANCES

In the event a grievance is filed at such time that it cannot be processed through all the steps in this grievance procedure by the end of the school year, and if left unresolved until the beginning of the following school year could result in irreparable harm to a party in interest, the time limits set forth herein shall be reduced so that the grievance procedure may be exhausted prior to the end of the school year or as soon thereafter as is practicable.

6.3.3 INFORMAL LEVEL – PRINCIPAL OR IMMEDIATE SUPERVISOR

Within twenty (20) school days after the event or circumstances occasioning the grievance, or after becoming aware of the event or circumstance, the grievant shall initially meet with their immediate supervisor/principal in an attempt to resolve the grievance informally.

6.3.4 LEVEL 1 – PRINCIPAL OR IMMEDIATE SUPERVISOR

6.3.4.1 If the informal discussion fails to resolve the grievance to the satisfaction of the grievant, a formal grievance may be initiated in writing no later than ten (10) school days after the informal discussion.

6.3.4.2 Within seven (7) school days after the filing of the formal grievance, the immediate supervisor/principal shall meet with the grievant and shall respond in writing within three (3) school days of the meeting.

6.3.4.3 Initiate Grievance – Level 1: If a grievance arises from action or inaction on the part of administration at a level above the Principal or immediate supervisor, the aggrieved person shall submit such grievance in writing to the Director-Human Resources with the processing of the grievance to commence at Level 1.

6.3.5 LEVEL 2 – SUPERINTENDENT

6.3.5.1 If the grievant is not satisfied with the decision at Level 1, they may appeal the decision to the Superintendent within ten (10) school days after the decision is rendered.

6.3.5.2 Within ten (10) school days the Superintendent shall meet with the grievant and shall respond in writing within five (5) school days of the meeting.

6.3.6 LEVEL 3 – GRIEVANCE MEDIATION

6.3.6.1 If the grievant and/or the Association is not satisfied with the disposition of the grievance at Level 2, then within seven (7) school days from the day the Superintendent's written response was received, the grievant and/or the Association may request that the grievance be referred to grievance mediation.

6.3.6.2 The Association shall request that a conciliator/mediator from the California State Mediation and Conciliation Service (SMCS) be assigned to assist the parties in the resolution of the grievance. The District shall be copied on the Association's request. Any costs charged by the SMCS shall be borne equally by the parties.

6.3.6.3 The function of the conciliator/mediator shall be to assist the parties to achieve a mutually satisfactory resolution of the grievance. The conciliator/mediator shall be asked to meet with the grievant, the Association and the District, within fifteen (15) school days of the Association's request.

6.3.6.4 If an agreement is reached, the agreement shall be reduced to writing and shall be signed by the grievant, the Association and the District. This agreement shall be nonprecedential and shall constitute a settlement of the grievance.

6.3.6.5 In the event that the grievant, the Association and the superintendent on her/his designee have not resolved the grievance with the assistance of the conciliator/mediator within ten (10) school days from the first meeting held by the conciliator/mediator, and the parties have not agreed to continue the mediation, the Association may terminate Level Three and the grievance may proceed to Level Four.

6.3.7 LEVEL 4 BINDING ARBITRATION

a) If the grievant has not signed a mediation agreement as provided for in 6.3.6.4, the grievant may, within ten (10) school days after the final meeting with the conciliator/mediator, request in writing that the Association submit the grievance to arbitration. The Association, by written notice to the Superintendent within fifteen (15) school days after the receipt of the request from the grievant, may submit the grievance to binding arbitration.

b) Within ten (10) school days after such written notice from the Association of submission to binding arbitration, representatives of the Board and the Association shall attempt to agree upon a mutually acceptable arbitrator and shall obtain a commitment from said arbitrator to serve. If the parties are unable to agree upon an arbitrator or to obtain such a commitment within the specified period, a request for a list of arbitrators may be made to the American Arbitration Association by either party. The parties shall then be bound by the rules and procedures of the American Arbitration Association in the selection of an arbitrator.

c) The arbitrator so selected shall confer with the representatives of the Board and the Association and hold the hearing in a timely manner and shall issue an award not later than forty-five (45) days from the date of close of the hearing or if closing arguments have been waived by both parties, then forty-five (45) days from the date final statements and proofs on issues are submitted to the arbitrator. The arbitrator's recommendations shall set forth his/her findings of fact, reasoning and conclusions on issues submitted.

6.3.8 AWARD OF ARBITRATOR

The award of the arbitrator shall be binding upon the Association and the Board. The arbitrator is restricted to make whole settlements. Interest may be assessed on lost wages at the rate the District is earning interest on monies in its general fund during the most recent quarter. No punitive nor exemplary damages can be awarded.

6.4 RIGHTS OF TEACHERS TO REPRESENTATION

Any grievant may be represented at all stages of the grievance procedure by himself/herself, or, at his/her option, be accompanied by his/her representative(s).

6.5 RIGHTS OF PARTICIPANTS

No reprisals of any kind shall be taken by the Board or by any member of the administration against any party in interest, any representative, any member of the Association, or any participants in a grievance by reason of such participation.

6.6 MISCELLANEOUS

6.6.1 If the District fails to respond to a grievance within the time limits specified for that level, the grievant shall have the right to appeal to the next level.

6.6.2 All decisions rendered at Levels 1, 2, 3 and 4 of the grievance procedure shall be in writing setting forth the decision and the reasons therefore and shall be transmitted promptly to all parties in interest.

6.6.3 All documents, communications and records dealing with the processing of a grievance shall not be kept in the personnel file of any of the participants.

6.6.4 Forms for filing grievances, serving notices, taking appeals, making reports and recommendations, and other necessary documents shall be prepared jointly by the Superintendent and the Association and given appropriate distribution so as to facilitate operation of the grievance procedure.

6.6.5 No meetings and hearings under this procedure shall be conducted in public and shall include only such parties in interest and their designated or selected representatives, heretofore referred to in this Article.

6.6.6 Should the processing of any grievance require that an employee be released from his/her regular assignment, he/she shall be released without loss of pay or benefits.

6.6.7 All parties to the grievance will make available to other parties involved, all pertinent information not privileged under law in its possession or control, which is relevant to the issues raised by the grievance.

6.6.8 All costs for the services of the arbitrator, including but not limited to, per diem expense, the arbitrator's travel and subsistence expenses, and the cost of any hearing room, will be borne equally by the parties. All other costs will be borne by the party incurring them.

ARTICLE 7

HOURS OF EMPLOYMENT

7.1 DUTY DAY

a) The length of the workday for all full-time members of the unit shall be six (6) hours and forty-five (45) minutes, exclusive of a duty free lunch period. The schedule for the workday shall be set by the principal or immediate supervisor.

b) Vanden and Golden West teach five (5) periods of instruction.

c) Vanden and Golden West teachers who have a first period teaching assignment will not have a last period teaching assignment and vice versa unless mutually agreed upon by the teacher and the administrator.

d) Based on District need:
   1. Secondary teachers may voluntarily teach one (1) additional section at a prorated per diem amount, not including any additional amounts for health and welfare contributions or in lieu amounts.

   2. All secondary teachers will be notified of the opportunity to volunteer for the additional sections by memo to their site mailbox. There shall be at least two working days' notice of the opportunity to apply. The notice shall include a statement to notify prospective applicants of the STRS limitations on such employment.

   3. A list will be generated from those that volunteer and that list will be retained in the Principal's Office for at least 3 years. A new list will be established at the beginning of each year.

   4. Teachers will be selected from the list based upon possession of the appropriate credential(s), ability of the site master schedule to accommodate the section, experience of the teacher in that subject matter area, and other criteria stated by the site principal in the notice.

   5. In subsequent years, otherwise qualified teachers who have not previously taught an additional section shall be given preference over those that have.

   6. The additional sections shall be offered as one-semester contracts with no guarantee of subsequent sections in that year or any other year. In the event a qualified teacher is found during the semester, the contract will be cancelled immediately. These conditions of employment will be explained to all teachers who are offered extra sections.
   7. It is the intent of the parties that such sections be used to accommodate unexpected growth, shortages in difficult to find subject areas, and short- term district needs. It is not the intent that it be used to supplant the need for additional staffing.

7.2 LUNCH PERIODS

Members of the unit may leave the work site during their lunch period provided the member of the unit notifies the principal or his designee of such absence.

7.3 MEETINGS

Faculty meetings shall not exceed twelve (12) per year, as needed, and shall not exceed one (1) hour in duration, except in cases of emergency. Emergency us defined to mean a sudden unexpected need for action and is beyond the control of the District.

7.3.1 At Golden West, staff shall participate in evening parent conferences once a year, during first semester. The annual evening parent conference shall last no more than 2 ½ hours.

a) The following day shall be minimum day schedule. Unit members shall be dismissed 15 minutes after students have been dismissed.
b) Attendance at the evening conference and the following minimum day shall each be considered a half day employment

7.3.2 At Vanden High School, there shall be no more than two (2) after school faculty meetings, one (1) per semester, and each meeting shall not exceed one (1) hour in duration (except in cases of emergency as defined in section 7.3 above).

7.4 SECONDARY PREPARATION/PLANNING

Full-time middle school and high school teachers shall have five (5) unassigned periods per week set aside for preparation and planning for instruction. Part-time teachers shall have unassigned time set aside for preparation and planning for instruction on a pro-rata basis.

Full time secondary special education teachers shall have five (5) additional unassigned periods per week to complete case management duties. Part-time special education teachers shall have unassigned time set aside to complete case management duties on a pro-rata basis.

Teachers in alternative programs or settings may request variations of the Secondary Planning Schedule as long as they receive an equivalent number of preparation period minutes over a ten (10) day instructional period.

7.4.1 Unit members who volunteer, under the conditions set below, to substitute during the preparation period shall be compensated for their time at a rate determined by the following formula:

The amount in the current salary schedule on Column IV, Step 9 divided by the number of traditional year contracted working days multiplied by the percentage of the preparation period in the day at that site. For example:

Vanden and Golden West: ((Column IV, step 9)/183) x 0.20= per period amount

All unit members at a site may volunteer for the service. The list of volunteers shall be maintained by the site administrator. Assignments shall be rotated equitably. Acceptance of the assignment shall be voluntary. Payment shall be made in the next available warrant.

7.5 Elementary Preparation/Planning

7.5.1 Elementary General Education Teachers

Elementary school teachers, grades TK-3 shall have one hundred twenty (120) minutes every ten school days for preparation/planning. Elementary school teachers, grades 4-6, shall have one hundred fifty (150) minutes every ten school days for preparation/planning. For TK, the language above shall be effective July 1, 2025.

Release time shall be provided for 1st grade teachers as pre-approved by the site administrator, for the purpose of the district required testing of students. This release time shall not exceed one (1) day per trimester.

Preparation time for 6th grade classes at the middle school campus shall receive the same preparation time as 7th and 8th grade teachers.

The principal shall schedule the prep periods within the student instructional day for grades 1-6 for a minimum of 30-minute increments.

Kindergarten prep shall be taken outside of the student instructional day, unless the unit member is assigned to a full day kindergarten class. Prep periods for full day kindergarten shall be within the student instructional day for a minimum of 30-minutte increments.

On minimum days and in service days elementary school teachers may schedule their prep before or after the instructional day, but during the duty day.

7.5.1.1 Based on Proposition 28 funding, applicable law and regulations/guidance, and availability of adequate staffing, the District shall make a good faith effort to hire at least two full-time qualified and credentialed teachers for the first year, and an additional two full-time qualified and credentialed teachers for the second year to increase elementary sites' arts instruction and/or arts program with a measurable increase to preparation time for elementary school teachers at the sites where additional art instruction and/or arts programs are offered. The principal or program director, in coordination with the District,, would determine how to expand a sites' art instruction and/or programs.

If Proposition 28 funding decreases, TUTA and TUSD agree to renegotiate adjustments to funding to cover the cost of the Elementary Art and Music teachers required to maintain preparation at the 2024-2025 specified level.

Subject to the above, For the 2023-2024 school year, general education elementary school teachers, grade K-3 shall have 180 minutes every (10) school days for preparation and planning.

Subject to the above, for the 2023-2024 school year, general education elementary school teachers, grades 4-6 shall have 225 minutes every ten (10) school days for preparation and planning.

Effective July 1, 2024, general education elementary school teachers, grades K-3 shall have two hundred forty (240) minutes every ten (10) school days for preparation/planning. General education elementary school teachers, grades 4-6, shall have three hundred (300) minutes every ten (10) school days for preparation/planning.

Unit members who volunteer, under the conditions set below, to substitute during their preparation shall be compensated for their time at a rate determined by the following formula:

Elementary School: ((Column IV, step 9)/183) x 0.10=per prep period amount.

7.5.2 ELEMENTARY SPECIAL EDUCATION TEACHERS

Elementary special education teachers, in coordination with their site principal, shall have the equivalent of 150 minutes per week, adjusted based on the school calendar, of unassigned time each week to complete case management duties. In addition elementary special education teachers shall have one hundred fifty (150) minutes every ten school days for preparation/planning. Part-time special education teachers shall have unassigned time set aside to complete case management duties on a pro rata basis.

RSP LEARNING CENTER

RSP Learning Center teachers, in coordination with their site principal, shall have the equivalent of 150 minutes per week, adjusted based on the school calendar, case management duty time as referenced above into heir daily schedules. Effective July 1, 2023, TK through 6 RSP Learning Center teachers shall be included on the Program Specialist / School Nurse salary schedule, which will provide an additional 30 minutes to their compensated work day. This time is designated for case management duties shall be directed by the unit member.

SDC

Effective July 1, 2021, TK through 6 SDC teachers shall be included on the Program Specialist / School Nurse salary schedule, which will provide an additional 30 minutes to their compensated work day. This time is designated for case management duties and shall be directed by the unit member.

7.6 REQUIRED PARTICIPATION

Each member of the unit shall participate in the Back-To-School event as well as participate in an additional ten (10) hours of adjunct duty related to student activities per year.

Examples of duties related to Student Activities include athletic events, dances, and other Administrator-approved social events. These adjunct duties shall be scheduled equitably among the members of the unit at each school site.

Stipend positions shall not be considered adjunct duties.

Unit members may volunteer for unfilled adjunct duties at any site after unit members at the particular site have first had the opportunity to sign up.

7.7 ACTIVITIES/ASSIGNMENTS

Members of the unit shall participate in professional activities and perform professional assignments beyond the regular workday. If the activity or assignment is required by the site administrator, the request shall be equitably distributed among the site staff. In determining equitably, elected positions or standing committee in the association shall be considered. Any one activity for the individual unit member that goes beyond 12 hours annually shall be compensated at the curriculum hourly rate of pay. Calculation of the time required for any 12+ hour assignment shall be mutually determined in advance, and during the activity or assignment, and shall be approved in advance by the superintendent or his/her designee.

This language (section) shall not be applicable to voluntary requests, site-elected positions, or parent conferences.

7.8 STUDENT DAY

The students shall be offered the following minutes of instruction per year:

GRADE	MINS/YEAR	AVG. MINS/DAY*
Kindergarten	36,000	200
Grades 1-3	50,400	280
Grade 4-8	56,070	312
Grade 9-12	64,800	360

*This number may vary based upon the number of instructional days per year at each site

7.9 MINIMUM DAYS

Elementary, 1-6, 10 minimum days

1 day - last day of school
6 days - parent conferences
3 days - at site's discretion with consultation with staff*.

*Per May 29, 2012, agreement, one minimum day per trimester will used for elementary report card preparation, but there shall be no decrease in current instructional minutes.

Middle School, 10 minimum days

1 day - last day of school
4 days - one for the last day of each grading period
5 days- at site's discretion with consultation with staff.

High School, 10 minimum days

1 day- last day of school

5 days- one for the last day of each grading period

4 days - at site's discretion with consultation with staff.

7.10 COMMON PLANNING DAYS

Common Planning Days are shortened student attendance days for the purpose of collaboration, planning and preparation, and staff development. They occur on a schedule of once every Wednesday at the elementary sites and two Wednesdays per month at the secondary level.

7.10.1 A schedule of Common Planning days for the school year, including a list of the dates reserved for District use, shall be sent to staff during the first week of the school year. Common Planning days at Vanden shall be scheduled as set forth in section 7.10.8.

7.10.2 There shall be no regularly scheduled meetings, such as IEP, SST, or staff meetings, during the time designated as teacher Common Planning time.

7.10.3 There shall be no school-wide parent conferences during the teacher designated time unless agreed to by a majority of the site staff at the beginning of each year.

7.10.4 There shall be no regularly scheduled activities on site during Common Planning time that would prevent on-duty site staff from participating in Common Planning.

7.10.5 Staff shall not bring children for whom they are responsible to school during this time except under special circumstances, which must be approved by the site administrator.

7.10.6 At the elementary level, effective July 1, 2025, nine (9) Common Planning days per year shall be reserved for site administration/District use. Up to three (3) of the nine (9) may be designated for district-wide grade-level common planning. In addition to the nine (9), six (6) Common Planning days shall be used for collaborative meeting time. These six (6) collaborative meeting agendas shall be developed in collaboration between grade level representative and site administration. All remaining Common Planning days will be released to the teachers for planning and preparation purposes. Common Planning days reserved for site administration/ District use shall not be scheduled on the first Wednesday of the month nor on the Wednesday before the minimum day designated for report card preparation.

7.10.7 At secondary level, there shall be up to four (4) staff meetings and eight (8) administration-directed Common Planning days, which shall not exceed one (1) hour in duration (except in cases of emergency). There shall be twelve (12) teacher-directed Common Planning days for planning and preparation. Administration and site Department Chairs will work together to determine the specific rotation (i.e. administration-directed, staff collaboration) for Common Planning days. Scheduling will be done at the first Department Char meeting of each school year. If either party finds a

need to modify this schedule, both parties shall meet together to determine whether or not changes will be made to the existing schedule for the year. Mutual agreement between Department Chairs and site Administration must be reached to institute any proposed changes.

7.11 APPOINTMENT TO SITE AND DISTRICT COMMITTEES

Principals shall not assign teacher interns, unit members teaching under a provisional permit, or first year teachers with no prior teaching experience to site or district committees.

ARTICLE 8

LEAVES

8.0 GENERAL LEAVES

The Governing Board may grant other leaves of absence with or without pay at its discretion for reasons not covered within this Article.

Leaves shall not be granted for employment unless the employment is in conjunction with a Leave for Educational Improvement and the employment is offered through the same institution where coursework is being taken, or when the employment is part of overseas programs designed for language or cultural immersion.

All unit members on any form of extended leave which extends to the end of the current school year shall notify the Human Resources Office of their intent to return or not return for the following school year by March 1 of the year of the absence.

8.1 PERSONAL NECESSITY LEAVE

An employee may use his/her accumulated sick leave for personal necessity leave pursuant to the express sections of this agreement and Education Code Section 44981.

8.1.1 The employee shall not be required to secure advance approval for Personal Necessity Leave taken for any of the following reasons:

a) Death of a member of immediate family.
b) Serious illness of a member of immediate family.
c) Accident involving the employee's person or property or the person or property of a member of the immediate family.

8.1.2 No more than seven (7) sick leave days may be used in any school year for Personal Necessity Leave. Five (5) of the seven (7) days other than those listed in 8.1.1 may be taken without securing advance approval with the reason being "Personal Necessity."

8.1.3 Personal necessity leave cannot be used in support of strikes or other concerted activities. In case of strike or other concerted activities, all requests for personal necessity leave will be reviewed for compliance with this section.

8.2 SICK LEAVE

8.2.1 Each member of the unit shall be entitled to ten (10) days leave of absence during the school year for illness or injury, and such days shall be cumulative and carried forward to the succeeding year.

Unit members may use up to six (6) days per calendar year, to be deducted from sick leave, to attend to an illness of a family member of the unit member. All conditions regarding the use of regular sick leave shall apply to the use of such leave, and this section is not intended to extend

the maximum period of leave to which a unit member may be entitled under the Family and Medical Leave Act or the California Family Rights Act.

As used in this section, "family member" means biological, foster, or adopted child, stepchild, legal ward, or a child standing in loco parentis, a biological, foster, adoptive parent, stepparent, or legal guardian; a spouse; a registered domestic partner; a grandparent, a grandchild or a sibling.

8.2.2 When a member of the unit is absent from his/her duties due to illness or injury, the member shall use all of his/her accumulated sick leave before the provision of extended sick leave shall apply. Upon exhaustion of all accumulated sick leave credit, a member who continues to be absent under the provisions of this Article shall receive for up to five (5) months, the difference between his/her pay and the lowest daily substitute rate (in effect at the start of the absence), whether or not a substitute has been employed, or fifty percent (50%) pay, whichever is greater. Substitute rates are determined by the District.

When an outside consultant is hired for the absent unit member, the cost of the consultant to be deducted from the unit member's pay shall be calculated at the substitute daily rate of pay for a period of up to thirty (30) days.

Extended leave must be on the basis of a doctor's statement. The personnel office may require medical verification of the cause of absence.

8.2.3 Compensation will not be paid to any member of the unit absent for any reason other than those covered in this Article for which compensation is provided.

8.2.4 Any absence due to illness or accident for four (4) or more consecutive days may be required to be verified by the member's physician or recognized practitioner of those who follow a well-recognized faith which depends upon prayer for healing.

8.2.5 For purposes of deduction of sick leave, the following shall be applicable: Persons leaving the site prior to one-half of a workday shall be deducted a full day of sick leave; persons leaving the site after one-half of a workday will be deducted one-half day of sick leave.

Exceptions may be made at the discretion of the principal for that portion of the day after normal student dismissal.

8.3 PREGNANCY DISABILITY LEAVE AND CHILD BONDING LEAVE

8.3.1 PREGNANCY DISABILITY LEAVE

8.3.1.1 A unit member may use sick leave if physically disabled and unable to render service to the District as a direct result of the pregnancy. Pregnancy Disability Leave is available to unit members who are disabled due to pregnancy, childbirth, or pregnancy-related medical conditions as defined under the Pregnancy Disability Leave Law (PDL).

8.3.1.2 A unit member may take up to four months of pregnancy disability leave. The length of the leave of absence shall be determined by the unit member's healthcare provider. Leave may be taken intermittently. Upon exhaustion of all accumulated leave, the unit member shall receive differential pay (in accordance with 8.2.2). The unit member shall continue to receive health and welfare benefits.

8.3.1.3 At any time a member is absent as a result of her physical disability arising out of her pregnancy, the District may request a doctor's verification of her inability to render service to the District.

8.3.1.4 In order to use sick leave for pregnancy disability, the member must have been actually rendering paid service to the District and not on any unpaid leave immediately preceding disability.

8.3.1.5 The District may request a doctor's verification of the member's ability to return to work.

8.3.1.6 A unit member returning from pregnancy disability shall return to the position previously held within the same school year. A unit member returning in a different school year retains the rights under Article 10. If the position no longer exists, the unit member shall be returned to a comparable position.

8.3.2 CHILD BONDING LEAVE

8.3.2.1 A unit member may use up to twelve (12) workweeks of child bonding leave occasioned by the birth of the unit member's child or the placement of a child with the unit member in connection with the unit member's adoption or foster care of the child as provided by the California Family Rights Act (CFRA).

8.3.2.2 For birthing parents, the twelve (12) workweek child bonding leave shall commence at the conclusion of (but need not be taken immediately following) and pregnancy disability leave. For non-birthing parents, the twelve (12) week child bonding leave shall commence on the first day of such leave. Pursuant to Education Code Section 44977.5, if a unit member exhausts his/her accumulated sick leave prior to expiration of the twelve (12) workweek child bonding leave, the unit members shall be entitled to differential pay (as defined in Article 8.2.2) for the balance of the twelve (12) workweek period. The unit member shall continue to receive health and welfare benefits while on differential pay.

8.3.2.3 Child bonding leave may be taken intermittently. Leave shall be taken in two (2) week increments at a minimum, except on two (2) occasions during which the member may take fewer than two (2) weeks. Additional increments fewer than two (2) weeks may be taken with district approval.

8.3.2.4 Child bonding leave shall be concluded within one year of the birth or placement of the child with the unit member in connection with the adoption or foster care of the child by the unit member. If the school year ends prior to exhaustion of the twelve (12) workweek period of leave, the unit members shall be entitled to use the balance of the

twelve (12) workweek period at the commencement of the school year so long as the leave is completed within one year of the birth or placement of the child with the unit member.

8.3.2.5 If both parents are eligible for CFRA leave and are employed by the District, twelve (12) weeks of child bonding leave shall be available to each parent.

8.3.2.6 The unit member will notify the site supervisor and Human Resources department of the expected need for leave and potential timeframes. Thirty (30) days notice will be given whenever possible.

8.3.2.7 A unit member returning from child bonding leave shall return to the position previously held. If the position no longer exits, the unit member shall be returned to a comparable position.

8.3.2.8 A unit member who wishes to take a personal leave to raise a child in addition to eligible paid child bonding leave available under Education Code Section 44977.5 and Government Code 12945.2 may be granted such leave without pay for up to one (1) year.

8.3.2.9 It is the intent to implement the terms and conditions of Education Code Section 44977.5 and Government Code 12945.2, and further interpretations of these laws will apply; except where this article provides greater rights.

8.4 INDUSTRIAL ACCIDENT & ILLNESS LEAVE

8.4.1 Allowable leave shall be for sixty (60) days during which the schools of the District are required to be in session or when the employee would otherwise have been performing work for the District in any fiscal year for the same accident.

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

8.4.3 Industrial accident or illness leave shall commence on the first day of absence.

8.4.4 When a person employed in a position requiring certification qualifications is absent from his duties on account of an industrial accident or illness, he shall be paid such portion of the salary due him for any month in which absence occurs as when added to his temporary disability indemnity under Division 4 or 4.5 of the Labor Code, will result in a payment to him of not more than his full salary.

8.4.5 Industrial accident or illness leave shall be reduced by one day for each day of authorized absence regardless of a temporary disability indemnity award.

8.4.6 When an industrial accident or illness leave overlaps into the next fiscal year, the employee shall be entitled to only the amount of unused leave due him for the same illness or injury.

8.4.7 Upon termination of the industrial accident or illness leave, the employee shall be entitled to the benefits provided in Sections 44977, 44978 and 44983 of the Education Code, and for the

purposes of each of these sections, his absence shall be deemed to have commenced on the date of termination of the industrial accident or illness leave, provided that, if the employee continues to receive temporary disability indemnity, he may elect to take as much of his accumulated sick leave which, when added to his temporary disability indemnity, will result in a payment to him of not more than his full salary.

8.4.8 During any paid leave of absence, the employee shall endorse to the District the temporary disability indemnity checks received on account of his industrial accident or illness. The District, in turn, shall issue the employee appropriate salary warrants for payment of the employee's salary and shall deduct normal retirement and other authorized contributions.

8.4.9 In the event a unit member suffers an industrial illness or injury, upon exhaustion of benefits provided in Article 8.4.1, he or she may use accrued sick leave for replacement for the related wage loss.

However, if the unit member's illness and injury is declared "permanent and stationary", and the unit member has returned to work, then Industrial Accident & Illness leave may not be used as a replacement for wage loss for medical follow up or treatment appointments, or to qualify for temporary disability payments, unless specifically required by law. The unit member may use accrued sick leave, if any, for such appointments during the work day. In the event the unit member chooses not to utilize sick leave or does not have sufficient sick leave to account for the lost time for these appointments, then the unit member shall forfeit pay for the time taken, per the rules set forth in Education Code 44977.

It is the responsibility of the unit member to include within any Workers' Compensation settlement agreement for "future medical", an offset for such lost wages.

8.4.10 Any employee receiving benefits as a result of this section shall, during periods of illness or injury, notify the District Superintendent prior to any travel outside the State of California.

8.5 BEREAVEMENT LEAVE

Each member of the unit shall be allowed up to five (5) days of absence without either loss of pay or use of sick leave in case of a death in the family or anyone residing in the home of the member.

8.6 LEGISLATIVE LEAVE

8.6.1 Every person employed by the school district as a permanent employee in a position requiring certification qualifications who is elected to the State Legislature shall be granted a leave of absence from his duties as an employee of the District by the Governing Board.

8.6.2 During the term of such leave of absence, the employee may be employed by the school district to perform such less-than-full-time service requiring certification qualifications for such compensation and upon such terms and conditions as may be mutually agreed upon.

8.6.3 Such absence shall not affect in any way the classification of such employee.

8.6.4 Within six (6) months after the term of office expires, such employee shall be entitled to return to the position held by him at the time of his election, at the salary to which he would have been entitled had he not absented himself from the service of the school district.

8.6.5 Notwithstanding any provision of law to the contrary, a person employed to take the place of any such employee on Legislative Leave shall not have any right to such position following the return of such employee to the position.

8.7 MILITARY LEAVE

8.7.1 The tenure status of a member of the unit shall not be affected by virtue of his induction or call to active duty in any branch of the armed forces of the United States of America or the State of California.

8.7.2 Any unit member who is on temporary military leave of absence and who has been in the service of the public agency from which the leave is taken, for a period of not less than one (1) year, immediately prior to the day on which the absence begins, shall be entitled to receive his salary or compensation as such public employee for the first thirty (30) calendar days of any such absence.

Temporary Military Leave of Absence means a leave of absence from public employment to engage in ordered military duty for a period which, by the order, not to exceed one-hundred-eighty (180) calendar days including travel time.

8.7.3 Such absence does not affect classification and does not constitute a break in service, although the unit member may not count such absence as part of the service required as a condition precedent to permanent classification.

8.7.4 Upon return from military service, within six (6) months of an honorable discharge or placement on inactive duty, the unit member is entitled to his former position at a salary he or she would have received had he or she not been in military service.

8.7.5 During reserve Corps and National Guard emergency military service periods, the time for which is ordered by the President of the United States or the Governor of California, the member of the unit will be granted leave as necessary.

8.7.6 In addition to any other entitlement for leave of absence for illness or injury with pay, a unit member hired on or after January 1, 2017 who is a military veteran with a military service-connected disability rate at thirty percent (30%) or more by the United States Department of Veterans Affairs shall be entitled to leave of absence for illness or injury with pay of up to ten (10) days for the purpose of undergoing medical treatment for his or her military service-connected disability.

8.7.6.1 Leave granted under this section is not cumulative from year to year.

8.7.6.2 The District may request the unit member to submit proof that a leave of absence for illness or injury used under this subdivision is for treatment of the military service-connected disability.

8.7.6.3 A unit member who qualifies for this leave and is employed less than five (5) days per week is entitled to a pro-rata number of days of leave that his/her number of days of employment bears to ten (10).

8.8 JURY DUTY OR WITNESS LEAVE

Leaves of absence shall be granted employees regularly called for jury duty, or under an official order to appear as a witness in court (other than as a litigant), or to respond to an official order from another governmental jurisdiction. The school district will pay the member of the unit the difference between his regular salary and the amount he receives for witness or jury fees. Any fees, exclusive of mileage received will be surrendered to the District.

When appearance in court as a litigant is necessary, the member of the unit may use Personal Necessity Leave as provided in this Article.

8.9 HEALTH AND HARDSHIP LEAVE

Any employee of the District may, at the discretion of the Board, be granted a leave of absence without pay for reasons of health and hardship; such leave to be specified for a period not less than one (1) semester or more than one (1) year. Such leave may be extended in case of serious health conditions on a year-by-year basis. Notices of intention to return will include a written statement from a physician certifying the member's ability to return to full-time service.

8.10 PROFESSIONAL LEAVE

8.10.1 LEAVE FOR EDUCATIONAL IMPROVEMENT

After having completed five (5) full years and obtaining tenure, any certificated employee may, at the discretion of the Board, be granted a leave of absence with or without pay for purposes of educational improvement and advancement for one (1) year. An extension of the leave period may be granted where completion of the courses for advancement requires longer than one (1) year and where the advantage will accrue to the District.

a) A written request stating the reasons for the leave shall first be directed to the employee's immediate supervisor for his recommendation and then through channels for presentation to the Governing Board. Each case will be individually considered and judged on its own merits.

b) There will be no loss or gain in sick leave for the employee's leave of absence.

c) The employee may elect to continue his benefits at his own expense.

d) Arrangements for this should be made through the District Office.

e) Teachers given leaves of absence under this rule must sign an agreement that the Board will be given written notice on or before March 1 of the following year of their intention to return. Failure to notify the Board will be considered as notice that the teacher will not return and that the position is vacant.

f) A leave of absence will not be considered as a year of experience on the salary schedule.

g) Requests shall be submitted on or before February 1 of the prior school year.

8.11 CATASTROPHIC LEAVE BANK

8.11.1 CREATION

1. The Catastrophic Leave Bank shall be funded in accordance with the terms of Section 8.11.2 below.

2. Days in the Catastrophic Leave Bank shall accumulate from year to year. Such leave does not accrue to any individual member.

3. Days shall be contributed to the Bank and withdrawn from the Bank without regard to the daily rate of pay of the Catastrophic Leave Bank participant.

4. The TUTA Catastrophic Leave Bank shall be administered by a three (3) member Catastrophic Leave Bank Committee appointed by the President of the Association.

5. The District shall make a onetime contribution of $20,000 to the Bank prior to its inception to add to the employee contributions. The District's contribution, which is converted to a number of usable days, shall be utilized in any year when the employee-contributed days are depleted.

8.11.2 ELIGIBILITY AND CONTRIBUTIONS

1. All unit members on active duty with the District are eligible to contribute to the TUTA Catastrophic Leave Bank.

2. Participation is voluntary, but requires contribution to the Bank. Only contributors will be permitted to withdraw from the Bank.

3. Unit members who elect not to join the Catastrophic Leave Bank upon first becoming eligible have a waiting period of sixty (60) days after joining the Bank before becoming eligible to withdraw from the Bank.

4. The contribution, on the appropriate form, will be authorized by the unit member and continued from year to year until cancelled by the unit member or modified by the Bank committee.

5. Cancellation occurs automatically whenever a unit member fails to make his/her annual contribution or assessment. Cancellation, on the proper form, may be effected at any time and the unit member shall not be eligible to draw from the Bank as of the effective date of cancellation. Sick leave previously authorized for contribution to the Bank shall not be returned if the unit member effects cancellation.

6. Contributions shall be made between July 1 and October 1 of each school year. Unit members returning from extended leave which included the enrollment period and new hires will be permitted to contribute within thirty (30) calendar days of beginning work. The District shall supply enrollment forms for the Catastrophic Leave Bank to all new unit members and those unit members returning from leave.

7. The rate of contribution by each participating unit member for the first year shall be one (1) day, (6.5 hours), of sick leave, which shall be deemed to equate to the legal minimum required by Education Code Section 44043.5. Contributions thereafter shall be determined by the Committee.

   a) An additional contribution will be required of participants if the number of days in the Bank falls below one hundred fifty (150). Catastrophic Leave Bank participants who are drawing from the Bank at the time of the assessment will not be required to contribute to remain eligible to draw from the Bank. If a Catastrophic Leave Bank participant has no remaining sick leave at the time of the assessment, they need not contribute the additional day to remain a participant in the Catastrophic Leave Bank.

   b) If the number of days in the Bank at the beginning of a school year exceeds five hundred (500), no contribution shall be required of returning unit members. Those unit members joining the Catastrophic Leave Bank for the first time and those returning from leave shall be required to contribute one (1) day to the Bank.

8. Unit members who are retiring or leaving the employ of the District may contribute any or all of their unused sick leave to the Catastrophic Leave Bank.

9. By October 31 of each school year, the total contribution of participating unit members will be placed in the Catastrophic Leave Bank.

10. All contributions to the Bank are irrevocable.

8.11.3 WITHDRAWAL FROM THE BANK

1. Catastrophic Leave Bank participants, whose sick leave is exhausted, may withdraw from the Bank for catastrophic illness or injury subject to the limitations below.

   The Association defines "Catastrophic" in accordance with Webster's Dictionary (1993) as a "momentous, tragic, sudden event marked by effects ranging from extreme misfortune to disaster." The Catastrophic Leave Bank is not intended to be used for maternity leave.

   To qualify for withdrawal for the Bank, a catastrophic illness or injury must be one that incapacitates the unit member for over ten (10) consecutive duty days or incapacitates a member of the unit member's family for over ten (10) consecutive days which requires the unit member to take time off work to care for that family member.

   A duty day as used in this article shall be any day the unit member's school is in session. If a reoccurrence or a second illness or injury incapacitates a unit member or member of the unit member's family within twelve (12) months, it shall be deemed catastrophic after five (5) consecutive duty days. Thus, a participant who used the Bank after exhaustion of sick leave for twenty-five (25) days to care for his wife who dies of cancer and, after returning to work, suffers a heart attack shall be deemed to have a second catastrophic illness and may again withdraw from the Bank after only five (5) consecutive duty days off work.

2. Participants must use all sick leave (but not differential leave) as defined in Article 8.2 available to them before eligible for a withdrawal from the Bank.
3. Participants who have exhausted sick leave but still have differential leave available are eligible for a withdrawal from the Catastrophic Leave Bank. The District shall pay the participant full pay and the Bank shall be charged forty percent (40%) of the day.

4. The first ten (10) duty days of illness or disability must be covered by the participant's own sick leave, differential leave, or leave without pay the first time said participant qualifies for a withdrawal from the Bank. For subsequent withdrawals, within twelve (12) consecutive months, the first five (5) duty days of illness must be covered by the participant's own sick leave, differential leave, or leave without pay.

5. If a participant is incapacitated, the participant's agent or member of the participant's family may submit applications to the Committee.

6. Withdrawals from the Catastrophic Leave Bank shall be granted in units of no more than thirty (30) duty days. Participants may submit requests for extensions of withdrawals as their prior grants expire. A participant's withdrawal from the Bank may not exceed the statutory maximum period of six (6) consecutive months.

7. Participants applying to withdraw or extend their withdrawal from the Catastrophic Leave Bank will be required to submit a doctor's statement, which includes verification of the need for catastrophic leave. Members of the Committee shall keep any medical information provided regarding the nature of the illness confidential.

8. If a participant has drawn thirty (30) Catastrophic Leave Bank days and requests an extension, the Committee may require a medical review by a physician of the Committee's choice at the participant's expense. The Committee shall choose only a physician who qualifies under the District offered insurance policy. Refusal to submit to the medical review will terminate the participant's continued withdrawal from the Bank. The Committee may deny an extension of withdrawal from the Catastrophic Leave Bank based upon the medical report. The participant may appeal any termination under the procedures outlined in Section 12 below.

9. Leave from the Bank may not be used for illness or disability which qualify the participant for Worker's Compensation benefits unless the participant has exhausted all Worker's Compensation leave, his/her own sick leave, and provided further that the member signs over any Worker's Compensation checks for temporary benefits to the District. Catastrophic leave shall be available to unit members with industrial illness and accident leave only after exhaustion of statutory industrial illness leave and exhaustion of accumulated sick leave. If the District challenges the Worker's Compensation claim, the participant may draw from the Bank but, upon settlement of the claim, the Bank shall be reimbursed the appropriate number of days by the District.

10. If the Catastrophic Leave Bank does not have sufficient days to fund a withdrawal request, the Committee is under no obligation to provide days and the District is under no obligation to pay the participant any funds whatsoever. If the Committee denies a request for withdrawal or an extension of withdrawal because of insufficient days to fund the request, they shall notify the participant, in writing, of the reason for the denial.

11. Withdrawals shall become effective immediately upon the exhaustion of sick leave or the waiting periods provided for in Articles 8.11.2.3 and 8.11.3.4, whichever is greater. For example, if a participant contributed when first eligible to contribute (Article 8.11.2) and had ten (10) days of accumulated sick leave when the illness began (Article 8.11.3), he/she shall begin withdrawing upon the eleventh (11th) duty day if otherwise eligible. If the participant had fifteen (15) days of sick leave at the beginning of the illness, he/she shall begin withdrawing days on the sixteenth duty day. If the participant had five (5) days of sick leave at the beginning of the illness, he/she shall begin withdrawing days on the eleventh (11th) duty day.

12. Catastrophic Leave Bank participants who are denied a withdrawal or whose withdrawal is not renewed or terminated may, within thirty (30) days of denial, appeal, in writing, to the Executive Board of the Association. The Executive Board of the Association shall hold a hearing within fifteen (15) duty days. The Executive Board shall issue a

confidential written decision within fifteen (15) duty days of the hearing. The Executive Board's decision is final and nongrievable. If the participant's incapacitation does not allow participation in this appeal process, the participant's agent or member of the family may process the appeal.

8.11.4 ADMINISTRATION OF THE BANK

1. The Catastrophic Leave Bank Committee shall have the responsibility of maintaining the records of the Catastrophic Leave Bank by receiving withdrawal request, verifying the validity of requests, approving or denying the requests, and communicating its decisions, in writing, to the participants and to the District. The Committee shall respond within ten (10) duty days to any written request by the District for clarification of the Committee's decision.

2. The Committee's authority shall be limited to administration of the Bank. The Committee shall approve all properly submitted requests complying with the terms of this article.

3. Applications shall be reviewed and decisions of the Committee reported to the applicant, in writing, within ten (10) duty days of receipt of the application.

4. The Committee shall keep all records confidential and shall not disclose the nature of the illness except as is necessary to process the request for withdrawal and defend against any appeals of denials.

5. In September, January, and May, and prior to the Committee convening to administer the bank, the District shall notify the Committee of the following:

    a) The total number of accumulated days in the Bank on June 30th of the previous school year.

    b) The number of days contributed by unit members for the current year.

    c) The names of participating unit members.

    d) The number of days contributed by people returning from leaves or new to the District.

    e) The total number of days available in the Bank.

    f) The names of any additional unit members who have joined in accordance with Article 8.11.2.

    g) The names of any unit members who have cancelled participation in accordance with Article 8.11.2.

h) The total number of days in the Bank at the beginning of the previous month.

i) The total number of days added to the Bank by new participants or people returning from leaves.

j) The total number of days awarded during the previous month and to whom they were awarded.

k) The total number of days remaining in the Bank on the last day of the month.

6. Any dispute between the Committee and the District as to the accounting of Catastrophic Leave Bank days shall be immediately submitted to Binding Arbitration without the need to follow earlier steps of the grievance procedure as per Article 6.

7. If the Catastrophic Leave Bank is terminated for any reason, the days remaining in the Bank shall be returned to the then current members of the Bank proportionately.

ARTICLE 9

CLASS SIZE

9.0 The parties agree that in the event the District's unrestricted balance falls to $3,000,000.00 or below, Article 9 (Class Size) must be renegotiated.

As per November 17, 2009 agreement: Class size reduction is a priority of the parties and the District shall reduce class size by hiring additional FTE of certificated staff as outlined in the restoration chart.

9.1 GENERAL

The following class sizes shall be defined as applicable for all schools in the District:

Grades TK-3: 20*

Grades 4-6: 32

Grades 6-8 (academic subjects): 35** (Daily Maximum: a total of 214 per day)

Grades 9-12 (academic subjects): 36**

Preparation Class Periods for grades TK -3 only, shall not exceed a class size maximum of 30 students to 1.

Secondary Student to School Counselor ratio shall be 500:1.

*This class size shall exist so long as the State of California continues to fund the class size reduction program, at grades TK-3, at current levels, including the annualized increases in the District's base revenue limit for this program. If funding should fall below the level stated above, the maximum class size shall revert to twenty-eight (28).

**Should the District propose the implementation of block scheduling the parties shall initiate bargaining over the implementation and impact of scheduling and class size prior to implementation.

9.1.1 The Maximum load shall be reduced by two in all classes at the elementary schools that combine more than one grade level. Unit members who are assigned a combination class shall receive a $1500 stipend.

9.2 GRADES 6-8

For these certain classes, Grades 6-8, the following shall be class limits:

9.2.1 Electives: 30

9.2.2 World Language: 35 or a total of 214 students per day.

9.2.3 Physical Education: 51 or a total of 303 students per day

9.2.4 Band and Choral Music: As determined by instructor and site principal.

9.2.5 Science courses with labs (without labs): 28 (34) or facility capacity or a total of 168 (180) students per day. (Facility capacity equals 28 as of April, 2002. The District shall not invoke the use of Article 9.7.4 to increase the class size to 29 or 30 students).

9.3 GRADES 9-12

For these certain classes, Grades 9-12, the following shall be class limits:

9.3.1 Electives: 30

9.3.2 Science courses with labs (without labs): 30 (34) or a total of 150 (170) students per day.

9.3.3 Physical Education: 51 or a total of 275 students per day.

9.3.4 Business: Typing- 37

9.3.5 Band and Choral: As determined by instructor and site principal.

9.3.6 World Language: 36

Note: Refer to current MOUs for further information including Leadership, JROTC and other courses.

9.4 SPECIAL EDUCATION CLASSES

Caseloads will not exceed the maximums set forth in the Education Code.

The District shall make a reasonable effort to balance class size and caseload for special education staffing.

9.4.1 RESOURCE SPECIALIST (RSP) -Resource Specialists shall have a maximum caseload of twenty-eight (28). When caseload reaches twenty-nine (29), the resource specialist will contact the Director of Special Education and the Association president or designee to facilitate the state waiver process per statue (Ed. Code 56362 and 56101). Caseload overages shall be paid as per 9.7.4 (elementary class size overage rate).

9.4.2 ELEMENTARY AND SECONDARY SPECIAL DAY CLASS (SDC) – SDC caseload shall be fourteen (14) students. No SDC caseload shall exceed sixteen (16) students. Caseload overages shall be paid as per Article 9.7.4 (elementary class size overage rate).

9.4.3 SEVERELY HANDICAPPED (SH)/SCIL - SH caseload shall be eight (8) students. No SH caseload shall exceed 10 students. Caseload overages shall be paid as set forth in Article 9.7.4 (elementary class size overage rate).

9.4.4 PRESCHOOL SPECIAL DAY CLASS (NON-CATEGORICAL) – Preschool SDC includes two (2) sessions per day, five (5) days per week. One session is three (3) hours long and one session is two (2) hours long. Due to the addition of a fifth day, the preschool SDC teacher will not be assigned special education duties that are not pertinent to the teacher's caseload. The Preschool SDC caseload shall be sixteen (16) students. A single class shall not exceed ten (10) students. Total caseload for the two classes shall not exceed eighteen (18) students. Caseload overages shall be paid as set forth in Article 9.7.4 (elementary class size overage rate).

9.4.5 SPEECH AND LANGUAGE PATHOLOGISTS (SLP) – The SLP caseload shall be fifty-five (55) students. Preschool SLP caseload shall be included in the unit member's total caseload. With SLP consent, total caseload may reach a maximum of fifty-seven (57) students. Caseload overages shall be paid as set forth in Article 9.7.4 (elementary class size overage rate).

9.4.6 PSYCHOLOGISTS – District agrees to maintain the current staff/student ratio. (Current enrollment = 3,851 as of 1-17-92. Psychologists employed as of 1-17-92 = 3.4). When economically feasible, every effort will be made to staff at the 1 to 1,000 ratio recommended by the National Association of School Psychologists.

9.4.7 SDC and SH students assigned to any general education elementary classroom teacher for fifty (50) minutes or more, or to any general education secondary classroom teacher, will count toward general education class size. No more than two (2) SDC or SH students shall be assigned to any fifty (50)minute time period. With the written consent of the classroom teacher, up to four (4) mainstreamed students (i.e. those students receiving special education service more than 50% of the time from special educators) may be assigned for any academic period with additional instructional staff. An academic period is the time in which one subject is taught.

9.4.8 No more than four (4) elementary special day class students will be mainstreamed into included in a support music, P.E., or library class. A teacher may agree to have more than four (4) special day class students for special occasions/performances/field trips, etc.

9.4.9 Every effort will be made to balance the number of students with IEPs within all classes at each school site. If Special Education students are mainstreamed into secondary classrooms that are at the contractually stated class size maximum, the teacher shall be paid as set forth in section 9.7.4.

9.4.10 The site administrator in consultation with the Superintendent/designee will reassign students and/or staff if such reassignment is deemed necessary by the principal in order to comply with the provisions of 9.4.7 and 9.4.8.

9.4.11 The District and TUTA acknowledge that for State auditing procedures initiated in 2017-2018, the District has changed the way Special Education students (those who spend 50% or more of their day receiving Special Education services), appear on site rosters in the District data base. While the students' names do not appear in the District electronic attendance roster, all students assigned to a general education teacher for 50 or more minutes of the school day shall be on the general education class roster and will count toward the general education class size when determining class size limits.

9.5 COMBINING PHYSICAL EDUCATION AND MUSIC (Elementary)

Nothing in this Article shall preclude teachers of elementary physical education and music from voluntarily combining classes for purposes of meeting individual program needs.

9.6 STUDENT CLASS ASSIGNMENTS

Student class assignments shall be made by the principal/designee. The principal will have the first fifteen (15) days of school to bring all classes within the contract maximum. No compensation shall be paid during these fifteen days.

9.6.1 At the secondary level, the principal shall have the first five (5) days of the second semester to bring all classes within the contract maximum. No compensation shall be paid during these five days.

9.7 CLASS SIZE OVERAGES REMEDIES

It is the goal of the Travis Unified School District to keep class sizes within the stated contract maximums (9.1, 9.2, 9.3, 9.4). When class sizes approach the class size maximums, the principal shall consult with staff members and the Assistant Superintendent of Human Resources to discuss possible solutions in the event that class sizes are exceeded at a future date. In classes that exceed the maximum, the following procedure shall be used:

9.7.1 SCHOOL REASSIGNMENT

The District Administration may reassign students to other schools in the District if such reassignment would bring the affected class(es) to within the maximum class size limits and such action is deemed advisable by the principal.

9.7.2 COMBINING CLASSES

Combination classes may be established by the principal if this procedure will bring the affected class(es) within the maximum class size limits at the applicable grade levels.

9.7.3 OTHER

When class sizes are exceeded and none of the procedures in 9.7.1 and 9.7.2 are feasible, the principal shall discuss the problem with teachers of the affected classes and explore alternative approaches to resolve the problem.

9.7.4 After exhaustion of 9.7, 9.7.1, 9.7.2, and 9.7.3, the following procedure shall apply:

ELEMENTARY:

Classroom teachers will receive $31.38 a day compensation per student for each student over the class size maximum after the first 15 school days. The additional compensation begins on the first day that the class size is over the maximum and continues until class size drops within the class size maximum. No individual class shall be executed by two students over the contract maximum.

Compensation for support staff (library, music, P.E.) will be made on a pro-rata basis. The total amount of money available to be 9% of the total paid to the classroom teachers each semester to be figured separately for each school.

SECONDARY:

Classroom teachers will receive $9.11 per day compensation per student per period over the class size maximum after the first 15 school days.

The additional compensation begins on the first day that the class size is over the maximum and continues until class size drops within the class size maximum. The class size shall not exceed two students over the contract maximum. Teachers are not eligible for additional compensation for both per class and total daily student contact in excess of the maximum set forth in this article. Instead, teachers shall receive additional compensation based on which calculation—per class or student contact—yields the most additional compensation. There will be no limit on the number of students exceeding total daily student contacts, unlike the current individual class limit of two (2) students over the contract maximum.

9.7.5 POSTING AND FILLING OF VACANCIES/NEW POSITIONS

The timelines for posting and filling vacancies/new positions created under this article shall be five days.

9.7.6 RESOLUTION AFTER MARCH 15

When the class size maximums noted in 9.1 - 9.4 are exceeded after March 15, the District shall compensate the unit members at the rates set forth in Section 9.7.4. Grievances shall not be filed after this date.

9.7.7 WRAP UP LANGUAGE

Upon receipt of the third student over the class size maximum, and the failure of Sections 9.7.1 - 9.7.3 to yield a solution, the affected teacher may file a grievance. Any solution to the grievance must be fiscally sound.

9.8 CO-TEACHING

9.8.1 Administrators shall first seek and consider volunteers before making co- teaching assignments.

9.8.2 Absent extenuating circumstances, the general education teacher and special education teacher co-teaching team shall have the same preparation period.

9.8.3 In order to maintain the integrity of the least restrictive environment and follow best practices, every reasonable effort shall be made to maintain each co-taught class with no more than 1/3 of the class's students having co-teaching specified in their IEPs.

9.8.4 During the first school year a co-teaching team works together, each teacher may have four (4) full release days for team planning. Such days shall be pre-approved by the site principal and may not be taken on Mondays or Fridays. The co-teaching team will not be required to attend more than one (1) IEP on a release day.

ARTICLE 10

TRANSFER/REASSIGNMENT PROCEDURE

10.1 PRIMARY CONSIDERATION

The primary consideration in affecting assignments and transfers shall be to provide the best possible educational program for students and assure that the needs of the school system will best be met.

10.2 GENERAL PRINCIPLES

10.2.1 TRANSFER

A transfer is the movement of a unit member from one work location to another work location at a different work site.

10.2.2 REASSIGNMENT

A reassignment is the movement of a unit member from one subject area to another subject area or one grade level to another grade level at the same work location.

10.2.3 BASIS

Neither a transfer nor a reassignment shall be made or denied arbitrarily, capriciously, or without a basis in fact.

10.2.4 RELEASE TIME

Unit members who are required to switch or move their permanent/regularly assigned room location during the school year, shall be provided two (2) days of release time by the District.

(a) Unit members who are serving more than one (1) site per day shall be given mileage and time for travel. (Not including lunch or preparation time.)

10.2.5 VACANCIES

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

10.2.6 RETURN FROM LEAVE

Unit members returning from leave shall be afforded all rights provided under this section.

10.3 TWO TYPES OF TRANSFERS

10.3.1 ADMINISTRATOR-INITIATED

Administrator-initiated transfers shall be at the discretion of the Superintendent. These transfers shall be based upon the best interests of the District's educational program and shall not be punitive nor disciplinary in nature.

10.3.2 UNIT-MEMBER INITIATED

A member of the unit may request, in writing to the Personnel Office, a transfer from one school to another. Such a request shall be valid for two (2) years from date of receipt.

10.4 ADMINISTRATIVE TRANSFER

10.4.1 Members of the unit who are administratively transferred shall have the right to indicate preferences from a list of vacancies. The Superintendent or his/her designee shall give the member of the unit who is administratively transferred a written statement of the reasons for the administrative transfer.

10.4.2 Unit members who are administratively transferred shall be informed of this action by the Superintendent or his/her designee in a private conference as early as possible.

10.5 BASES FOR RECOMMENDATION OF TRANSFER OR REASSIGNMENT

In determining recommendations for transfer, only the following elements shall be considered where applicable (not in order of priority):

10.5.1 Credential
10.5.2 Staffing needs of the school.
10.5.3 District staffing needs.
10.5.4 Experience.
10.5.5 Desire of teacher.
10.5.6 Professional preparation.
10.5.7 Seniority. All other factors being equal, seniority preference shall govern.

10.6. VOLUNTARY TRANSFER

10.6.1 A unit member may submit a written request for transfer to the District at any time or to the site administrator or his/her designee at any time. A unit member may also submit a written request for transfer subsequent to the posting of a vacancy notice pursuant to the posting procedure of this article. If one or more unit members request a transfer to a vacant position, the principal shall interview all interested members prior to making the final decision. The applicants shall not be interviewed by a panel of peers. The decision to accept or deny the transfer request shall be made prior to consideration of any outside candidates.

10.6.2 If a unit member's written request for a voluntary transfer is denied, then the administrator shall inform the unit member in writing of the denial and the opportunity for the unit member to request a meeting with the administrator to discuss the reasons for the denial. The unit member may also request written reasons for the denial. The unit member shall make the request(s) within ten (10) working days of receiving the

denial. The administrator must comply with the request(s) within ten (10) working days of receiving the request.

10.6.3 If a unit member requests that his/her application for transfer be kept confidential, the principal at his/her school shall not be notified by Personnel Services of the application until after an offer of transfer has been made, and the matter will be treated as confidential as practicable.

10.7 INVOLUNTARY TRANSFER

10.7.1 The District shall seek volunteers prior to making an involuntary transfer*. The process shall include written notice of the need for volunteers. If an involuntary transfer is necessary, the District shall utilize the criteria listed in 10.5 of this Article. At the elementary level, no teacher will be assigned more than two (2) levels below or above his/her present level.

10.7.2 If a particular school is to be closed or program eliminated, then unit members at that school/program shall be accorded first priority* for filling any new or vacant positions at the school or schools at which the students at the closing school are being placed for the coming school year.

10.7.3 The unit member from the closed school or eliminated program shall also be accorded first priority* for filling all vacancies that arise for which he/she has an appropriate credential. When two or more of these unit members apply for the same vacancy, the position shall be granted to the unit member with the greatest seniority.

10.7.4 Whenever any unit member has been involuntarily transferred from a given position because of a change in programs or growth that member shall have first priority* for return to that or an equivalent position for which the member is qualified, provided he/she has requested such return in writing and provided any position becomes open.

10.8 VOLUNTARY REASSIGNMENT

10.8.1 A unit member may submit a written request for reassignment to the District at any time or to the site administrator or his/her designee. A unit member may also submit a written request for reassignment subsequent to the posting of a vacancy notice pursuant to the posting procedure of this article. If one or more unit members request a reassignment to a vacant position, the principal shall interview all interested members prior to making the final decision. The applicants shall not be interviewed by a panel of peers. The decision to accept or deny the reassignment request shall be made prior to consideration of any outside candidates.

10.8.1.1 In March of any given year the site principal shall email teachers at the site in order to elicit their assignment preferences for the following year. The

site principal or designee shall follow the procedure in 10.8.1 above, except that they shall only be required to post vacancies to unit members at the school site. Not later than the end of the March, the site principal shall inform site unit member teachers of their tentative assignments for the following year.

After tentative assignments are made, communicated, and accepted, remaining and resulting vacancies shall be posted and filled utilizing other processes in this Article.

10.8.2 If a unit member's written request for a voluntary reassignment is denied, then the administrator shall inform the unit member in writing of the denial and the opportunity for the unit member to request, in writing, a meeting with the administrator to discuss the reasons for the denial. The unit member may also request written reasons for the denial. The unit member shall make the request(s) within ten (10) working days of receiving the denial. The administrator must comply with the request(s) within ten (10) working days of receiving the request.

10.8.3 District and TUTA agree that as current nurse and librarian positions become open, the District will have the option to replace nurses and librarians with health clerks and library clerks/technicians.

10.9 INVOLUNTARY REASSIGNMENT

10.9.1 The Principal shall seek volunteers prior to making any involuntary reassignment*. The process shall include written notice of need for volunteers. If an involuntary reassignment is necessary, the administrator shall utilize the criteria listed in Article 10.5. If an elementary school teacher has been involuntarily reassigned, that teacher shall not be involuntarily reassigned for the next two (2) school years. At the elementary level, no teacher will be assigned more than two (2) levels below or above present level.

10.9.2 Whenever any unit member has been involuntarily reassigned from a given position because of a change in programs or growth that member shall have first priority** for return to that or an equivalent position for which the member is qualified, provided he/she has requested such return in writing and provided any position becomes open.

ASTERISK(S) DENOTE(S) LANGUAGE CLARIFIED AT THE TABLE.

* "It is understood by both parties that this means pursuant to or consistent with State credentialing laws."

**First consideration does not mean automatically gets the job.

10.10 VACANCIES OR NEW POSITIONS POSTED

10.10.1 When a position becomes vacant, or is newly created, Human Resources shall notify all unit members by email. Notice of the vacancy or newly created position shall also be posted on the District's website and elsewhere, as determined by the District. Interested unit members shall submit a written request for consideration for the position to Human Resources within four (4) days following the date of posting for positions posted prior to 11 a.m. Unit members have five (5) days following the date of posting to respond to positions posted after 11 a.m. The District may, after each posting, hire outside candidates to fill those positions not filled with staff presently employed. If the position is filled by another unit member, then the newly vacated position shall be filled using the process described in this section.

10.10.2 Unit member vacancies occurring twenty (20) calendar days prior to the first required reporting date shall be filled by the District and are not subject to the requirements in Article 10.10.1. Unit members who have previously submitted a *Statement of Interest Form* within the last school year (per Article 10.10.3) for the vacancy shall be given first consideration. Human Resources will follow Article 10.10.1 for newly created positions (exclusive of TK-12 classroom teaching positions) within twenty (20) calendar days prior to the first required reporting date.

10.10.3 A written *Statement of Interest Form* may be filed by a unit member with Human Resources by the last Friday in May of any given year (per Article 10.10.2) for vacancies or newly created positions arising during the summer for the following school year. Not later than March 31, Human Resources shall remind unit members, via email, of the opportunity to file a *Statement of Interest Form*. Unit members who have not submitted a *Statement of Interest Form* may still submit a written request for consideration for any position per Article 10.10.1.

10.11 SPECIAL EDUCATION

Whenever any certificated unit member who is performing service in a special education position is made a unit member of the Travis Unified School District because of the reorganization of special education programs pursuant to actions of the County Consortium or changes in legislation, his/her terms and conditions of employment shall be subject to bargaining under the Act and consistent with California Education code provisions. Any unit member affected by these changes shall have all other rights and protections afforded to other unit members as stated in Article 10.

ARTICLE 11

SCHOOL YEAR LENGTH

11.1 WORK YEAR

Workdays for Unit Members:	184 for 2019-20 and 2020-21 183 for 2021-22
Workdays for Counselors:	193
Student Days:	180

Staff development, at the site level, shall be based on school goals developed jointly by the faculty and principal. These goals shall be consistent with district policies, practices and procedures.

11.1.1 If a unit member works an extended year contract they will be paid at their per diem rate. If a unit member works as an on-call substitute they will be paid at a retiree rate.

11.1.2 For Counselors whose normal work year includes additional contracted days beyond the student attendance calendar, the number of days worked before or after the traditional school year may be adjusted with mutual agreement of the site principal or program manager and the Human Resource Office, so long as the total days worked by the unit member satisfy the contractual requirement for that position.

ARTICLE 12

PERFORMANCE EVALUATION

12.1. The mission of the performance evaluation process is to foster professional growth for educators through a culture of mentorship, collaboration, and support thereby creating a relationship that produces meaningful feedback which promotes continued improvement in the educational quality of the district.

12.1.1 The purpose of performance evaluation is to help professional educators by implementing an evaluation which will:

- Inform, instruct, and improve teaching and learning.
- Provide educators with meaningful feedback on strengths and opportunities for growth.
- Ensure fair, evidence-based employment decisions.

12.1.2 California Standards for the Teaching Profession (2009)

The evaluation for certificated unit members is based on the California Standards for the Teaching Profession, to the extent that the Standards apply to job responsibilities.

There are six (6) Standards. These Standards are:

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environment for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for all Students
5. Assessing Student Learning
6. Developing as a Professional Educator

12.1.3 Evaluation Definitions

DROP IN – An informal visit by the evaluator that is less than 10 minutes. The purpose of the Drop-in is to foster open communication and dialogue between the evaluator and the evaluatee in a low stakes setting prior to a scheduled observation. The Drop-in visit shall not interrupt instruction.

FORMATIVE OBSERVATION – An observation by the evaluator for temporary, probationary, and permanent unit members that is mutually scheduled. It does not require a Pre-conference. Observation notes may become part of the summative evaluation.

INFORMAL OBSERVATION – An observation by the evaluator for temporary, intern, and probationary unit members that is mutually scheduled. It does not require a Pre-conference. Observation notes may become part of the summative evaluation.

SUMMATIVE RATING – The final and overall evaluation rating given by the evaluator on all the standards.

PORTFOLIO OPTION CONFERENCE– The informal meeting held between unit members who choose to self-reflect using the portfolio option and their immediate supervisor.

PORTFOLIO SUMMATION—The reflection or summary of the portfolio work completed by the unit member on the Portfolio Summation form.

12.1.4 General Provisions

12.1.4.1 General education unit members and non-general education unit members (special educators, nurses, psychologists, counselors, librarians, and speech therapists) shall be evaluated using forms designated for their area of specialty.

12.1.4.2 Unit members assigned to more than one school site shall be notified by the designated director which administrator will assume the responsibility for the evaluation, by the thirtieth (30^{th}) TUSD school calendar workday of the year in which the unit member is scheduled to be evaluated.

12.1.4.3 The designated evaluator shall complete all aspects of the unit member's evaluation for the evaluation year.

12.2 Evaluation Frequency

12.2.1 Permanent unit members shall be evaluated once every other year except as set forth in 12.2.5 and 12.4.4.13.

12.2.2 Probationary unit members shall be evaluated every year.

12.2.3 Temporary unit members shall be evaluated every year. Temporary unit members who receive a "Satisfactory" rating for two consecutive years shall be evaluated once every other year thereafter.

12.2.4 For the purpose of this article a year of employment shall count if the unit member was employed at least seventy-five percent (75%) of the days required in the unit member's work year.

12.2.5 Five-year Evaluation Cycle

12.2.5.1 By mutual agreement of the evaluator and the unit member to be evaluated, the unit member shall be evaluated once every five (5) years providing all of the following conditions apply:

a. The unit member has achieved permanent status;

b. The unit member has been employed by the District for at least ten (10) years;

c. The unit member's previous evaluation was deemed "satisfactory"; and

d. The unit member has been determined to be highly qualified as defined in the ESEA 20 USC Section 7801.

12.2.5.2 Mutual agreement may be withdrawn by either the evaluator or the unit member.

12.2.5.3 If mutual agreement cannot be reached, the unit member may appeal to the Superintendent. The decision to grant placement on the five-year evaluation cycle shall not be made or denied arbitrarily, capriciously, or without a basis in fact. If placement on the five-year evaluation cycle is denied, the unit member may request written reasons for the denial.

(Note: It is the intent of the parties that unit members currently on the three-year evaluation cycle will be placed on the five-year cycle.)

12.3 Types of Evaluations

There are two types of evaluations:

1. Traditional Administrator Observation
2. Portfolio Self-Reflection

12.4 Traditional Administrator Observation Evaluation

The Traditional Administrator Observation is

a. required for temporary unit members

b. required for probationary unit members

c. at the discretion of the District for permanent unit members who have received an "Unsatisfactory" or "Needs Improvement" rating on their previous evaluation.

12.4.1 The administrator shall evaluate the unit member's performance on all six (6) of the 2009 CSTP (or applicable professional standards for other unit members).

12.4.2 Evaluation Evidence

12.4.2.1 "Evidence" shall be the data supporting a rating by an evaluator of a unit member on the approved observation and evaluation forms. The authorized components of data to validate the CSTP may include, but is not limited to:

- formal classroom observations
- materials/documentation, including lesson plans as designed by the unit member, provided by the unit member at their discretion during the evaluation period as evidence related to the selected standards

- records of professional development activities as provided by the unit member

12.4.3 Traditional Administrator Observation Evaluation Ratings

12.4.3.1 Unit members are not expected to meet every indicator, or a majority of indicators, under each standard during each evaluation cycle; instead, they shall be evaluated on the totality, or the spirit, of each standard.

12.4.3.2 There are three possible ratings for each Standard: Meets or Exceeds Standard, Needs Improvement, or Does Not Meet Standard.

12.4.3.3 An overall evaluation rating of "Satisfactory" shall mean that the unit member has two or more "Meets/Exceeds" and no more than one "Does Not Meet."

12.4.3.4 An overall evaluation rating of "Needs Improvement" shall mean that the unit member has fewer than two "Meets/Exceed" or two "Does Not Meet" (Improvement Plan Required).

12.4.3.5 An overall evaluation rating of "Unsatisfactory" shall mean that the unit member has three or more "Does Not Meet" (Improvement Plan Required).

Satisfactory	Two or more "Meets/Exceeds" and no more than one "Does Not Meet"
Needs Improvement	Fewer than two "Meets/Exceed" or two "Does Not Meet" (Improvement Plan Required)
Unsatisfactory	Three or more "Does Not Meet" (Improvement Plan Required)

12.4.4 Procedures for Traditional Administrator Observation Evaluation for Permanent Unit Members

12.4.4.1 Permanent unit members may choose the Traditional Observation Evaluation process or the Portfolio Self-Reflection option.

12.4.4.2 For each school year during which a unit member is scheduled to be evaluated, goals shall be created by the forty-fifth (45^{th}) TUSD school calendar workday. The evaluator and the unit member shall meet to discuss and establish mutually-developed written goals focused on two (2) standards from the CSTP (or applicable professional standards for other unit members) and complete the Goals and Objectives form. If mutual goals cannot be reached, the evaluator shall select one standard and corresponding goal and unit member shall select one standard and corresponding goal.

12.4.4.3 The evaluator shall conduct one Drop-in visit prior to each of the Formative observations. The Drop-in visit shall be less than 10 minutes. The purpose of the Drop-in is to foster open communication and dialogue between the evaluator and the evaluatee in a low stakes setting prior to a scheduled Formative evaluation. The Drop-in visit shall not interrupt instruction.

12.4.4.4 There shall be two (2) Formative observations. Each shall be at least thirty (30) minutes in length.

12.4.4.5 Formative observations shall be scheduled by mutual agreement between the unit member and evaluator.

12.4.4.6 The first Formative observation shall be completed by the sixtieth (60th) TUSD school calendar workday and the second shall be completed by the one-hundred twentieth (120th) TUSD school calendar workday. A follow-up conference shall be held within five (5) workdays of each observation. Documentation shall include a written summary of each observation using the Formative Observation Form and a preliminary evaluation of the selected standards from the Goals and Objectives form.

12.4.4.7 At the discretion of the evaluator, a unit member may forgo the second Formative Observation if there are no performance concerns.

12.4.4.8 Permanent unit members, who as a result of their first formative observation, need improvement shall be given specific feedback and support with an opportunity to improve prior to the subsequent formative observation. For Permanent unit members, before an overall rating of "Unsatisfactory" or "Needs Improvement" is given on the Summative evaluation, documented remediation and support is required no later than the one-hundred twenty-fifth (125th) TUSD school calendar workday.

12.4.4.9 After the final observation, the evaluator shall complete the Summative Form and make a final evaluation recommendation.

12.4.4.10 The Summative evaluation shall be completed no later than thirty (30) days prior to the last calendar day of the school year.

12.4.4.11 In the event of an "Unsatisfactory" Summative evaluation, the Unit Member may request an alternative evaluator for the subsequent evaluation cycle. This alternative evaluator shall be mutually agreed upon by the Association President and the Director of Human Resources.

12.4.4.12 In the event of a "Needs Improvement" or an "Unsatisfactory," the evaluator and the unit member shall mutually develop a written performance improvement plan identifying the unit member's perceived performance deficiency(ies) as documented with evidence and suggested action that shall be taken by the employee to improve performance, i.e., counseling, training, resources, or other assistance as appropriate.

12.4.4.12.1 The mutually written improvement plan shall be developed within fifteen (15) working days of the follow-up conference at which the "Needs Improvement" or "Unsatisfactory" was received.

12.4.4.12.2 In the event that a mutually developed written improvement plan cannot be agreed upon, the evaluator and unit member shall develop a written improvement plan with the Director of Human Resources and Association President or designee.

12.4.4.12.3 The unit member shall be evaluated annually until the unit member achieves "Satisfactory" rating on the Summative Evaluation. A unit member receiving two consecutive "Unsatisfactory" ratings on the Summative Evaluations shall be referred to an improvement program as negotiated by the parties. The unit member shall receive support from site administration. Unit members receiving an "Unsatisfactory" rating may be required to participate in training programs during the contracted day at district expense. District approved trainings for unit members that occur beyond the contracted workday shall be voluntary and paid.

12.4.4.13 Any permanent member of the unit who receives an "Unsatisfactory" or "Needs Improvement" final recommendation on the Summative evaluation shall be evaluated the following year.

12.4.5 Procedures for Traditional Administrator Observation Evaluation for Temporary, Intern, and Probationary Employees

12.4.5.1 For each school year during which a temporary, intern, or probationary unit member is scheduled to be evaluated, goals shall be created by the thirtieth (30^{th}) TUSD school calendar workday. The evaluator and the unit member shall meet to discuss and establish mutually-developed written goals focused on two standards from the CSTP (or applicable professional standards for other unit members). During the first evaluation year temporary, intern, and probationary unit members may select from Standards One and Two only. During subsequent evaluation years temporary, intern, and probationary unit members may select from Standards One, Two, Three, Four, and Five only. If mutual goals cannot be reached, the evaluator shall select one standard and corresponding goal and the unit member shall select one standard and corresponding goal.

12.4.5.2 Temporary unit members hired after day forty-five (45) (more than twenty-five (25) percent of the school year completed) shall not be formally evaluated.

12.4.5.3 The evaluator shall conduct one Drop-in visit prior to each of the informal observations and Formative observations. The Drop-in visit shall be less than 10 minutes. The purpose of the Drop-in is to foster open communication and dialogue between the evaluator and the evaluatee in a low stakes setting prior to a scheduled observation. The Drop-in visit shall not interrupt instruction.

12.4.5.4 Probationary, Intern and Temporary unit members shall be observed by their immediate supervisor at least four (4) times per year—two informal observations and two Formative observations. Each observation shall be at least thirty (30) minutes in length.

12.4.5.5 Informal observations and Formative observations shall be scheduled by mutual agreement between the unit member and evaluator.

12.4.5.6 The two informal observations using the informal observation form shall be completed between the twentieth (20^{th}) and sixtieth (60^{th}) workday.

12.4.5.7 The first Formative observation and corresponding Formative observation form shall be completed by the ninetieth (90th) TUSD school calendar workday.

12.4.5.8 The second Formative observation and corresponding Formative observation form shall be completed by the one-hundred tenth (110th) TUSD school calendar workday. The second observation shall occur after winter break.

12.4.5.9 Probationary, Intern, and Temporary unit members, who as a result of their first formative observation, do need improvement shall be given specific feedback and support with an opportunity to improve prior to the subsequent formative observation.

12.4.5.10 The Summative evaluation shall be completed no later than March 10th. A unit member who is non-reelected need not undergo continued evaluation for the balance of the school year by mutual agreement of the unit member and evaluator.

12.5 PORTFOLIO EVALUATION METHOD

PORTFOLIO (SELF REFLECTION)– Provides unit members with permanent status, whose last evaluation was rated “Satisfactory”, an opportunity to engage in an alternative evaluation system based on reflection. Portfolios include a focus standard and an inquiry question.

Portfolio Evaluation Procedures – Unit members who select the Portfolio self-reflection shall follow these guidelines:

12.5.1 Permanent unit members electing to do the Portfolio Evaluation shall inform their immediate supervisor of this choice by the twentieth (20^{th}) TUSD school calendar workday.

12.5.2 Permanent unit members shall attend a training session no later than the forty-fifth (45^{th}) TUSD school calendar workday. Permanent unit members who attended portfolio training in 2016 or later, shall not be required to repeat the training.

12.5.3 Unit members shall establish an inquiry question related to a specific 2009 CSTP standard (or applicable professional standards for other unit members) and submit to their immediate supervisor no later than the fifty-fifth (55^{th}) TUSD school calendar workday.

12.5.4 Unit members shall compile initial evidence for their portfolio and review it with their immediate supervisor by the ninetieth (90th) TUSD school calendar workday.

12.5.5 There shall be one (1) scheduled portfolio option observation. The observation shall be mutually scheduled by the unit member and evaluator and last approximately twenty (20) minutes. There shall be a post-observation conference within five (5) work days. Observation notes shall not be required by the evaluator, but if they are completed, shall be shared with the unit member at the conference.

12.5.6 Examples of evidence include, but are not limited to lesson design, curriculum development, student work samples, student case studies, training materials, etc.

12.5.7 Unit members shall compile the remaining evidence for their portfolio and complete the Portfolio Summation Form and review it with their immediate supervisor by the one-hundred-fiftieth (150th) TUSD school calendar workday.

12.5.8 In cases where the evaluator attached evidence of support offered or given to a Unit Member during the current year to address areas of concern related to unsatisfactory performance on specific professional standards no later than the one-hundred twenty-fifth (125th) TUSD school calendar workday, the evaluator may mark "Needs Improvement" and assign the Unit Member to be evaluated the next year using the traditional observation evaluation instrument. In addition, an Improvement Plan shall be developed within fifteen (15) working days of the final recommendation.

12.5.9 In the event of a "Needs Improvement" the evaluator and the unit member shall mutually develop a written performance improvement plan identifying the unit member's perceived performance deficiency(ies) as documented with evidence and suggested action that shall be taken by the employee to improve performance, i.e., counseling, training, resources, or other assistance as appropriate.

12.5.10 The administrator shall submit the completed evaluation forms to human resources.

12.6 Grievance

12.6.1 The contents in the evaluation of members of the unit shall not be subject to the grievance procedure. Violation of procedural matters shall be subject to the grievance procedure.

12.7 General Guidelines

12.7.1 The evaluation of unit members, pursuant to this article, shall not include or be based upon the following:

- Standardized achievement test results, except as mandated in Education Code 44662 which may require the use of state adopted criterion referenced assessments related to state adopted content standards.
- The use of publishers' norms established by standardized tests.
- A special education pupil's achievement of goals or objectives in Individual Educational Programs (IEPs).

12.7.2 Observation of the work of a unit member shall be conducted openly. The use of eavesdropping, closed-circuit television, public address, audio systems, video systems and similar surveillance or communication devices shall be prohibited.

12.7.3 Unproved or undocumented hearsay shall not be included as part of the evaluation of a unit member. "Hearsay" is defined as information that has not been obtained through direct observation by the evaluator.

12.7.4 Unit members shall receive completed copies of all evaluation forms.

12.7.5 Evaluation reports or summaries filed in the District Office shall contain no statement which has not been made available to the unit member prior to it being placed in his or her personnel file.

12.7.6 The signature of the unit member shall not imply agreement or disagreement with the preliminary and/or final evaluation. Within ten (10) work days of receipt of the final evaluation, the unit member may submit a written statement which shall become a permanent part of the final evaluation.

12.7.7 The District and the Association shall mutually agree on the forms needed to carry out these evaluation procedures.

12.8 PERSONNEL FILES

12.8.1 The personnel office shall establish and maintain file(s) for each member of the unit. The file(s) shall be the only official District repository for evaluation records.

12.8.2 Materials in personnel files of members of the unit are to be made available for inspection by the member.

12.8.3 Such material is not to include ratings, reports or records which:

12.8.3.1 Were obtained prior to the employment of the person involved,

12.8.3.2 Were prepared by identifiable examination committee members, OR

12.8.3.3 Were obtained in connection with a promotional examination.

12.8.4 Every member of the unit shall have the right to inspect such materials upon request, provided that the request is made at a time when such person is not actually required to render services to the employing District.

12.8.5 Information of a derogatory nature, except material mentioned in 12.2.3 above, shall not be entered or filed unless and until the unit member is given notice and an opportunity to review and comment thereon. A unit member shall have the right to enter, and have attached to any such derogatory statement, his own comment thereon. Such review shall take place during normal business hours and the unit member shall be released from duty for this purpose without salary reduction.

12.8.6 All material placed in a unit member's personnel file shall be dated and signed by the person who caused the material to be prepared.

12.8.7 Any member of the unit may authorize, in writing, a representative to review and/or copy any and all materials contained in the member's personnel file which the member himself would be entitled to review.

12.9 COMPLAINTS AGAINST MEMBER OF UNIT

12.9.1 Whenever an initial complaint is lodged against a member of the unit, the member shall be informed of such complaint within two (2) working days and shall be given the opportunity to resolve the complaint. For purposes of this section, a working day shall be defined as a day which the unit member was scheduled to work and was present at work.

12.9.2 When a parent complaint is not resolved, every attempt will be made by the administrator to resolve the problem informally with the assistance of the unit member. If a meeting is requested by any party, the immediate supervisor shall attempt to schedule a meeting.

12.9.3 Anonymous complaints against a member of the unit shall be evaluated and investigated only if the complaint alleges any imminent danger to students or staff, or if it alleges egregious conduct by the unit member.

12.9.4 At all ties the member of the unit shall be afforded the right and opportunity for advice and counsel from the Association (or other representative of the member's choosing), and a member of the unit shall not be required to respond to such complaints orally or in writing prior to receiving such counsel and advice.

12.9.5 Material which may, as a result of any proven complaint, be entered into a member of the unit's personnel file, shall be processed in accordance with 12.2 of this Article.

12.9.6 In the event a complaint against a member of the unit is ultimately not proven, no record shall be kept.

ARTICLE 13

PART-TIME EMPLOYMENT WITH FULL RETIREMENT CREDIT

13.1 PROVISIONS

The intent of the language in this section is to comply with the current Education Code that allows employees to take advantage of the State Teachers Retirement System (STRS) Reduced Work Load Program. The Association and District agree the District will follow whatever the current law, rules and regulations are, including any limitations and/or restrictions, whether or not they were in place at the time the original job share under this provision was formed. It is the responsibility of unit members requesting to use this program to obtain the most current rules, regulations, and l imitations from STRS. By applying to use this program, unit members agree to comply with the current STRS regulations, both at the time of application and during the entire period of the reduced work load job share.

In accordance with the following provisions, certain members of the unit of the Travis Unified School District will be permitted to reduce their workloads to not less than one- half time of regular full time members and will be permitted to have retirement benefits based on full time employment.

13.1.1 Age - The member must have reached the age of fifty-five (55).

13.1.2 Length of Employment- The member must have been employed full time in a position requiring certification for at least ten (10) years, of which the immediately preceding five (5) years were full time employment.

13.2 OPTIONAL PART-TIME EMPLOYMENT

The option of part-time employment must be exercised at the request of the member and with the concurrence of the Superintendent and can be revoked during any school year only with the mutual consent of the Board and unit member. The concurrence of the Superintendent shall not be unreasonably withheld.

13.3 STRS

The District and the member will make the contribution required of full time members to the State Teachers' Retirement System.

13.4 SALARY

The member shall be paid a salary and fringe benefit package which is the pro-rata share of the salary the member would be earning had the member not elected to exercise the option of part-time employment, but shall retain all other rights and benefits for which the member makes the payments that would be required if the member remained full time employment.

13.5 MINIMUM PART-TIME EMPLOYMENT

The minimum part-time employment shall be the equivalent of one-half of the number of days of service required by the member's contract of employment during the final year of service in a full time position.

13.6 JOB SHARING

13.6.1 Members of the unit, subject to the approval of Administration, shall be permitted to job share. Job sharing shall refer to two (2) unit members sharing one (1) full-time position.

13.6.2 For members of the unit wishing to participate in job sharing, the following conditions shall apply:

a. Any assignment/opening may be made available to job sharing for certificated staff who have obtained tenure, and who have not had an unsatisfactory evaluation in their last evaluation cycle, and who indicate by March 1 annually, in writing, to the Human Resources Office their desire to job share. The unit member's site principal or program manager must approve the job share and its division of responsibilities. The final decision shall be made by the district chief personnel officer.

b. Job sharing assignments shall be filled only by teachers who have agreed to work together. Responsibilities of the assignment by two (2) job sharers may be divided and/or allocated according to the plan designed by the job sharers with the approval of their immediate supervisor.

c. Each job sharer shall be responsible for participating in and/or being informed about faculty meetings, district meetings, parent conferences and extra duties required of full-time staff .

d. Job shares shall retain their place on the certificated salary schedule. For purposes of calculating career increments, during the duration of a job share, each party shall continue to accrue years of service on a year-for-year basis.

For purposes of salary schedule advancement, in order to advance one step on the salary schedule, each member of the job share must separately contract for more than 75% full time equivalent (FTE) and must work 75% or more of the number of days in a contracted year.

However, each individual may accrue those percentages over two consecutive work years with no year counting more than one time. The employees will also be given the appropriate added increments for honoraria proportional to their percentage of employment.

e. Unit members working in job sharing positions shall receive prorated amounts of health, welfare and leave benefits. Contributions to STRS shall be proportionate to the time served and the salary earned.

f. Job sharers will substitute for each other whenever possible and shall receive the daily substitute rate of pay for that time served as a substitute.

g. Job sharers who were previously full-time staff members and who wish to return to full-time assignments in the subsequent year must inform the Human Resources Office of their intent by March 1 of the year prior to their intended return. They shall be allowed to return to full-time status when vacancies exist for which they are qualified.

h. Unit members exercising the option to job share shall take an unpaid leave of absence for the portions of their contract shared. Unit members participating in job sharing shall retain their original hire date within the district.

i. If one of the job share partners leaves the position during a school year, the remaining unit member shall do one of the following:

    1. Assume the vacant part of the position,

    2. Find a new approved job share partner within thirty duty days from the date of the original partner's last day of service (the District shall provide a substitute teacher for the absent partner during this period, if requested), or

    3. Accept the job share partner assigned by the District for the remainder of the current school year.

j. Job shares shall be approved one year at a time. Extensions may be granted by the District's chief personnel officer. Denials for renewal shall not be arbitrary, capricious, or without basis in fact. After five (5) years, unit members must either return to full time status or resign the rights to that portion of their job shared by their partner.

ARTICLE 14

SAFETY CONDITIONS OF EMPLOYMENT

14.1 STUDENT SUSPENSION

A copy of teachers rights to suspend students, consistent with the Education Code, shall be provided to unit members the beginning of each school year.

14.2 ASSAULT ON UNIT MEMBERS

Unit members shall immediately report cases of assault and/or battery suffered by them in connection with their employment to the principal or his/her designee who shall immediately take appropriate action. Such notification shall be immediately forwarded to the Superintendent.

The Superintendent shall provide the unit member with data within his/her possession and control which is pertinent to the incident in question, and the Superintendent's Office shall act as liaison between the teacher and other community agencies.

14.3 UNSAFE OR HAZARDOUS CONDITIONS

Employees shall not be required to work under unsafe or hazardous conditions or to perform tasks which endanger their health, safety, or well-being.

14.4 OSHA/CAL OSHA

The District shall comply with the provisions of the Federal and State Occupational Safety and Health Act, as amended (California Labor Code Section 6300, et. seq.) and regulations relating thereto (8 Cal. Admin. Code Section 330, et. seq.).

14.5 SAFETY RULES

The Superintendent shall be responsible for the promulgation of safety rules for all certificated employees.

14.6 TEACHING-RELATED DUTIES

The provisions of this Article also pertain to teaching-related duties which involve pupil contact.

ARTICLE 15

ORGANIZATIONAL SECURITY

15.1 AUTHORIZATION FOR DEDUCTIONS OF DUES/FEES

Any unit member who is a member of the Travis Unified Teachers' Association, CTA/NEA, or who has applied for membership, may sign and deliver to the District an assignment authorizing deduction of unified membership dues, initiation fees and general assessments in the Association. Pursuant to such authorization, the District shall deduct one-tenth (1/10) of such dues, fees and assessments from the regular salary check of the unit member each month for ten (10) months. Deductions for unit members who sign such authorization after the commencement of the school year shall be appropriately prorated to complete payments by the end of the fiscal year (June 30).

15.2 SERVICE FEE

On and after January 1, 1983, any unit member who is not a member of the Travis Unified Teachers' Association, CTA/NEA, or who does not make application for membership within thirty (30) days of the execution of this Agreement or within thirty (30) days from the date of commencement of assigned duties, shall become a member of the Association or pay to the Association a service fee in an amount equal to unified membership dues, initiation fees and general assessments, payable in one lump sum; provided however, that the unit member may authorize payroll deductions for such fee in the same manner as provided in paragraph 15.1 above by October 1 of each year of this Agreement, the District shall begin automatic payroll deductions as provided in California Education Code Section 45061 and in the same manner as set forth above in paragraph 15.1. Enforcement of this paragraph may be made by reference to California Government Code Section 3540.1 (i) (2) wherein such payment is defined as a condition of continued employment.

15.3 CHARITABLE CONTRIBUTIONS IN LIEU OF SERVICE FEE

15.3.1 Any unit member who is a member of a religious body whose traditional tenets or teachings include objections to joining or financially supporting employee organizations shall not be required to join or financially support the Travis Unified Teachers' Association, CTA/NEA, as a condition of continued employment; except that such unit member shall pay, in lieu of a service fee, a sum equal to such service fee to one of the following nonreligious, non-labor organizations, charitable funds exempt from taxation under Section 501(c)(3) of Title 26 of the Internal Revenue Code:

March of Dimes

American Cancer

Society United Way

Such payment shall be made on or before October 1 of each year of this Agreement.

15.3.2 Proof of payment and a written statement of objection along with verifiable evidence of their membership in a religious body whose traditional tenets of teachings include objections to joining or financially supporting employee organizations pursuant to paragraph 15.3.1 above, shall be made on an annual basis to the District as a condition of continued exemption from the provisions of paragraph 15.1 and 15.2 of this article. Proof of payment shall be in the form of receipts and/or canceled checks indicating the amount paid, date of payment, and to whom payment in lieu of the service fee has been made. Such proof shall be presented to the two parties to this Agreement by December 31 of each year of this Agreement.

15.4 FORWARDING OF DUES DEDUCTED

With respect to all sums deducted by the District pursuant to authorization of the unit member, or otherwise, whether for membership dues or the equivalent service fee, the District agrees promptly to remit such monies to the Association accompanied by an alphabetical list of unit members for whom such deductions have been made, categorizing them as to membership or non- membership in the Association, and indicating any changes in personnel from the list previously furnished.

15.5 OTHER

The Association agrees to furnish any information needed by the District to fulfill the provisions of this Article. The Association further agrees that, in the event of litigation against the Governing Board, its agents, or employees arising out of the implementation of this Article, the Association will co-defend and indemnify and hold harmless the Governing Board, its agents, or employees for any monetary award arising out of such litigation.

ARTICLE 16
PEACEFUL SETTLEMENT OF DIFFERENCES

The Association and the Board agree that differences between the parties hereto shall be settled by peaceful means as provided in this Agreement. During the term of this Agreement, the Association in consideration of the terms and conditions of this Agreement, will not call a strike or engage in any other concerted activity. During the term of this Agreement, the Board, in consideration of this Agreement, will not authorize nor permit any lockout of Association members or other persons covered by this Agreement.

ARTICLE 17
EFFECT OF AGREEMENT

All conditions of employment within the scope of mandatory bargaining under Government Code Section 3540, et. Seq., in effect in the District prior to and at the time this Agreement was signed are null and void.

17.1 AGREEMENTS SET FORTH

The parties agree that during the negotiations which culminated in this Agreement each party enjoyed and exercised without restraint, coercion, intimidation, or other limitation, the right and opportunity to make demands or proposals and counterproposals with respect to any matter not reserved by law from compromise through negotiations, and that the understandings and agreements arrived at after the exercise of that right and opportunity are set forth herein.

17.2 WRITTEN AGREEMENT

The parties agree, therefore, that the other shall not be obligated to meet and negotiate with respect to any subject or matter, whether referred to herein or not, even though such subject or matter may not have been in the contemplation or knowledge of either or both of the parties at the time that they negotiated or signed this Agreement. The terms and conditions of this Agreement may be altered, changed, added to, deleted from, or modified only through voluntary, mutual consent of the parties in a written amendment executed in the same manner as this Agreement.

17.3 SAVINGS

Should any article, section, or clause of this Agreement be declared illegal by a court of competent jurisdiction, said article, section, or clause, as the case may be, shall be automatically deleted from this Agreement to the extent that it violated the law. The remaining articles, sections, and clauses shall remain in full force and effect for the duration of the Agreement if not affected by the deleted article, section, or clause.

17.4 SIGNED COPIES OF AGREEMENT

There shall be two (2) signed original copies of the final Agreement for record keeping purposes. One shall be retained by the District and one by the Association.

17.5 COST OF PRINTING

The Board and the Association agree to share equally the costs of printing the Agreement. The President of the Association and the Assistant Superintendent of Human Resource shall mutually agree upon the size and print.

ARTICLE 18
SALARY AND FRINGE BENEFITS

AGREEMENTS ON SALARY:

As per November 30, 2012 agreement: The parties agree to restore six (6) of the eight (8) instructional days, specifically: April 29 (All Sites); June 3, 4, 5, 6, 7 (Traditional Sites); June 13, 14, 15, 18, 19 (Modified Sites). The District shall pay each employee the corresponding salary adjustment related to the restoration of the days referenced above. The restored amount, retroactive to July 1, 2012, shall be paid back to each employee as part of January 2013 warrants.

As per May 29, 2012 agreement: To achieve four percent (4%) reduction, beginning with the 2012-13 school year, the teacher work year shall be reduced by eight (8) instructional days, from 179 days to 171 days, with a commensurate salary schedule decrease (excluding honorariums, stipends and longevity) of four percent (4%) for all unit members, effective July 1, 2012.

As per November 17, 2009 agreement: The step and column section of the salary schedule is reduced by 2%. Effective January 1, 2010, other payments including but not limited to honorariums, longevity and stipends shall return to 2008-2009 salary schedule level and remain unchanged. Unit members shall advance on the salary schedule during the period of this contract in accordance with their placement and seniority.

District agrees to use any Federal Impact Aid funding above $3,708,000, exclusive of Table 9 funds, to reduce the structural deficit in any year. In the event the impact aid funding falls below $3,708,000, the structural deficit reduction contribution line in the restoration chart will increase by the appropriate ADA amount to make up the difference. ***Examples:***

- Funding for Federal Impact Aid drops from $3,708,000 to $3,500,000. The difference of $208,000 would be divided by the funded ADA ($5,082.95 for 2010-11) resulting in a $40.92 increase to the necessary structural deficit reduction contribution.
- Funding for Federal Impact Aid increases from $3,708,000 to $4,000,000. The difference of $292,000 would be applied towards reducing the structural deficit by the District.

If the District receives additional unrestricted federal money, the first priority will be to fund existing unfunded certificated Full Time Employees (FTE's) and the District agrees to spend any such monies first on funding those positions. There are currently 19 such FTE's. The District will provide TUTA with the number of unfunded FTE's by June 30th of each year of the contract. The second priority is to reduce the structural deficit.

As per April 28, 2015 agreement: For the fiscal (school) year 2015-2016 the ongoing estimated revenue (exclusive of Impact Aid) that was used during negotiations was $44,985,106. If upon budget adoption for the fiscal (school) year 2015-2016 the ongoing estimated revenue (exclusive of Impact Aid) is greater than the estimate used for negotiations ($44,985,106) by at least $2,200,000 the District and TUTA agree to reopen negotiations to discuss compensation changes that might be possible without the District incurring deficit spending.

In addition for this provision to go into effect for the fiscal (school) year 2015-2016 the ongoing estimated revenue (exclusive of Impact Aid) for fiscal (school) year 2016-2017 must exceed the amount used for negotiations $47,019,509 by $2,000,000.

18.1 Salary

SALARY 2016-2017

Effective July 1, 2016, all rates and schedules shall increase by one and one-half percent (1.5%).

SALARY 2017-2018

The salary schedules for all members shall reflect a 3.25% increase to all rates and schedules effective January 1, 2018.

New salary schedule for 7.0 hour day for Program Specialist.

New salary schedule for 7.0 hour day for District Nurse.

New salary schedule for 7.5 hour day for Psychologists and Speech/Language Pathologists.

SALARY 2018-2019

The salary schedules for all unit members shall reflect a 3% increase to all rates and schedules retroactive to July 1, 2018, and 1% increase to all rates and schedules retroactive to February 1, 2019.

Ongoing compensation agreed to by the parties includes adding three new stipends and increasing one existing stipend for a total increase of .04%, retroactive to July 1, 2018. The parties also agree to apply longevity payments for columns I-IV on the salary schedule for a total increase of .09%, retroactive to July 1, 2018. This equates to a total on-going increase of 4.13%.

The parties have also agreed to add one additional day to the work year in 2019-20 and 2020-21 for professional development, which will equate to a .5% increase to compensation in those years. In addition, the parties have agreed to the equivalent of a .5% increase effective July 1, 2019, to participate in IEP meetings outside the duty day.

SALARY 2019-2020

There shall be no compensation increase for the 2019-2020 school year.

SALARY 2020-2021

Effective July 1, 2020, there shall be a 2.50% salary schedule increase to be reflected on the salary schedules in Appendix E. In addition, effective July 20, 2020, applicable salary schedules shall be amended to eliminate the Master's requirement as follows:

Advancement to Column VI requires 3 years' service with the Travis Unified School District and permanent status.

SALARY 2021-2023

Effective July 1, 2021 there shall be a 3% increase on all rates and schedules.

Effective July 1, 2022, there shall be a 2% increase on all rates and schedules Steps 1-12.

Effective July 1, 2022, there shall be a 1% increase on all rates and schedules Steps 13-21.

Effective July 1, 2022, add steps 13-21 to column VI of certificated salary schedules:

Unit members with between 13-15 years of longevity with the district will be placed at step 13.

Unit members with between 16-17 years of longevity with the district will be placed at step 14.

Unit members with between 18-19 years of longevity with the district will be placed at step 15.

Unit members with between 20-23 years of longevity with the district will be placed at step 16.

Unit members with between 24-26 years of longevity with the district will be placed at step 17.

Unit members with between 27-29 years of longevity with the district will be placed at step 18.

Unit members with between 30-31 years of longevity with the district will be placed at step 19.

Unit members with between 32-35 years of longevity with the district will be placed at step 20.

Unit members with 36 or more years of longevity with the district will be placed at step 21.

Effective July 1, 2022 there shall be a 6.70% increase on all rates and schedules.

SALARY 2023-2024

- 86.15% of 2023-2024 COLA (to be determined), effective July 1, 2023, ongoing salary schedule increase
- True up
  True up negotiations (timing to be determined) to address resulting (if any) ongoing unrestricted general fund surplus and possible increase to ongoing salary schedule increase (see conditions below).

  If the District at the end of the 2023-24 fiscal year has a surplus in the Unrestricted General Fund TUTA members will receive an ongoing compensation increase equivalent to the percentage that the surplus (as calculated below) represents of total district salary and statutory benefits.

  For these purposes the Unrestricted General Fund surplus or deficit will be calculated as follows:

  Unrestricted General Fund Net Increase (Decrease) in Fund Balance (SACS UA Form 01 Line E Column A)

  Add: Any one-time off-schedule salary payments resulting from the collective bargaining process.

  Any non-required contributions to restricted programs or other funds. Required contributions include:
    - Required RRMA contribution
    - Contributions to special education programs
    - Contributions to federal programs
    - Contributions to the Child Nutrition Fund

  Less: One-time unrestricted revenue*

    Supplemental Grant carryover

  *Any one-time revenue in the Unrestricted General Fund that is received by the District without a stated purpose will be given to unit members as one-time compensation increase equivalent to the percentage that the surplus (as calculated above) represents of total district salary and statutory benefits.

  3% one-time off schedule payment (eligibility limited to unit members employed by the District by October 2023)

SALARY 2024-2025

- For 2024-2025, 1% off schedule payment (of base salary) for those unit members in paid status as the date this TA is approved by the Governing board.

SALARY 2025-2026

For the 2025-2026 school year, certificated salary schedules shall be increased by the same percentage as the final 2025-2026 COLA, effective July 1, 2025. The District's contribution to employee medical benefits shall be increased by the same percentage as the final 2025-2026, effective July 1, 2025.

18.1.1 Eliminate longevity as of July 1, 2022 except as follows:

Any unit member not currently paid on column VI will continue to receive longevity in the amount received in the 2021-2022 fiscal year. This amount will not increase in subsequent years and those unit members will no longer receive longevity if they move to column VI.

Any unit member who is at column V, step 12 in the 2021-2022 fiscal year and any unit member who submits units to be at column V, step 12 by November 11, 2022, and subsequently submits units to move to column VI in the 2022-2023 fiscal year (by June 30, 2023) shall be placed according to the 22-23 placement above. Unit members who submit units to move to column VI after June 30, 2023 will be placed on the next higher step on column VI that is no less than their total salary with longevity plus the difference between column V, step 12 and column VI, step 12.

Effective July 1, 2023, any unit member in column V, step 12 during the 2022-2023 fiscal year shall have an extension until the first day after the 2023-2024 Winter Break to submit units to move onto the column VI schedule and be placed according to the 2022-2023 step placement.

18.1.2 Advanced Degrees

(Members receive stipend which reflects highest degree obtained)

	(2025-26)
Master's -	$2,998
Doctorate -	$5,999

18.1.3 Stipends

SPECIAL EDUCATION

Unit members who hold a special education credential or are enrolled in a program leading to credential, and who are currently serving in a Special Education assignment shall receive a

yearly stipend of $1,854 in 2021-22, and $1,891 in 2022-23. This stipend shall also apply to Speech and Language therapists and psychologists.

18.1.4 Professional Growth

a) To obtain credit for professional growth unit members shall submit official or transcripts directly to Human Resources by November 10th for the current year.

If the official transcripts are not made available by the provider by the deadline, the unit member shall submit unofficial transcripts (transcripts or grade reports) by the deadline above, and within 30 days after the official documents are made available, submit verified official Transcripts to Human Resources in the manner described in the paragraph below.

Official transcripts may be submitted by either electronic delivery directly from the professional growth prover or by delivering a sealed official transcript directly to Human Resources.

b) Human Resources will post the verified units to the unit member's record when received.

c) Courses (including online courses) must be taken from accredited universities, as continuing education units, County Offices of Education, or California Community Colleges (CCC credit available for courses taken on or after July 1, 2015). For Unit Members hired after July, 1 2015, CCC credit will be granted for coursework taken within 8 years of hire date at TUSD. Courses should be taken in the following areas:

- In Field/Subject Area
- Credential
- New Credential/Subject Area
- MA/Doctorate

Professional development where CEUs are not offered may be eligible for salary advancement with prior approval from the Superintendent or designee. Administrators shall respond to unit members in writing.

d) Upon attending paid District provided training outside the Duty Day, Unit Members shall be compensated or may select to apply hours toward continuing education advancement units.

e) The Masters Equivalency will no longer be offered as an option. Employees who have previously earned the Masters' Equivalency will maintain their Masters' Equivalency designation and be paid accordingly.

f) If a professional growth submission is not approved by Human Resources, it will be given to the Superintendent or Designee for review. If the submission is rejected by the District, the unit member will be given the opportunity to appeal the submission within fourteen (14) days to a committee comprised of the following:

- TUTA Representative
- Three members of the certificated unit
- Superintendent or Administrative Designee

The Human Resources Operations Coordinator will facilitate the meeting, but will not vote. The committee will review the submission and respond to the unit member in writing within seven (7) days. The decision of the committee is final.

18.2 FRINGE BENEFITS

During the term of this Agreement, the following plans of health and welfare benefits shall be provided for the members of the unit on an annualized basis. Coverage shall begin January 1 of each school year or beginning the month following the start of employment if hired after September. Unit members who are hired after the beginning of the school year shall receive benefits on a pro-rata basis.

a) Group Vision Care Plan C - $20 deductible
b) Group Level Term Life Insurance Plan with Basic Life Benefits of $40,000.
c) Delta Dental Service - $1,500 cap per year for active employees.
$1,000 cap per year for retirees.
Orthodontia coverage for dependent children.
d) Health Plans

The District shall contribute a monthly sum for the coverage of eligible dependents in a medical health plan selected from those listed below. Effective January 1, 2018, the monthly sum including the cost of the unit member coverage shall not exceed $625 ($7,500/annually).

Kaiser HMO $30
Kaiser Deductible HMO Kaiser HSA $2700
Kaiser HSA $1800
Sutter Health Plus HMO $20
Sutter Health Plus HSA $2500
Western Health Advantage HMO $20
Western Health Advantage HSA $1800

Effective July 1, 2016, members of the unit not subscribing to the above health plans are eligible to receive $225 per month in lieu of medical coverage ($2,700/annually). Payments made in lieu of medical coverage will not be available to members hired on or after July 1, 2018.

When two Unit Members are married to each other and choose medical coverage through TUSD, both unit members shall be entitled to receive the full $625 ($7,500/annually) to be applied toward their choice of Single, Two-party, or Family Health insurance premium.

For one year only (July 1, 2023 through June 30, 2024) increase the District’s annual contribution from $7,500 to $8,400. During this same year, the District and Association shall explore other plan and provider options to continue to provide high quality benefits

at a more reasonable price for both the District and employees. Subject to 2024-2025 negotiations the District's annual contribution shall revert $7,500, effective July 1, 2024.

18.2.1 IRS Section 125 Flexible Benefit Program

On November 1, 1992, the Travis Unified School District began providing an IRS Section 125 Flexible Benefit Program through a third party administrator. Effective 10-1-94, Dependent Day Care was added to the Section 125 Flexible Benefit program.

Hold Harmless Clause: In respect to any possible lack of follow-through, changes in IRS codes, or need for change of party administrator, the employees and CTA/NEA shall hold the Travis Unified School District harmless.

18.3 RETIREMENT OPTION

As long as there is agreement by our Health Care Providers, the District will offer retirees and those on disability the option to continue their TUSD benefits after retirement at their own expense.

18.4 MILEAGE

Employees in the bargaining unit required to use their vehicles on district business shall be reimbursed at the current IRS rate per mile for all miles driven on behalf of the District. Miles to be calculated round-trip from the work site in all instances.

18.5 HOURLY RATE OF PAY

The rate of pay will be thirty-eight dollars and sixty-seven cents ($38.67) per hour effective July 1, 2021, and will be thirty-nine dollars and forty-four cents ($39.44) effective July 1, 2022 for the following activities performed outside the duty day:

a. Home Hospital Teaching
b. Adult Education
c. Driver Education
d. Work Experience
e. Kindergarten Testing
f. Curriculum Work
g. Staff Development Trainers including 1 hour of preparation compensation for every two (2) hours of training.
h. Adjunct Duty which exceeds requirement (Article 7.6: prior approval required)
i. I.E.P meetings after the duty day per 18.7
j. Grant Coordinator – shall be paid for administration of the entire grant for that school year up to the maximum amount allowed by the specific grant. This stipend shall be funded by the grant. This excludes staff who are given release time funded by the grant.

These activities/assignments shall be voluntary on the part of the members of the unit.

The manner and method of payment of the above hourly rates shall be based upon District past practice.

18.6 HOURLY RATE OF PAY – SATURDAY STUDY PROGRAM

The hourly rate of pay will be at the current hourly rate. Hours on any one Saturday shall not exceed four (4) hours. Student class size shall not exceed fifteen (15) students per day.

18.7 I.E.P MEETINGS

Unit members attending I.E.P. meetings prior to or beyond the duty day shall be compensated at the hourly rate of pay with prior approval by the site administrator. At least one case manager and one general education teacher shall be approved by the site administrator . Other unit members who are required to implement the I.E.P. may also be granted approval to attend at the discretion of the site administrator.

Unit members who do not have a 6.5 hour work day, shall be compensated at the hourly rate of pay for the time attending I.E.P. meetings outside of their scheduled duty day.

18.8 INTENSIVE SUPPLEMENTAL INSTRUCTION

Summer School and other Supplementary Hourly Programs shall have a hard cap of 27 students per classroom and a hard cap of 30 students per Physical Education class, with a rate of pay of $45.99 per hour effective July 1, 2021, and 46.91 effective July 1, 2022.

Summer School teachers may be required to work one day beyond the Summer School student attendance calendar for in-service purposes. They shall be compensated at the Summer School hourly rate for all such hours.

ARTICLE 19

KINDERGARTEN AND TRANSITIONAL KINDERGARTEN (TK)

19.1 KINDERGARTEN – FULL DAY

The District may elect for one or more elementary schools to participate in full day Kindergarten Program if a determination is made that there are adequate facilities to accommodate the full day program, with reasonable effort made to minimize the impact on other grade levels and/or existing programs, and the following provisions are implemented:

19.1.1 For the twenty-five (25) school days, the District will provide a staff member to support each Kindergarten teacher while students are present unless declined by the teacher in writing.

19.1.2 The District Intervention Specialists or other certificated staff, including trained substitutes, will complete individual assessments for each Kindergarten class within the first ten days of school.

19.1.3 The District will provide certificated staff or a substitute teacher for up to three (3) days prior to the end of each trimester for each teacher, to support the completion of individual assessments.

19.1.4 The Kindergarten schedule shall be designed to provide all Kindergarten teachers the opportunity to participate in site administration/District Common Planning days. The student sessions shall be the same as grades 1-3 to allow Kindergarten teachers Common Planning time comparable to their 1-6 grade colleagues.

19.1.5 Each Kindergarten teacher shall be assigned to their own classroom with access to bathrooms and appropriate playground area.

19.1.6 In accordance with the current CBA, with the written consent of the Kindergarten teacher, no more than four (4) mainstreamed students (i.e., those students receiving special education services), shall be assigned to any Kindergarten teacher.

19.1.7 All Kindergarten students will have recess separate from students in grades 4 and higher. The Kindergarten teachers, in consultation with site administrators, may divide supervision duty of the students during recess. Kindergarten teachers shall be assigned yard/supervision duty commensurate with other elementary teachers.

19.1.8 Per section 7.1(a), all Kindergarten teachers shall have a duty-free lunch period. Per section 7.5. Kindergarten teachers shall have one hundred twenty (120) minutes every ten days for preparation/planning. The prep classes will be scheduled commensurate with other grade levels.

19.1.9 Class size overages shall be paid as set forth in section 9.7.4. An instructional assistant will be provided for a full instructional day when a Kindergarten class has over 24 (twenty-four) students unless declined by the teacher in writing to the principal.

19.1.10 Should any full day Kindergarten class experience persistent student coping/transition difficulties, the site administrator shall meet with the teacher. Possible solutions to mitigate the impact may include a behavior contract, parent/teacher conference, training, and/or staff support.

19.1.11 Kindergarten-1st grade combination classes shall only be scheduled as a last resort. An instructional assistant will be provided for a full instructional day upon the request of the teacher assigned to the combination class.

19.1.12 Each Kindergarten teacher will be provided with a full set of instructional materials and supplies.

19.1.13 The design of the full day program, in addition to incorporating various instructional strategies and authentic assessment practices listed in Education Codes 8971 and 8973 may include enrichment, social/emotional learning, play, rest/relaxation/reflection, and ample opportunity for both active and quiet activities that are developmentally appropriate.

19.1.14 Kindergarten teachers shall be provided training during the duty day to facilitate the successful implementation of full day Kindergarten.

19.1.15 If the District chooses not to implement full day Kindergarten, Article 19.2 shall apply.

19.2 KINDERGARTEN AND TRANSITIONAL KINDERGARTEN – A.M./P.M.

19.2.1 The Kindergarten/TK schedule shall be designed to provide all Kindergarten/TK teachers the opportunity to participate in the District/site common planning days. The student sessions shall be shorter or overlap on these District/site common planning days to allow Kindergarten/TK teachers common planning time equal to their 1-3 grade colleagues.

19.2.2 Dependent on site needs and teacher desire, other common planning days shall follow a schedule mutually agreed upon by the Kindergarten/TK teachers and the site administration at each site as long as annual mandated state minute requirements are met to allow for teacher collaboration time. (Some sites may run a typical day schedule, while others may create double up or overlap time schedules.) Schedule shall be determined before the start of each school year.

19.2.3 Determination regarding assignments to the A.M. and P.M. sessions shall be first worked out by mutual agreement between the teachers and the site administrator. Should mutual agreement not be reached, the site administrator has final say in determining room sharing assignments and A.M./P.M. session assignments.

19.2.4 Whenever possible, Kindergarten/TK teachers who are required to share rooms shall be given a classroom designed for a Kindergarten program (a larger room designed for Kindergarten classes and sharing space).

19.2.5 Kindergarten teachers shall support their partner teacher for 120 minutes a day. This time shall be decreased by the time devoted to any extended day intervention session schedules.

19.2.6 Kindergarten/TK teachers who share a common room as teaching partners (or support each other in an A.M./P.M. model as partners) shall not participate in supporting intervention and ELD groups outside of Kindergarten/TK. With the Principal's input, the Kindergarten teachers may have the option to build in extended day intervention session schedules (for remediation) times and be provided space and time to offer intervention sessions for their Kindergarten students. Participation in an extended day intervention session schedule shall be optional and at the mutual discretion of the site Kindergarten/TK teacher and site Principal. Sessions that extend beyond the duty day shall be compensated.

19.2.7 With the written consent of the Kindergarten teacher, no more than four (4) mainstreamed students (i.e., those students receiving special education services more than 50% of the time from Special Educators), will be assigned for any academic period. Exception shall be made should a teacher agree to pilot other types of inclusion models.

19.2.8 All Kindergarten/TK teachers shall have a duty-free lunch period and be given time to ensure all students are dismissed safely before being required to provide partner and/or intervention support.

ARTICLE 20

DURATION

20.1 EFFECTIVE

The term of the agreement shall be July 1, 2024 through June 30, 2027. There shall be no reopener negotiations during the 2025-2026 school year. There shall be reopener negotiations during the 2026-2027 school years limited to Salary and Fringe Benefits (Article 18), calendar, and one additional article selected by each side. Negotiations for 2026-2027 reopeners shall commence no later than March 30, 2027.

APPENDIX A

TENTATIVE AGREEMENTS AND MOU'S

2023-2024 and 2024-2025

Signing Bonus for Elementary Music Teachers and Elementary Art Teachers

2024-2025

Flag Football Stipend Agreement

2025-2026

Extended Pilot of SCIL and SDC Preschool

Memorandum of Understanding by and between
Travis Unified School District and
Travis Unified Teachers Association

Signing Bonus for Elementary Music Teachers and Elementary Art Teachers
Hired for and Serving for the 2023-2024 and 2024-2025 School Years

In furtherance of the District's Proposition 28 objectives and in order to attract and retain the highest quality certificated elementary music teachers, the Association and the District have agreed to an up to $5,000 bonus payment for eligible elementary music teachers and elementary art teachers who serve as an elementary music teacher or elementary art teacher during the 2023-24 and 2024-2025 school years.

1. Upon acceptance of an offer and commencement of paid service with the District, elementary music teachers and elementary art teachers hired for the 2023-2024 school year are eligible to receive a $5,000 lump sum bonus to be paid as follows:

    a. $2500 lump sum paid along with the last regular pay warrant of the 2023-2304 school year.

    b. $2500 lump sum paid along with the last regular pay warrant of the 2024-2025 school year.

2. Current employees who are credentialed/authorized to teach elementary music or elementary art, but who are not serving in such positions shall receive the bonus, as described above, if their assignment is changed to an elementary music teacher position for the 2023-2024 and 2024-2025 school years.

3. To obtain the full $5,000 amount, the elementary music teacher or elementary art teacher must serve at least 75 percent of the number of days the regular schools of the district are maintained for the 2023-24 and 2024-2025 school years. The annual amount shall be pro-rated in the event of service less than 75 percent.

This Memorandum of Understanding is valid for the 2023-2024 and 2024-2025 school years only.

Date: 4/19/23

For the Association:

Mark Nowag
TUTA President

Date: 4/19/23

For the District:

Vincent Ruiz
Assist. Supt., Human Resources

Memorandum of Understanding
Between
Travis Unified School District
and
Travis Unified Teachers Association
November 20, 2024

Flag Football Stipend Agreement
For 2024-2025 School Year

This Memorandum of Understanding (MOU) between the Travis Unified School District and the Travis Unified Teachers Association, together the Parties, sets forth the agreement between the Parties regarding the payment of a Flag Football stipend for the 2024-2025 school year.

Flag Football Stipend

For the 2024-2025 school year, the Parties agree to pay the following coaching stipends:

Flag Football – Varsity	Grade 9-12	5%
Flag Football – Varsity Assistant	Grades 9-12	3%
Flag Football – Frosh-Soph	Grades 9-10	4%
Flag Football – Frosh	Grade 9	3%

The coaching stipends will be consistent with the collective bargaining agreement effective July 1, 2024 stating that stipends will be based on /column IV, Step 7 of the teacher salary schedule ($72,135).

Coaches eligible for any of the above stipends during this current season will be paid retroactively.

All other provisions in the collective agreement are still in effect. This MOU will expire on June 1, 2025 unless agreed upon otherwise by the Parties.

Vincent Ruiz
TUSD Assistant Supt., Human Resources

November 20, 2024
Date

Mark Nowag
TUTA President

November 20, 2024
Date

Memorandum of Understanding
Between
Travis Unified School District
and
Travis Unified Teachers Association
May 1, 2025

Extended Pilot of SCIL and SDC Preschool
For 2025-2026 School Year

This Memorandum of Understanding (MOU) between the Travis Unified School District and the Travis Unified Teachers Association, together the Parties, sets forth the agreement between the Parties regarding Structured Class for Intensive Learning (SCIL) and Special Day Class (SDC) preschool teachers for the 2025-2026 school year.

SCIL Preschool

For **2025-2026**, SCIL Preschool Teachers shall have the following:

- A 8.0 - hour duty day

Student sessions shall be configured as follows:

- Two (2) sessions of no more than six (6) students in each session with each session being no more than three (3) hours in length. Total caseload maximum is 12 students. With SCIL teacher consent, total caseload may reach a maximum of 14 students. Caseload overages shall be paid as set forth in Article 9.7.4 (elementary class size overage rate).
- Hours will include at least a 30-minute lunch and 15-minute prep period to prepare the classroom for the next group between classes
- The preschool SCIL teacher will not be assigned special education duties that are not pertinent to the teacher's caseload.

Each SCIL Preschool teacher shall receive:

- Seventy-five (75) minutes of daily preparation time
- Thirty (30) minutes of daily case management time
- Four (4) full day days without students for the purpose of parent-teacher conferences (fall and spring)
    - Conferences will take place on the Thursday and Friday of conference week during the first and second trimester
- One (1) full day without students for the purpose of collaboration, case management duties or training on June 4, 2026.

SDC Preschool

For **2025-2026**, SDC Preschool Teachers shall have the following:

- A 8.0 - hour duty day

Student sessions shall be configured one way:

- Preschool SDC includes two (2) sessions per day, five (5) days per week. Each session is three (3) hours long. The preschool SDC caseload shall be sixteen (16) students. A single class shall not exceed ten (10) students. Total caseload for the two classes shall not exceed eighteen (18) students. Caseload overages shall be paid as set forth in Article 9.7.4 (elementary class size overage rate).
- The preschool SDC teacher will not be assigned special education duties that are not pertinent to the teacher's caseload.

Each SDC Preschool teacher shall receive:

- Seventy-five (75) minutes of daily preparation time
- Thirty (30) minutes of daily case management time
- Four (4) full day days without students for the purpose of parent-teacher conferences (fall and spring)
    - Conferences will take place on the Thursday and Friday of conference week during the first and second trimester
- One (1) full day without students for the purpose of collaboration, case management duties or training on June 4, 2026.

If the duty day for unit members (with a less than 8.0 hour duty day) is increased in the future, any resulting salary increase will not be applicable to the 8.0 hour duty day unit members addressed in this MOU.

All other provisions in the collective agreement are still in effect. The Parties agree to meet on or before May 1, 2026 to extend and/or revise this MOU.

Vincent Ruiz
TUSD Assistant Supt., Human Resources

May 1, 2025
Date

Mark Nowag
TUTA President

May 1, 2025
Date

APPENDIX B

Peer Assistance Program

APPENDIX B

Peer Assistance Program

1. PURPOSE

1.1 The Peer Assistance and Review Program (Program) allows exemplary teachers to assist teacher in the areas of subject matter knowledge, teaching strategies, and teaching methods.

1.2 The extent of the Program's assistance and review depends on whether the participating teacher is a volunteer teacher, or a teacher who has received an overall unsatisfactory evaluation in the areas of teaching methods and instruction. The Program's assistance shall be provided through Consulting Teachers as described in detail in Sections 3.1 and 3.2 of this document. This assistance shall not involve the participation in, or the conducting of, the annual evaluation of certificated unit members as set forth in Article 12 of the collective bargaining agreement and Education Code 44660, et seq.

1.3 It is the intent of the parties that this Program shall be cost neutral to the District. By prior agreement, as part of the Peer Assistance and Review Program, PAR shall continue to support the Beginning Teacher Support and Assessment Program (BTSA) with a yearly transfer of twenty-five thousand dollars ($25,000).

1.4 The Program resources shall be utilized in the following priority: first, Referred Participating Teacher; second, the planning and conducting of professional development for BTSA participants to be funded at no more than twenty percent (20%) of the 2000-01 PAR re-sources, Voluntary Participating Teachers on evaluation cycle and other Voluntary Participating Teachers.

1.5 No additional cost of these programs shall be paid from General Fund monies. It shall be implemented only to the extent that special funding from the State is provided. This stipulation shall apply to the consulting teacher stipend, release time costs, administrative costs and all other costs created by the Peer Assistance and Review Program (PAR). If the funding is decreased at any time during the term of this Agreement, the effects of the decrease shall be negotiated.

2. DEFINITIONS FOR THE PURPOSE OF THIS DOCUMENT

2.1 "TEACHER"

Any member of the certificated bargaining unit who is covered by the certificated evaluation Article 12 of the collective bargaining contract.

2.2 “CONSULTING TEACHER OR C.T.”

An exemplary teacher meeting the requirements of subsection 4.5 who is selected and assigned by the Joint Committee to provide Program assistance to a Participating Teacher.

2.3 “VOLUNTARY PARTICIPATING TEACHER”

Any unit member wanting to engage in a professional growth activity utilizing a Consulting Teacher.

2.4 “REFERRED PARTICIPATING TEACHER”

A unit member whose most recent performance evaluation contained an overall unsatisfactory evaluation or unsatisfactory in the areas of subject matter knowledge, teaching strategies, or teaching methods and instruction. During an evaluation cycle, a unit member may be referred to the Program at any time as part of an improvement plan.

2.5 “STAFF DEVELOPMENT PROVIDER”

The staff development provider does research, prepares and presents topics or does other professional growth activities, in an ad hoc status, as determined by the Joint Committee.

2.6 “PRINCIPAL”

The certificated administrator or designee appointed by the District to evaluate a certificated teacher.

2.7 “JOINT COMMITTEE”

The governance body responsible for all funds and aspects of the Program.

3. PROGRAM OUTLINE

3.1 FOR REFERRED PARTICIPATING TEACHERS

3.1.1 Any teacher listed in Section 2.4 must participate in the PAR Program.

3.1.2 The Consulting Teacher’s assistance and review shall focus on the specific areas recommended for improvement by the Referred Participating Teacher’s evaluator after the Referred Participating Teacher receives the unsatisfactory rating.

3.1.2.1 These recommendations shall be written, aligned with student learning, clearly stated, and consistent with Education Code Section 44662. These recommendations shall be considered as the performance goals required by Education Code Sections 44664 (a) and 44500 (b) (2).

3.1.2.2 The Principal, Consulting Teacher, and Referred Participating Teacher shall meet and discuss the recommended areas of improvement outlined by the Principal. The Consulting Teacher in consultation with the Principal shall determine the type of assistance that should be provided to the Referred Participating Teacher, pending approval by the Joint Committee.

3.1.2.3 The Consulting Teacher and the evaluating Principal are expected to establish a cooperative relationship. Any assistance provided to the Referred Participating Teacher shall be coordinated with other District programs.

3.1.2.4 The Consulting Teacher and the Referred Participating Teacher shall meet to discuss the plan for assistance. After that meeting, the Consulting Teacher shall provide the assistance set forth in Section 4.6.5, which shall also involve conducting multiple classroom observations of the Referred Participating Teacher.

3.1.3 Before April 1 of each year, the Consulting Teacher shall complete a written report assessing the teacher's participation in the Program consisting solely of:

1) A description of the assistance provided to the Referred Participating Teacher consisting of specifics regarding the nature and areas of the assistance and how often assistance was given.

2) A description of the results of the assistance in the targeted areas including a recommendation regarding the need for further assistance. This report shall be submitted to the Joint Committee, with a copy also submitted to the Referred Participating Teacher who shall acknowledge receipt of the report.

3.1.4 After receiving the report, the Joint Committee shall determine whether the Referred Participating Teacher will benefit from continued participation in the Program. The Joint Committee shall notify the referring Principal whether the Referred Participating Teacher will be continuing in the Program.

3.1.5 The teacher shall continue participating in the Program until the Joint Committee determines the teacher no longer benefits from participation in the Program, or the teacher receives a satisfactory evaluation, or the teacher is separated from the District.

3.1.6 Recommendations regarding Program participants shall be forwarded to the Governing Board. This report shall include the names of teachers with unsatisfactory evaluations who, after sustained assistance, are unable to demonstrate satisfactory improvement. The portion or the report regarding individuals shall be made in closed session.

3.2 FOR VOLUNTARY PARTICIPATING TEACHERS

3.2.1 Any teacher may request a Consulting Teacher's assistance from the Joint Committee.

3.2.2 Voluntary Participating Teachers are expected to be individuals who wish to grow and learn with assistance with a peer, or who seek assistance due to a change in assignment or the institution of new curriculum. The Program for Voluntary Participating Teachers shall focus on practical application of certain teaching skills or the acquisition of a new subject matter. Each year the Joint Committee, in consultation with the District administration, may select certain curricular areas or skills for emphasis with a select number of Consulting Teachers.

3.2.3 For Voluntary Participating Teachers, the Joint Committee shall forward only the names of the participants to the governing board.

GOVERNANCE AND PROGRAM STRUCTURE

4. JOINT COMMITTEE

4.1 The Peer Assistance and Review Program shall be administered by a Panel consisting of five members, three certificated classroom teachers, selected by the TUTA Executive Board, and two administrators appointed by the District. Qualifications for the teacher representatives shall be the same as those for Consulting Teachers as set forth in Article 4.5. A Joint Committee member's term shall be three years, except the first year of the Program when the terms for the teacher members shall be one two-year term, one three year term, and one four-year term. Incumbents may apply for additional terms.

4.2 The Joint Committee shall make all decisions through consensus in the areas of appointments, reports and recommendations to the Governing Board, and Program plan and budget. Failing consensus, decisions shall be made by majority vote. Four of the five Panel members shall constitute a quorum for purposes of meeting and conducting business.

4.3 The Joint Committee's primary responsibilities involve establishing the annual Program and budget, and selecting and overseeing the Consulting Teachers. In addition the Panel is responsible for:

4.3.1 Making an annual written report to the Governing Board and the Association Board regarding the program's impact and improvements to be made in the program;

4.3.2 Establishing Joint Committee Rules and Procedures necessary to carry out the requirements of the Education Code and this document, including the method for the selection of a Chairperson;

4.3.3 Insuring said Rules and Procedures shall be consistent with the provisions of the Agreement, and to the extent there is an inconsistency, the Agreement shall prevail;

4.3.4 Determining the number of Consulting Teachers in any school year based upon projected need for peer assistance, the available budget, staff development needs of the district, and other relevant considerations;

4.3.5 Establishing a procedure for application as a Consulting Teacher;

4.3.6 Selecting the Consulting Teachers;

4.3.7 Each year, the Joint Committee, may select certain curricular areas or skills for emphasis;

4.3.8 Reviewing Consulting Teachers' reports on Participating Teacher referred to the Program;

4.3.9 Evaluating the effectiveness of the Consulting Teacher;

4.3.10 Coordinating with the District to provide training for Consulting Teachers, Joint Committee members, and, where appropriate, Participating Teachers; and

4.3.11 Forwarding to the Personnel Office at the end of the year all the records regarding the Program that shall be filed separately from the individual personnel records.

4.4 The Panel shall use the following procedure for establishing the annual Program plan and budget: By May 15 of each fiscal year the Panel shall establish a Program and budget for the succeeding year, which shall include:

4.4.1 The estimated state revenues for the Program;

4.4.2 The estimated expenditures, involving:

4.4.2.1 Projected number of Participating Teachers;

4.4.2.2 Projected (full and part-time) number of Consulting Teachers needed to service the projected need;

4.4.2.3 The total cost of salaries and/or stipends due to Consulting Teachers and Joint Committee;

4.4.2.4 Release time for the Joint Committee and Consulting Teachers;

4.4.2.5 Projected costs for training, administrative overhead, and if necessary, legal and consulting assistance; and

4.4.2.6 Projected allocation for BTSA programs outlined in Section 1.3

4.4.3 By June 1, the Program plan/budget shall be submitted to the Association President and the Superintendent for approval. If both parties do not approve the plan/budget, it may be modified by mutual agreement. By July 1, if the parties cannot reach agreement to either approve the plan/budget or to amend it, then the plan/budget shall be implemented as submitted by the Joint Committee.

4.5 CONSULTING TEACHER - MINIMUM QUALIFICATIONS

4.5.1 A credentialed full time classroom teacher with permanent status and at least five years of recent teaching experience.

4.5.2 Demonstrated exemplary teaching ability, as indicated by, but not limited to, effective communication skills, subject matter knowledge, knowledge and commitment to District curricular goals and standards, and mastery of a range of teaching strategies necessary to meet students' needs in different contexts.

4.5.3 Ability to work cooperatively and effectively with other teachers and administrators, demonstrated effective leadership skills, and experience in working on school or District committees.

4.6 HIRING PROCESS FOR CONSULTING TEACHERS

4.6.1 The Joint Committee shall fill Consulting Teacher positions after the District posting of the position. Each applicant shall be required to submit a completed application, which shall include at least three references from individuals who have direct knowledge of the applicant's abilities for the position. A reference from a Principal is preferred, although not required. All applications and references shall be treated with confidentiality and shall not be disclosed except as required by law.

4.6.2 The applicant shall sign a release form authorizing the Joint Committee to inspect personnel information related to his or her teaching experience and performance.

4.6.3 The Joint Committee shall make the selections and shall forward them to the Superintendent and the Association President. The Panel's procedures for selecting Consulting Teachers shall include provisions for classroom observation of Consulting Teacher candidates.

4.6.4 The Joint Committee shall assign Consulting Teachers. Within the first six weeks of their initial collaboration, either the Consulting Teacher or the Participating Teacher may petition the Joint Committee for an assignment change. The petition may be accepted or rejected by the Joint Committee.

4.6.5 Consulting Teachers shall provide assistance to Participating Teachers in the areas of subject matter knowledge, teaching strategies, and teaching methods. This assistance may include, but not be limited to, the following activities:

4.6.5.1 Providing assistance to improve in the specific areas targeted by the evaluating Principal or the California Standards for the Teaching Profession;

4.6.5.2 Meeting and consulting with the Principal or designee and the Participating Teacher regarding the nature of the assistance being provided;

4.6.5.3 Observations of the Participating Teacher during periods of classroom instruction;

4.6.5.4 Allowing the Participating Teacher to observe the Consulting Teacher or other selected teachers;

4.6.5.5 Attending specific training in specified teaching techniques or in designed subject matter;

4.6.5.6 Demonstrating good practices to the Participating Teacher; and

4.6.5.7 Maintaining appropriate records of each Participating Teacher's activities and progress, including a log of time spent in support of a Participating Teacher.

4.7 All matters and records relating to the Participating Teacher shall be confidential unless otherwise noted in this agreement.

4.8 STAFF DEVELOPMENT PROVIDER

4.8.1 The Staff Development Provider does research, presents topics to Beginning Teachers, or does other professional growth activities as determined by the Joint Committee.

5. COMPENSATION

5.1 JOINT COMMITTEE

Joint Committee Members shall be compensated for their service for work outside the duty day at district's hourly rate of pay referenced in Article 18.5.

5.2 CONSULTING TEACHERS

Consulting Teachers shall receive a stipend of $749 for each term. In addition, they shall receive compensation based upon the time rendered in service to a Participating Teacher based upon blocks of time. Each block shall be up to ten (10) hours of one-on-one consultation and up to 1.5 days of observation, demonstration teaching or similar activity. The compensation for each block shall be $1,195. Consulting Teacher shall be compensated only for the amount of time preauthorized by the Joint Committee. Consulting Teachers shall receive the rate identified for Curriculum Development for any training required outside of their duty day.

5.3 STAFF DEVELOPMENT PROVIDER

The rate of compensation for Staff Development Providers shall be $121/hour of presentation or $717/day of presentation.

6. OTHER PROVISIONS

6.1 Functions performed by unit members under this document shall not constitute either management or supervisory functions as defined by Government Code Section 3540.1(g) and (m).

6.2 Unit members who perform functions as Consulting Teachers or Panel members under this document shall have the same protection from liability and access to appropriate defense as other public school employees pursuant to Division 3.6 (commencing with Section 810) or Title 1 of the California Government Code.

6.3 RECORDS

6.3.1 All documents and information relating to the participation in this program shall be regarded as a personnel matter and subject to the personnel record exemption of the California Public Records Act (Government Code Section 6250, et.Seq.) The annual evaluation of the Program's impact, excluding any information on identifiable individuals, shall be subject to disclosure under the Public Records Act.

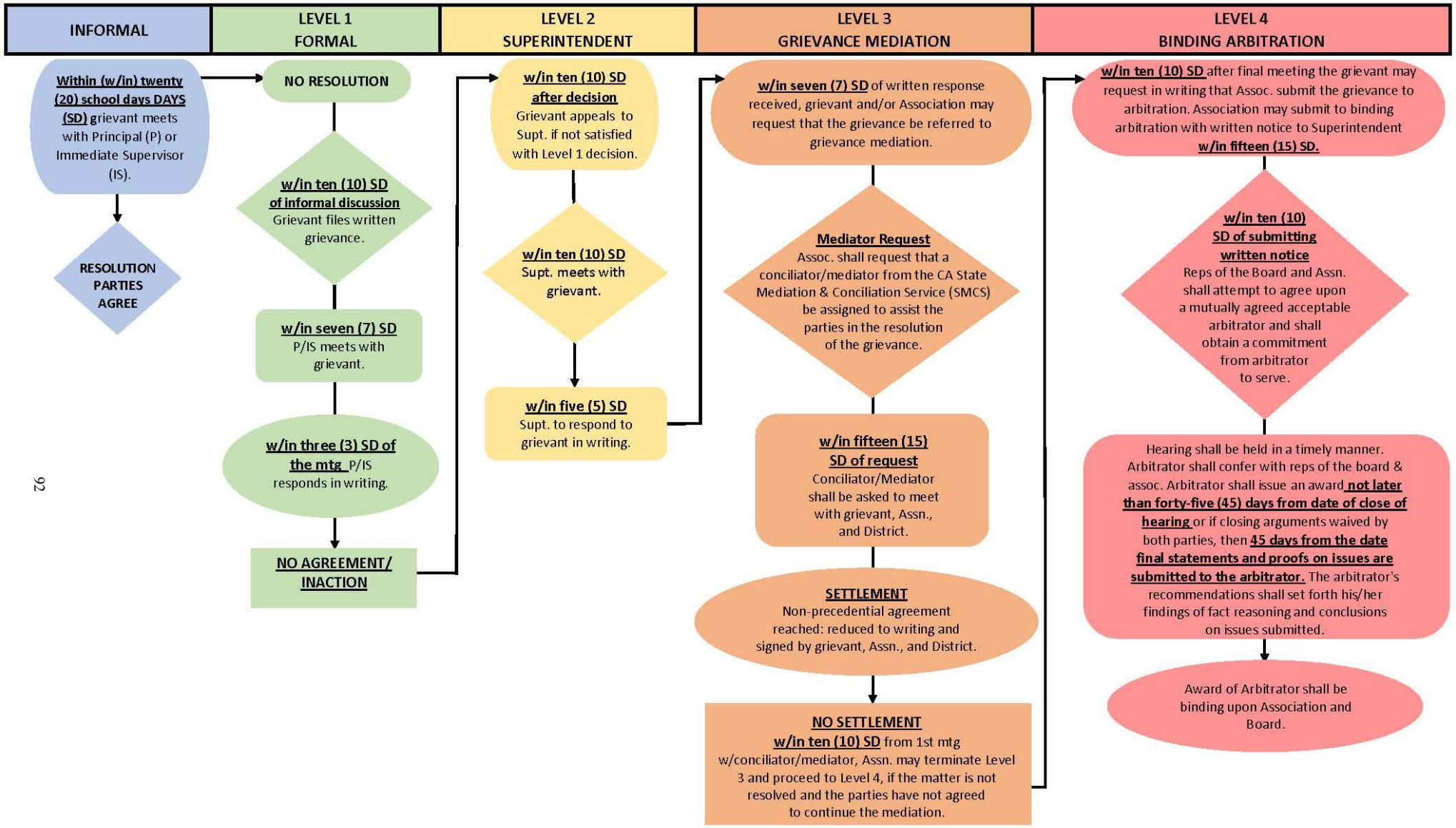
6.3.2 All parts of the selection process of Consulting Teachers shall be treated as confidential and shall not be disclosed except as required by law.

6.3.3 All the documents for the Peer Program shall be filed by the Personnel Office separately from the individual's personnel records

APPENDIX C

GRIEVANCE

TUTA/TUSD GRIEVANCE TIMELINE FLOWCHART



MISCELLANEOUS/NOTES

- If grievance arises on part of the administrator above Principal/Supervisor, grievance shall be initiated at Level 1 with the HR Director.
- If the district fails to respond to a grievance within the time limits specified for that level, the grievant shall have the right to appeal to the next level.
- Year End Grievance - time limits set forth shall be reduced so that the grievance procedures may be exhausted prior to the end of the school year or as soon thereafter as is practicable.
- Grievant may be represented at all stages of process.
- Should the processing of any grievance require that an employee be released from his/her regular assignment, he/she shall be released without loss of pay or benefits.
- All parties to the grievance will make available to other parties involved, all pertinent information not privileged under law in its possession or control, which is relevant to the issues raised by the grievance.

APPENDIX D
EVALUATIONS

Pre-observation Planning Tool (OPTIONAL)

Employee Name: **Date of observation:**

PURPOSE OF THE LESSON
PLANNED TEACHING BEHAVIORS
EXPECTED LEARNER BEHAVIORS
CHECKING FOR UNDERSTANDING

OPTIONAL FORM

Teachers may opt to use this planning tool as part of a pre-conference with their evaluator.
It is not required, however.
Other employees (librarian, nurse, counselor, psychologist, SLP) may modify this form to coincide with their formative evaluation tool.

Travis Unified School District

Certificated Counseling Evaluation Instrument
GOALS

(Reference: Collective Bargaining Agreement, Article 12)

Unit Member:_____ School Year:_____

Position:_____ Site/Location:_____

Unit Member Status: Temporary Intern Probationary-1 Probationary-2 Permanent
(circle one)

Evaluator:_____ Title:_____ Date:_____

The purpose of the performance evaluation is to help school counselors realize their potential by implementing an assessment process which will:

- **Inform, develop, and improve services for students.**
- **Provide counselors with meaningful feedback on strengths and opportunities for growth.**
- **Ensure fair, evidence-based employment decisions.**

Goals and Objectives shall be developed by the 30th workday for temporary, intern, and probationary unit members and by the 45th workday for permanent unit members.

Administrators shall evaluate unit members on all six standards but will focus on two standards as indicated below.

Temporary, Intern, and Probationary One counselors will focus on Standards One and Two only.

Probationary Two counselors will focus on two standards and may choose from Standards Two, Three, Four, and Five only.

Permanent status counselors will focus on two Standards agreed upon by the counselor and evaluator. If mutual goals cannot be reached, the evaluator shall select one standard and corresponding goal and the unit member shall select one standard and corresponding goal.

ADAPTED FROM THE CALIFORNIA STANDARDS FOR THE **SCHOOL COUNSELING** PROFESSION
STANDARD I – Engage, advocate for, and support all students in learning
*Ensure all students are engaged in a system of support designed for learning and academic success
*Advocate for educational opportunity, equity, and access for all students
*Advocate for the learning and academic success of all students
*Identify student problems in their earliest stages and implement prevention and intervention strategies
STANDARD II – Plan, implement, and evaluate programs to promote academic, career, personal, and social development of all students
* Demonstrate organizational skills
* Develop outcome-based programs
* Assess program outcomes and analyze data
* Demonstrate leadership in program development
STANDARD III – Utilize multiple sources of information to monitor and improve student behavior and achievement
*Assess student characteristics and utilize the information to plan for individual student growth and achievement
*Interpret and use student assessment data with students and parents/guardians in developing personal, academic, and career plans
*Monitor student personal, academic, and career progress

STANDARD IV – Collaborate and coordinate with school and community resources
*Build and maintain student support teams for student achievement
* Provide consultation and education for counselors and parents
* Develop working relationships within the school that include school staff members, parents, and community members
* Coordinate support for community agencies
STANDARD V – Promote and Maintain a Safe Learning Environment for all students
*Promote a positive, safe, and supportive learning environment
*Develop and implement programs that address the personal and social risk factors of students
*Develop and implement programs that reduce the incidence of school site violence
*Incorporate models of systemic school safety that address elements of prevention, intervention, and treatment into the school system
STANDARD VI – Develop as a professional school counselor
*Establish professional goals and pursue opportunities to improve
*Model effective practices and continuous progress in school counseling
*Adhere to professional codes of ethics, legal mandate, and district policies

Standard #_____
Goal:

Standard #_____
Goal:

Evaluator's Signature Date Unit Member's Signature Date

Travis Unified School District

Certificated Counselor Evaluation Instrument

FORMATIVE - OBSERVATION

(Reference: Collective Bargaining Agreement, Article 12)

Date:

Start time:

End time:

Unit Member: _____ School Year:_____

Position:_____ Site/Location: _____

Unit Member Status: Temporary Intern Probationary-1 Probationary-2 Permanent
(circle one)

Evaluator:_____ Title:_____

Circle unit member's two (2) focus standards below:

CALIFORNIA STANDARDS FOR THE COUNSELING PROFESSION			
Preliminary Rating on Standard 1:			STANDARD I – Engage, advocate for, and support all students in learning
Meets/Exceeds	Needs Improvement	Does Not Meet	
			Observations/Comments:
* Ensure all students are engaged in a system of support designed for learning and academic success			
*Advocate for educational opportunity, equity, and access for all students			
*Advocate for the learning and academic success of all students			
*Identify student problems in their earliest stages and implement prevention and intervention strategies			
Preliminary Rating on Standard 2:			STANDARD II – Plan, implement, and evaluate programs to promote academic, career, personal, and social development of all students
Meets/Exceeds	Needs Improvement	Does Not Meet	
			Observations/Comments:
* Demonstrate organizational skills			
* Develop outcome-based programs			
* Assess program outcomes and analyze data			
* Demonstrate leadership in program development			
Preliminary Rating on Standard 3:			STANDARD III – Utilize multiple sources of information to monitor and improve student behavior and achievement
Meets/Exceeds	Needs Improvement	Does Not Meet	
			Observations/Comments:
*Assess student characteristics and utilize the information to plan for individual student growth and achievement			
*Interpret and use student assessment data with students and parents/guardians in developing personal, academic, and career plans			
*Monitor student personal, academic, and career progress			
Preliminary Rating on Standard 4:			STANDARD IV – Collaborate and coordinate with school and community resources
Meets/Exceeds	Needs Improvement	Does Not Meet	

			Observations/Comments:
*Build and maintain student support teams for student achievement			
* Provide consultation and education for counselors and parents			
* Develop working relationships within the school that include school staff members, parents, and community members			
* Coordinate support for community agencies			
Preliminary Rating on Standard 5:			STANDARD V – Promote and Maintain a Safe Learning Environment for all students
Meets/Exceeds	Needs Improvement	Does Not Meet	
			Observations/Comments:
*Promote a positive, safe, and supportive learning environment			
*Develop and implement programs that address the personal and social risk factors of students			
*Develop and implement programs that reduce the incidence of school site violence			
*Incorporate models of systemic school safety that address elements of prevention, intervention, and treatment into the school system			
Preliminary Rating on Standard 6:			STANDARD VI – Develop as a professional school counselor
Meets/Exceeds	Needs Improvement	Does Not Meet	
			Observations/Comments:
*Establish professional goals and pursue opportunities to improve			
*Model effective practices and continuous progress in school counseling			
*Adhere to professional codes of ethics, legal mandates, and district policies			

Attach additional pages if needed for additional comments.

Additional Comments – Evaluator	Additional Comments – Unit Member

Evaluator's Signature Date Unit Member's Signature Date

(Unit member's signature does not necessarily indicate agreement.)

____Additional comments by evaluator are attached

____Additional comments by unit member are attached

Travis Unified School District

Certificated Counselor Evaluation Instrument

SUMMATIVE

(Reference: Collective Bargaining Agreement, Article 12)

Unit Member:_____ School Year:_____

Position:_____ Site/Location:_____

Unit Member Status: Temporary Intern Probationary-1 Probationary-2 Permanent
(circle one)

Evaluator:_____ Title:_____ Date:_____

The purpose of the performance evaluation is to help school counselors realize their potential by implementing an assessment process which will:

- **Inform, develop, and improve services for students.**
- **Provide counselors with meaningful feedback on strengths and opportunities for growth.**
- **Ensure fair, evidence-based employment decisions.**

Evaluation Guidelines:
For Permanent unit members:
12.4.4.9 After the final observation, the evaluator shall complete the Summative Form and make a final evaluation recommendation.
12.4.4.10 The Summative evaluation shall be completed no later than 30 days prior to the last calendar day of the school year.
For Probationary/Intern/Temporary unit members:
12.4.5.10 The Summative evaluation shall be completed no later than March 10th.

Circle unit member's two (2) focus standards below:

CALIFORNIA STANDARDS FOR THE COUNSELING PROFESSION			
Final Rating on Standard 1:			STANDARD I – Engage, advocate for, and support all students in learning
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Comments:
* Ensure all students are engaged in a system of support designed for learning and academic success			
*Advocate for educational opportunity, equity, and access for all students			
*Advocate for the learning and academic success of all students			
*Identify student problems in their earliest stages and implement prevention and intervention strategies			
Final Rating on Standard 2:			STANDARD II – Plan, implement, and evaluate programs to promote academic, career, personal, and social development of all students
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Comments:
* Demonstrate organizational skills			

* Develop outcome-based programs	
* Assess program outcomes and analyze data	
* Demonstrate leadership in program development	

Final Rating on Standard 3:			STANDARD III – Utilize multiple sources of information to monitor and improve student behavior and achievement
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Comments:
*Assess student characteristics and utilize the information to plan for individual student growth and achievement			
*Interpret and use student assessment data with students and parents/guardians in developing personal, academic, and career plans			
*Monitor student personal, academic, and career progress			

Final Rating on Standard 4:			STANDARD IV – Collaborate and coordinate with school and community resources
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Comments:
*Build and maintain student support teams for student achievement			
* Provide consultation and education for counselors and parents			
* Develop working relationships within the school that include school staff members, parents, and community members			
* Coordinate support for community agencies			

Final Rating on Standard 5:			STANDARD V – Promote and Maintain a Safe Learning Environment for all students
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Comments:
*Promote a positive, safe, and supportive learning environment			
*Develop and implement programs that address the personal and social risk factors of students			
*Develop and implement programs that reduce the incidence of school site violence			
*Incorporate models of systemic school safety that address elements of prevention, intervention, and treatment into the school system			

Final Rating on Standard 6:			STANDARD VI – Develop as a professional school counselor
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Comments:
*Establish professional goals and pursue opportunities to improve			
*Model effective practices and continuous progress in school counseling			
*Adhere to professional codes of ethics, legal mandates, and district policies			

Attach additional pages if needed for additional comments.

Additional Comments – Evaluator	Additional Comments – Unit Member

OVERALL RATING:

	Satisfactory	Two or more "Meets/Exceeds" and no more than one "Does not Meet"
	Needs Improvement	Fewer than two "Meets/Exceed" or two "Does not Meet" (Improvement Plan Required)
	Unsatisfactory	Three or more "Does not Meet" (Improvement Plan Required)

(If Unsatisfactory or Needs Improvement is selected, Evaluator must attach evidence of support offered or given to teacher during evaluation period. For Permanent unit members, before an overall rating of "Unsatisfactory" or "Needs Improvement" is given on the Summative evaluation, documented remediation and support is required no later than the one-hundred twenty-fifth (125th) TUSD school calendar workday.)

RECOMMENDATION (Check all that apply)

Probationary 1, Temps, Interns		**Probationary 2**		**Permanent**	
	Continue Probationary Status		Non-reemployment (or non-reelect)		Continue Permanent Status; Next Evaluation Year: _____
	Develop Improvement Plan		Move to Permanent Status		Develop Improvement Plan
	Non-reemployment (or non-reelect)				

Evaluator's Signature Date Unit Member's Signature Date

(Unit member's signature does not necessarily indicate agreement.)

____Additional comments by evaluator are attached

____Additional comments by unit member are attached

Travis Unified School District

Certificated Teacher Librarian Evaluation Instrument GOALS

(Reference: Collective Bargaining Agreement, Article 12)

Unit Member:_____ School Year:_____

Site/Location:_____

Unit Member Status: Temporary Intern Probationary-1 Probationary-2 Permanent
(circle one)

Evaluator:_____ Title:_____ Date:_____

The purpose of the performance evaluation is to help professional educators realize their potential by implementing an assessment process which will:

- **Inform, instruct, and improve school library services.**
- **Provide educators with meaningful feedback on strengths and opportunities for growth.**
- **Ensure fair, evidence-based employment decisions.**

Goals and Objectives shall be developed by the 30th workday for temporary, intern, and probationary unit members and by the 45th workday for permanent unit members.

Administrators shall evaluate unit members on all six standards but will focus on two standards as indicated below.

Temporary, Intern, and Probationary One Librarians will focus on Standards One and Two only.

Probationary Two Librarians will focus on two standards and may choose from Standards One, Two, and Three.

Permanent status Librarians will focus on two Standards agreed upon by the unit member and evaluator. If mutual goals cannot be reached, the evaluator shall select one standard and corresponding goal and the unit member shall select one standard and corresponding goal.

ADAPTED FROM AMERICAN ASSOCIATION FOR TEACHER LIBRARIAN STANDARDS
Standard I – PLANNING AND PREPARATION
* Demonstrating knowledge of literature and current trends in library practice and information technology
* Demonstrating knowledge of the school's program and students' information needs within that program
* Establishing goals for the library program appropriate to the setting and students served
* Demonstrating knowledge of resources, both within and beyond the school and district
* Planning the library program integrated with the overall school program
* Developing a plan to evaluate the library program
Standard II – MAINTAINING THE ENVIRONMENT
* Creating an environment of respect and rapport
* Establishing a culture for investigation and love of literature
* Establishing and maintaining library procedures
*Managing student behavior
*Organizing physical space to enable smooth flow
Standard III – PROVIDING INSTRUCTION
* Communicating clearly and accurately

* Questioning and research techniques
* Engaging students in learning
*Monitoring student learning
*Demonstrating flexibility and responsiveness
Standard IV - PROFESSIONAL RESPONSIBILITIES
* Reflecting on practice
* Preparing and submitting reports and budgets
*Communicating with the larger community
*Engaging in professional development
* Showing professionalism
*Collaborating with teacher librarians in the design of instructional units and lessons
* Maintaining and extending the library collection in accordance with the school's needs and within budget limitations

Standard #_____
Goal:

Standard #_____
Goal:

Evaluator's Signature Date

Unit Member's Signature Date

Travis Unified School District

Certificated Teacher Librarian Evaluation Instrument

FORMATIVE - OBSERVATION

Time Start:

Time End:

Date of Drop-In visit prior to observation:
approx. 5 min.

Employee:_____ School Year:_____

Grade/Subject Area:_____ Site/Location:_____

Employee Status: Temporary Intern Probationary-1 Probationary-2 Permanent
(circle one)

Evaluator:_____ Title:_____ Date:_____

Circle unit member's two (2) focus standards below:

AMERICAN ASSOCIATION FOR TEACHER LIBRARIAN STANDARDS			
Preliminary Rating on Standard 1:			Standard I – PLANNING AND PREPARATION
Meets/Exceeds	Needs Improvement	Does Not Meet	
			Observations/Comments:
* Demonstrating knowledge of literature and current trends in library practice and information technology			
* Demonstrating knowledge of the school's program and students' information needs within that program			
* Establishing goals for the library program appropriate to the setting and students served			
* Demonstrating knowledge of resources, both within and beyond the school and district			
* Planning the library program integrated with the overall school program			
* Developing a plan to evaluate the library program			
Preliminary Rating on Standard 2:			Standard II – MAINTAINING THE ENVIRONMENT
Meets/Exceeds	Needs Improvement	Does Not Meet	
			Observations/Comments:
* Creating an environment of respect and rapport			
* Establishing a culture for investigation and love of literature			
* Establishing and maintaining library procedures			
*Managing student behavior			
*Organizing physical space to enable smooth flow			
Preliminary Rating on Standard 3:			Standard III – PROVIDING INSTRUCTION
Meets/Exceeds	Needs Improvement	Does Not Meet	

			Observations/Comments:
* Communicating clearly and accurately			
* Questioning and research techniques			
* Engaging students in learning			
*Monitoring student learning			
*Demonstrating flexibility and responsiveness			
Preliminary Rating on Standard 4:			Standard IV - PROFESSIONAL RESPONSIBILITIES
Meets/Exceeds	Needs Improvement	Does Not Meet	
			Observations/Comments:
* Reflecting on practice			
* Preparing and submitting reports and budgets			
*Communicating with the larger community			
*Engaging in professional development			
* Showing professionalism			
*Collaborating with teacher librarians in the design of instructional units and lessons			
* Maintaining and extending the library collection in accordance with the school's needs and within budget limitations			

Attach additional pages if needed for additional comments.

Additional Comments – Evaluator	Additional Comments - Unit Member

Evaluator's Signature Date

Unit Member's Signature Date

(Unit member's signature does not necessarily indicate agreement.)

____Additional comments by evaluator are attached

____Additional comments by unit member are attached

Travis Unified School District

Certificated Teacher Librarian Evaluation Instrument SUMMATIVE

(Reference: Collective Bargaining Agreement, Article 12)

Unit Member:_____ School Year:_____

Grade/Subject Area:_____ Site/Location:_____

Unit Member Status: Temporary Intern Probationary-1 Probationary-2 Permanent
(circle one)

Evaluator:_____ Title:_____ Date:_____

The purpose of the performance evaluation is to help professional educators realize their potential by implementing an assessment process which will:

- **Inform, instruct, and improve school library services.**
- **Provide educators with meaningful feedback on strengths and opportunities for growth.**
- **Ensure fair, evidence-based employment decisions.**

Evaluation Guidelines:
For Permanent unit members:
12.4.4.9 After the final observation, the evaluator shall complete the Summative Form and make a final evaluation recommendation.
12.4.4.10 The Summative evaluation shall be completed no later than 30 days prior to the last calendar day of the school year.
For Probationary/Intern/Temporary unit members:
12.4.5.10 The Summative evaluation shall be completed no later than March 10th.

Circle unit member's two (2) focus standards below:

AMERICAN ASSOCIATION FOR TEACHER LIBRARIAN STANDARDS			
Final Rating on Standard 1:			Standard I – PLANNING AND PREPARATION
Meets/Exceeds	Needs Improvement	Does Not Meet	
			Comments:
* Demonstrating knowledge of literature and current trends in library practice and information technology			
* Demonstrating knowledge of the school's program and students' information needs within that program			
* Establishing goals for the library program appropriate to the setting and students served			
* Demonstrating knowledge of resources, both within and beyond the school and district			
* Planning the library program integrated with the overall school program			
* Developing a plan to evaluate the library program			
Final Rating on Standard 2:			Standard II – MAINTAINING THE ENVIRONMENT
Meets/Exceeds	Needs Improvement	Does Not Meet	

* Creating an environment of respect and rapport			Comments:
* Establishing a culture for investigation and love of literature			
* Establishing and maintaining library procedures			
*Managing student behavior			
*Organizing physical space to enable smooth flow			
Final Rating on Standard 3:			Standard III – PROVIDING INSTRUCTION
Meets/Exceeds	Needs Improvement	Does Not Meet	
			Comments:
* Communicating clearly and accurately			
* Questioning and research techniques			
* Engaging students in learning			
*Monitoring student learning			
*Demonstrating flexibility and responsiveness			
Final Rating on Standard 4:			Standard IV - PROFESSIONAL RESPONSIBILITIES
Meets/Exceeds	Needs Improvement	Does Not Meet	
			Comments:
* Reflecting on practice			
* Preparing and submitting reports and budgets			
*Communicating with the larger community			
*Engaging in professional development			
* Showing professionalism			
*Collaborating with teacher librarians in the design of instructional units and lessons			
* Maintaining and extending the library collection in accordance with the school's needs and within budget limitations			

Attach additional pages if needed for additional comments.

Additional Comments – Evaluator	Additional Comments – Unit Member

OVERALL RATING:

	Satisfactory	Two or more "Meets/Exceeds" and no more than one "Does not Meet"
	Needs Improvement	Fewer than two "Meets/Exceed" or two "Does not Meet" (Improvement Plan Required)
	Unsatisfactory	Three or more "Does not Meet" (Improvement Plan Required)

(If Unsatisfactory or Needs Improvement is selected, Evaluator must attach evidence of support offered or given to teacher during evaluation period. For Permanent unit members, before an overall rating of "Unsatisfactory" or "Needs Improvement" is given on the Summative evaluation, documented remediation and support is required no later than the one-hundred twenty-fifth (125th) TUSD school calendar workday.)

RECOMMENDATION (Check all that apply)

Probationary 1, Temps, Interns		**Probationary 2**		**Permanent**	
	Continue Probationary Status		Non-reemployment (or non-reelect)		Continue Permanent Status; Next Evaluation Year: _____
	Develop Improvement Plan		Move to Permanent Status		Develop Improvement Plan
	Non-reemployment (or non-reelect)				

Evaluator's Signature Date Unit Member's Signature Date

(Unit member's signature does not necessarily indicate agreement.)

____Additional comments by evaluator are attached

____Additional comments by unit member are attached

Travis Unified School District

Certificated Nurse Evaluation Instrument
GOALS

(Reference: Collective Bargaining Agreement, Article 12)

Unit Member:_____ School Year:_____

Site/Location:_____

Employee Status: Temporary Intern Probationary-1 Probationary-2 Permanent
(circle one)

Evaluator:_____ Title:_____ Date:_____

The purpose of the performance evaluation is to help professional educators realize their potential by implementing an assessment process which will:

- **Inform, instruct, and improve service.**
- **Provide educators with meaningful feedback on strengths and opportunities for growth.**
- **Ensure fair, evidence-based employment decisions.**

Goals and Objectives shall be developed by the 30th workday for temporary, intern, and probationary unit members and by the 45th workday for permanent unit members.

Administrators shall evaluate unit members on all six standards but will focus on 2 standards as indicated below.

Temporary, Intern, and Probationary One Nurses will focus on Standards One and Two only.

Probationary Two Nurses will focus on two standards and may choose from Standards One, Two, and Three.

Permanent status Nurses will focus on two Standards agreed upon by the librarian and evaluator. If mutual goals cannot be reached, the evaluator shall select one standard and corresponding goal and the unit member shall select one standard and corresponding goal.

Standard I-- Assessing and Evaluating Student Health and Developmental Status
* Intervenes appropriately and effectively with actual and potential student health problems
* Provides mandated health screening services accurately for students districtwide
* Provides assessments for students with special needs as needed
* Completes appropriate Individual School Health Plans for students with special health care needs
* Collaborates effectively with staff, families and healthcare professionals to meet student health needs
Standard II-- Supporting School Staff by Serving as a Health Consultant
* Provides inservice training on health and safety topics as needed
* Participates effectively in SSTs, 504 meetings and IEPs for student with special health care needs
* Interprets assessments and medical information to school staff as needed
* Acts as a consultant to school staff for school health and safety concerns such as the AED, Universal precautions, emergency medications and communicable diseases
* Maintains, protects and manages confidential student health records
* Participates in development and implementation of health education curriculum as needed
Standard III-- Coordinating Health Services throughout the School District
* Promotes a safe and healthy school environment

* Coordinates health care performed by Healthcare Specialists districtwide
* Provides appropriate training to new Healthcare Specialists and ongoing training and supervision of health care tasks as needed for all Healthcare Specialists
* Coordinates immunization program and communicable disease prevention program
* Completes state mandated health reports annually
* Provides case management for students with special healthcare needs
Standard IV -- Communicating Effectively
* Maintains effective communication with Healthcare Specialists and other staff members to plan/promote optimum health care for students
* Communicates effectively with parents regarding student health concerns as needed
* Refers the student, parent or guardian to community resources as needed
* Collaborates with healthcare providers as needed for student healthcare
* Collaborates with community health agencies as needed to promote health and safety of students
Standard V -- Developing as a Healthcare Professional
* Analyzes nursing practice and plans for professional development
* Establishes professional goals and pursues opportunities to grow professionally
* Completes continuing education in nursing biennially
* Attends countywide nurses' meetings and participates in health promotion and planning activities

Standard #_____
Goal:

Standard #_____
Goal:

Evaluator's Signature Date Unit Member's Signature Date

Travis Unified School District

Certificated Nurse Evaluation Instrument

FORMATIVE - OBSERVATION

(Reference: Collective Bargaining Agreement, Article 12)

Date:

Start time:

End time:

Unit Member:_____ School Year:_____

Site/Location:_____

Unit Member Status: Temporary Intern Probationary-1 Probationary-2 Permanent
(circle one)

Evaluator:_____ Title:_____

Circle unit member's two (2) focus standards below:

CALIFORNIA STANDARDS FOR THE SCHOOL NURSING PROFESSION			
Preliminary Rating on Standard 1:			Standard I-- Assessing and Evaluating Student Health and Developmental Status
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Observations/Comments:
* Intervenes appropriately and effectively with actual and potential student health problems			
* Provides mandated health screening services accurately for students districtwide			
* Provides assessments for students with special needs as needed			
* Completes appropriate Individual School Health Plans for students with special health care needs			
* Collaborates effectively with staff, families and healthcare professionals to meet student health needs			
Preliminary Rating on Standard 2:			Standard II-- Supporting School Staff by Serving as a Health Consultant
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Observations/Comments:
* Provides inservice training on health and safety topics as needed			
* Participates effectively in SSTs, 504 meetings and IEPs for students with special health care needs			
* Interprets assessments and medical information to school staff as needed			
* Acts as a consultant to school staff for school health and safety concerns such as the AED, universal precautions, emergency medications and communicable diseases			
* Maintains, protects and manages confidential student health records			
* Participates in development and implementation of health education curriculum as needed			
Preliminary Rating on Standard 3:			Standard III-- Coordinating Health Services throughout the School District
Meets/Exceeds	Needs Improvement	Does Not Meet	

			Observations/Comments:
* Promotes a safe and healthy school environment			
* Coordinates health care performed by Healthcare Specialists districtwide			
* Provides appropriate training to new Healthcare Specialists and ongoing training and supervision of health care tasks as needed for all Healthcare Specialists			
* Coordinates immunization program and communicable disease prevention program			
* Completes state mandated health reports annually			
* Provides case management for students with special healthcare needs			
Preliminary Rating on Standard 4:			Standard IV -- Communicating Effectively
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Observations/Comments:
* Maintains effective communication with Healthcare Specialists and other staff members to plan/promote optimum health care for students			
* Communicates effectively with parents regarding student health concerns as needed			
* Refers the student, parent or guardian to community resources as needed			
* Collaborates with healthcare providers as needed for student healthcare			
* Collaborates with community health agencies as needed to promote health and safety of students			
Preliminary Rating on Standard 5:			Standard V -- Developing as a Healthcare Professional
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Observations/Comments:
* Analyzes nursing practice and plans for professional development			
* Establishes professional goals and pursues opportunities to grow professionally			
* Completes continuing education in nursing biennially			
* Attends countywide nurses' meetings and participates in health promotion and planning activities			

Attach additional pages if needed for additional comments.

Additional Comments – Evaluator	Additional Comments - Unit Member

Evaluator's Signature Date

Unit Member's Signature Date

(Unit member's signature does not necessarily indicate agreement.)

____Additional comments by evaluator are attached

____Additional comments by unit member are attached

Travis Unified School District

Certificated Nurse Evaluation Instrument
SUMMATIVE

(Reference: Collective Bargaining Agreement, Article 12)

Unit Member:_____ School Year:_____

Site/Location:_____

Unit Member Status: Temporary Intern Probationary-1 Probationary-2 Permanent
(circle one)

Evaluator:_____ Title:_____ Date:_____

The purpose of the performance evaluation is to help professional educators realize their potential by implementing an assessment process which will:

- **Inform, instruct, and improve services for students.**
- **Provide nurses with meaningful feedback on strengths and opportunities for growth.**
- **Ensure fair, evidence-based employment decisions.**

Evaluation Guidelines:
For Permanent unit members:
12.4.4.9 After the final observation, the evaluator shall complete the Summative Form and make a final evaluation recommendation.
12.4.4.10 The Summative evaluation shall be completed no later than 30 days prior to the last calendar day of the school year.
For Probationary/Intern/Temporary unit members:
12.4.5.10 The Summative evaluation shall be completed no later than March 10th.

Circle unit member's two (2) focus standards below:

CALIFORNIA STANDARDS FOR THE SCHOOL NURSING PROFESSION	
Final Rating on Standard 1:	Standard I-- Assessing and Evaluating Student Health and Developmental Status
Meets/Exceeds | Needs Improvement | Does Not Meet	
* Intervenes appropriately and effectively with actual and potential student health problems	Observations/Comments:
* Provides mandated health screening services accurately for students districtwide	
* Provides assessments for students with special needs as needed	
* Completes appropriate Individual School Health Plans for students with special health care needs	
* Collaborates effectively with staff, families and healthcare professionals to meet student health needs	
Final Rating on Standard 2:	Standard II-- Supporting School Staff by Serving as a Health Consultant
Meets/Exceeds | Needs Improvement | Does Not Meet	
* Provides inservice training on health and safety topics as needed	Observations/Comments:
* Participates effectively in SSTs, 504 meetings and IEPs for students with special health care needs	

* Interprets assessments and medical information to school staff as needed	
* Acts as a consultant to school staff for school health and safety concerns such as the AED, universal precautions, emergency medications and communicable diseases	
* Maintains, protects and manages confidential student health records	
* Participates in development and implementation of health education curriculum as needed	
Final Rating on Standard 3:	Standard III-- Coordinating Health Services throughout the School District
Meets/Exceeds / Needs Improvement / Does Not Meet	
	Observations/Comments:
* Promotes a safe and healthy school environment	
* Coordinates health care performed by Healthcare Specialists districtwide	
* Provides appropriate training to new Healthcare Specialists and ongoing training and supervision of health care tasks as needed for all Healthcare Specialists	
* Coordinates immunization program and communicable disease prevention program	
* Completes state mandated health reports annually	
* Provides case management for students with special healthcare needs	
Final Rating on Standard 4:	Standard IV -- Communicating Effectively
Meets/Exceeds / Needs Improvement / Does Not Meet	
	Observations/Comments:
* Maintains effective communication with Healthcare Specialists and other staff members to plan/promote optimum health care for students	
* Communicates effectively with parents regarding student health concerns as needed	
* Refers the student, parent or guardian to community resources as needed	
* Collaborates with healthcare providers as needed for student healthcare	
* Collaborates with community health agencies as needed to promote health and safety of students	
Final Rating on Standard 5:	Standard V -- Developing as a Healthcare Professional
Meets/Exceeds / Needs Improvement / Does Not Meet	
	Observations/Comments:
* Analyzes nursing practice and plans for professional development	
* Establishes professional goals and pursues opportunities to grow professionally	
* Completes continuing education in nursing biennially	
* Attends countywide nurses' meetings and participates in health promotion and planning activities	

Attach additional pages if needed for additional comments.

Additional Comments – Evaluator	Additional Comments – Unit Member

OVERALL RATING:

	Satisfactory	Two or more "Meets/Exceeds" and no more than one "Does not Meet"
	Needs Improvement	Fewer than two "Meets/Exceed" or two "Does not Meet" (Improvement Plan Required)
	Unsatisfactory	Three or more "Does not Meet" (Improvement Plan Required)

(If Unsatisfactory or Needs Improvement is selected, Evaluator must attach evidence of support offered or given to teacher during evaluation period. For Permanent unit members, before an overall rating of "Unsatisfactory" or "Needs Improvement" is given on the Summative evaluation, documented remediation and support is required no later than the one-hundred twenty-fifth (125th) TUSD school calendar workday.)

RECOMMENDATION (Check all that apply)

Probationary 1, Temps, Interns		**Probationary 2**		**Permanent**	
	Continue Probationary Status		Non-reemployment (or non-reelect)		Continue Permanent Status; Next Evaluation Year: _____
	Develop Improvement Plan		Move to Permanent Status		Develop Improvement Plan
	Non-reemployment (or non-reelect)				

Evaluator's Signature Date Unit Member's Signature Date

(Unit member's signature does not necessarily indicate agreement.)

____Additional comments by evaluator are attached

____Additional comments by unit member are attached

Travis Unified School District

Certificated School Psychologist Evaluation Instrument GOALS

(Reference: Collective Bargaining Agreement, Article 12)

Unit Member:_____ School Year: _____

Site/Location:_____

Unit Member Status: Temporary Intern Probationary-1 Probationary-2 Permanent
(circle one)

Evaluator:_____ Title:_____ Date:_____

The purpose of the performance evaluation is to help professional educators realize their potential by implementing an assessment process which will:

- **Inform, instruct, and improve teaching and learning.**
- **Provide educators with meaningful feedback on strengths and opportunities for growth.**
- **Ensure fair, evidence-based employment decisions.**

Goals and Objectives shall be developed by the 30th workday for temporary, intern, and probationary unit members and by the 45th workday for permanent unit members.

Administrators shall evaluate unit members on all six standards but will focus on two standards as indicated below.

Temporary, Intern, and Probationary One School Psychologists will focus on Standards One and Two only.

Probationary Two School Psychologists will focus on two standards and may choose from Standards Two, Three, and Four only.

Permanent status School Psychologists will focus on two Standards agreed upon by the unit member and evaluator. If mutual goals cannot be reached, the evaluator shall select one standard and corresponding goal and the unit member shall select one standard and corresponding goal.

STANDARDS FOR SCHOOL PSYCHOLOGISTS
STANDARD I – Engaging and Supporting All Students in Learning
*Has a foundation in the knowledge base of psychology, including foundations of behavior and human learning, child and adolescent development
*Implements services to achieve outcomes related to socialization, learning, and mental health, including counseling and behavioral interventions
*Works with others to develop IEPs that are legally compliant and accurately reflect the needs of students including developing goals that are appropriate and measurable
*Uses empirical research on learning and cognitive development to promote student success
*Works with the IEP team to develop appropriate adaptive and social goals for students
STANDARD II – Promoting Supportive Learning Environments
*Promotes social development and responsibility within a caring community where each student is treated fairly and respectfully
*Understands ways to enhance safety and well-being of pupils
*Works with school staff to establish a climate that promotes school safety and student welfare
*Supports students with emotional and behavioral challenges by applying behavioral and psychological training
*Has knowledge of and facilitates development and implementation of strategies that result in optimal instructional environments

*Works with school staff to develop behavior support plans for students, including behavior intervention plans
STANDARD III – Understanding Diversity in Development and Learning
*Understands ethnic, cultural, socioeconomic status, and environmental factors that may influence learning and achievement
*Applies consultative methods, collaborates, and communicates effectively with others as part of a comprehensive process to support students
*In conjunction with others, develops appropriate goals for students, including counseling goals
* Understands classroom, school, family, and community factors that support student learning
*In conjunction with others, evaluates the effectiveness of interventions, including counseling
*Utilizes a problem-solving framework for addressing the needs of students with diverse characteristics.
STANDARD IV – Using Assessment Data to Understand Student Needs
*Reviews assessment results with appropriate team members
*Has knowledge of varied models and methods of assessment that yield information useful in understanding students
*Uses data-based decision making
*Communicates with others about student strengths, weaknesses, social emotional and behavioral needs
*Writes legally defensible reports that are understandable to staff and parents and completed for IEP meetings
*Conducts formal and informal student observations and provides feedback to staff and parents
STANDARD V – Developing as a Professional School Psychologist
*Analyzes school psychology practice and plans for professional development, including understanding professional codes of ethics and current legal mandates
*Establishes professional goals and engages in continuous and purposeful professional growth and development
*Works with colleagues to improve professional practice
*Compliance with mandated IEP timelines
*Maintains confidentiality where it is applicable
*Demonstrates professional responsibility, integrity, and ethical conduct

Standard #_____
Goal:

Standard #_____
Goal:

Evaluator's Signature Date Unit Member's Signature Date

Travis Unified School District

Certificated School Psychologist

Evaluation Instrument

FORMATIVE - OBSERVATION

Date:

Start time:

End time:

Unit Member:_____ School Year:_____

Site/Location:_____

Unit Member Status: Temporary Intern Probationary-1 Probationary-2 Permanent
(circle one)

Evaluator:_____ Title:_____

Circle unit member's two (2) focus standards below:

STANDARDS FOR SCHOOL PSYCHOLOGISTS	
Preliminary Rating on Standard 1:	STANDARD I – Engaging and Supporting All Students in Learning
Meets/Exceeds | Needs Improvement | Does Not Meet	
	Observations/Comments:
*Has a foundation in the knowledge base of psychology, including foundations of behavior and human learning, child and adolescent development	
*Implements services to achieve outcomes related to socialization, learning, and mental health, including counseling and behavioral interventions	
*Works with others to develop IEPs that are legally compliant and accurately reflect the needs of students including developing goals that are appropriate and measurable	
*Uses empirical research on learning and cognitive development to promote student success	
*Works with the IEP team to develop appropriate adaptive and social goals for students	
Preliminary Rating on Standard 2:	STANDARD II – Promoting Supportive Learning Environments
Meets/Exceeds | Needs Improvement | Does Not Meet	
	Observations/Comments:
*Promotes social development and responsibility within a caring community where each student is treated fairly and respectfully	
*Understands ways to enhance safety and well-being of pupils	
*Works with school staff to establish a climate that promotes school safety and student welfare	
*Supports students with emotional and behavioral challenges by applying behavioral and psychological training	
*Has knowledge of and facilitates development and implementation of strategies that result in optimal instructional environments	
*Works with school staff to develop behavior support plans for students, including behavior intervention plans	
Preliminary Rating on Standard 3:	STANDARD III – Understanding Diversity in Development and Learning
Meets/Exceeds | Needs Improvement | Does Not Meet	

			Observations/Comments:
*Understands ethnic, cultural, socioeconomic status, and environmental factors that may influence learning and achievement			
*Applies consultative methods, collaborates, and communicates effectively with others as part of a comprehensive process to support students			
*In conjunction with others, develops appropriate goals for students, including counseling goals			
* Understands classroom, school, family, and community factors that support student learning			
*In conjunction with others, evaluates the effectiveness of interventions, including counseling			
*Utilizes a problem-solving framework for addressing the needs of students with diverse characteristics.			
Preliminary Rating on Standard 4:			STANDARD IV – Using Assessment Data to Understand Student Needs
Meets/Exceeds	Needs Improvement	Does Not Meet	
			Observations/Comments:
*Reviews assessment results with appropriate team members			
*Has knowledge of varied models and methods of assessment that yield information useful in understanding students			
*Uses data-based decision making			
*Communicates with others about student strengths, weaknesses, social emotional and behavioral needs			
*Writes legally defensible reports that are understandable to staff and parents and completed for IEP meetings			
*Conducts formal and informal student observations and provides feedback to staff and parents			
Preliminary Rating on Standard 5:			STANDARD V – Developing as a Professional School Psychologist
Meets/Exceeds	Needs Improvement	Does Not Meet	
			Observations/Comments:
*Analyzes school psychology practice and plans for professional development, including understanding professional codes of ethics and current legal mandates			
*Establishes professional goals and engages in continuous and purposeful professional growth and development			
*Works with colleagues to improve professional practice			
*Compliance with mandated IEP timelines			
*Maintains confidentiality where it is applicable			
*Demonstrates professional responsibility, integrity, and ethical conduct			

Attach additional pages if needed for additional comments.

Additional Comments – Evaluator	Additional Comments – Unit Member

Evaluator's Signature	Date	Unit Member's Signature	Date

(Unit member's signature does not necessarily indicate agreement.)

____Additional comments by evaluator are attached

____Additional comments by unit member are attached

Travis Unified School District

Certificated School Psychologist Evaluation Instrument SUMMATIVE

(Reference: Collective Bargaining Agreement, Article 12)

Unit Member:_____ School Year:_____

Site/Location:_____

Unit Member Status: Temporary Intern Probationary-1 Probationary-2 Permanent
(circle one)

Evaluator:_____ Title:_____ Date:_____

The purpose of the performance evaluation is to help professional educators realize their potential by implementing an assessment process which will:

- **Inform, instruct, and improve the practices of the school psychologist.**
- **Provide educators with meaningful feedback on strengths and opportunities for growth.**
- **Ensure fair, evidence-based employment decisions.**

Evaluation Guidelines:
For Permanent unit members:
12.4.4.9 After the final observation, the evaluator shall complete the Summative Form and make a final evaluation recommendation.
12.4.4.10 The Summative evaluation shall be completed no later than 30 days prior to the last calendar day of the school year.
For Probationary/Intern/Temporary unit members:
12.4.5.10 The Summative evaluation shall be completed no later than March 10th.

Circle unit member's two (2) focus standards below:

STANDARDS FOR SCHOOL PSYCHOLOGISTS			
Final Rating on Standard 1:			STANDARD I – Engaging and Supporting All Students in Learning
Meets/Exceeds	Needs Improvement	Does Not Meet	
			Comments:
*Has a foundation in the knowledge base of psychology, including foundations of behavior and human learning, child and adolescent development			
*Implements services to achieve outcomes related to socialization, learning, and mental health, including counseling and behavioral interventions			
*Works with others to develop IEPs that are legally compliant and accurately reflect the needs of students including developing goals that are appropriate and measurable			
*Uses empirical research on learning and cognitive development to promote student success			
*Works with the IEP team to develop appropriate adaptive and social goals for students			
Final Rating on Standard 2:			STANDARD II – Promoting Supportive Learning Environments
Meets/Exceeds	Needs Improvement	Does Not Meet	
			Comments:
*Promotes social development and responsibility within a caring community where each student is treated fairly and respectfully			
*Understands ways to enhance safety and well-being of pupils			

*Works with school staff to establish a climate that promotes school safety and student welfare	
*Supports students with emotional and behavioral challenges by applying behavioral and psychological training	
*Has knowledge of and facilitates development and implementation of strategies that result in optimal instructional environments	
*Works with school staff to develop behavior support plans for students, including behavior intervention plans	
Final Rating on Standard 3:	STANDARD III – Understanding Diversity in Development and Learning
Meets/Exceeds / Needs Improvement / Does Not Meet	
	Comments:
*Understands ethnic, cultural, socioeconomic status, and environmental factors that may influence learning and achievement	
*Applies consultative methods, collaborates, and communicates effectively with others as part of a comprehensive process to support students	
*In conjunction with others, develops appropriate goals for students, including counseling goals	
* Understands classroom, school, family, and community factors that support student learning	
*In conjunction with others, evaluates the effectiveness of interventions, including counseling	
*Utilizes a problem-solving framework for addressing the needs of students with diverse characteristics.	
Final Rating on Standard 4:	STANDARD IV – Using Assessment Data to Understand Student Needs
Meets/Exceeds / Needs Improvement / Does Not Meet	
	Comments:
*Reviews assessment results with appropriate team members	
*Has knowledge of varied models and methods of assessment that yield information useful in understanding students	
*Uses data-based decision making	
*Communicates with others about student strengths, weaknesses, social emotional and behavioral needs	
*Writes legally defensible reports that are understandable to staff and parents and completed for IEP meetings	
*Conducts formal and informal student observations and provides feedback to staff and parents	
Final Rating on Standard 5:	STANDARD V – Developing as a Professional School Psychologist
Meets/Exceeds / Needs Improvement / Does Not Meet	
	Comments:
*Analyzes school psychology practice and plans for professional development, including understanding professional codes of ethics and current legal mandates	
*Establishes professional goals and engages in continuous and purposeful professional growth and development	
*Works with colleagues to improve professional practice	
*Compliance with mandated IEP timelines	
*Maintains confidentiality where it is applicable	
*Demonstrates professional responsibility, integrity, and ethical conduct	

Attach additional pages if needed for additional comments.

Additional Comments – Evaluator	Additional Comments – Unit Member

OVERALL RATING:

	Satisfactory	Two or more "Meets/Exceeds" and no more than one "Does not Meet"
	Needs Improvement	Fewer than two "Meets/Exceed" or two "Does not Meet" (Improvement Plan Required)
	Unsatisfactory	Three or more "Does not Meet" (Improvement Plan Required)

(If Unsatisfactory or Needs Improvement is selected, Evaluator must attach evidence of support offered or given to teacher during evaluation period. For Permanent unit members, before an overall rating of "Unsatisfactory" or "Needs Improvement" is given on the Summative evaluation, documented remediation and support is required no later than the one-hundred twenty-fifth (125th) TUSD school calendar workday.)

RECOMMENDATION (Check all that apply)

Probationary 1, Temps, Interns		**Probationary 2**		**Permanent**	
	Continue Probationary Status		Non-reemployment (or non-reelect)		Continue Permanent Status; Next Evaluation Year: _____
	Develop Improvement Plan		Move to Permanent Status		Develop Improvement Plan
	Non-reemployment (or non-reelect)				

Evaluator's Signature Date Unit Member's Signature Date

(Unit member's signature does not necessarily indicate agreement.)

____Additional comments by evaluator are attached

____Additional comments by unit member are attached

Travis Unified School District

Certificated Speech Language Pathologist Evaluation Instrument

GOALS

(Reference: Collective Bargaining Agreement, Article 12)

Unit Member:_____ School Year: _____

Site/Location:_____

Unit Member Status: Temporary Intern Probationary-1 Probationary-2 Permanent
(circle one)

Evaluator:_____ Title:_____ Date:_____

The purpose of the performance evaluation is to help professional educators realize their potential by implementing an assessment process which will:

- **Inform, instruct, and improve teaching and learning.**
- **Provide educators with meaningful feedback on strengths and opportunities for growth.**
- **Ensure fair, evidence-based employment decisions.**

Goals shall be developed by the 30th workday for temporary, intern, and probationary unit members and by the 45th workday for permanent unit members.

Administrators shall evaluate unit members on all six standards but will focus on 2 standards as indicated below.

Temporary, Intern, and Probationary One unit members will focus on Standards One and Two only.

Probationary Two unit members will focus on two standards and may choose from Standards Two, Three, Four, and Five only.

Permanent status unit members will focus on two Standards agreed upon by the unit member and evaluator. If mutual goals cannot be reached, the evaluator shall select one standard and corresponding goal and the unit member shall select one standard and corresponding goal.

ADAPTED FROM THE CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (FOR SPEECH LANGUAGE PATHOLOGISTS)
STANDARD I – Engaging and Supporting All Students in Learning
* Creates a physical environment that engages all students
* Promotes social development and responsibility
* Plans and implements procedures and routines that support student learning
* Establishes and articulates IEP goals and session activities for student learning based on individual student needs
* Designs short-term and long-term plans to foster student learning
STANDARD II – Creating and Maintaining Effective Environments for Student Learning
* Creates student speech/language schedule appropriate to support IEP goals
*Establishes and maintains learning environments that are physically, intellectually, and emotionally safe
*Develops, communicates, and maintains high standards for individual and group behavior
*Uses time to optimize learning
STANDARD III – Providing Appropriate Speech Language Services for Students
* Develops and sequences instructional activities and materials for student progress on IEP goals
* Collects and uses multiple sources of information to assess students learning
* Uses results of assessments to guide services

* Uses age appropriate materials
* Utilizes materials that are appropriate for students with specific disabilities
STANDARD IV – Planning Services & Designing Learning Experiences for Students
* Establishes and maintains standards for student behavior
* Develops activities that promote progress on student IEP goals
* Uses material, resources, and technologies to make sessions engaging for students
*Works with others to develop IEPs that are legally compliant and accurately reflect the needs of students, including developing goals that are appropriate and measurable
STANDARD V – Assessing Student Progress
* Establishes and communicates learning goals for students
* Communicates with students/families/staff about student progress
* Reviews assessment results with appropriate team members
* Works with staff to coordinate development and implementation of student goals and services
* Provides input to team members at IEP meetings, including writing legally defensible reports
STANDARD VI – Developing as a Professional Educator
* Analyzes professional practice and plans for professional development
* Establishes professional goals and pursues opportunities to grow professionally
* Works with colleagues to improve professional practice
* Compliance with mandated IEP timelines
* Attends meetings and participates in professional development or in-service activities as appropriate
*Demonstrates professional responsibility, integrity, and ethical conduct

Standard #_____
Goal:

Standard #_____
Goal:

Evaluator's Signature Date Unit Member's Signature Date

Travis Unified School District

Speech Language Pathologist Evaluation Instrument

FORMATIVE - OBSERVATION

Date:

Start time:

End time:

Unit Member:_____ School Year:_____

Grade/Subject Area:_____ Site/Location:_____

Unit Member Status: Temporary Intern Probationary-1 Probationary-2 Permanent
(circle one)

Evaluator:_____ Title:_____ Date:_____

Circle unit member's two (2) focus standards below:

ADAPTED FROM THE CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (FOR SPEECH LANGUAGE PATHOLOGISTS)	
Preliminary Rating on Standard 1: Meets/Exceeds | Needs Improvement | Does Not Meet	STANDARD I – Engaging and Supporting All Students
* Creates a physical environment that engages all students * Promotes social development and responsibility * Plans and implements procedures and routines that support student learning * Establishes and articulates IEP goals and session activities for student learning based on individual student needs * Designs short-term and long-term plans to foster student learning	Observations/Comments:
Preliminary Rating on Standard 2: Meets/Exceeds | Needs Improvement | Does Not Meet	STANDARD II – Creating and Maintaining Effective Environments for Student Learning
* Creates student speech/language schedule appropriate to support IEP goals *Establishes and maintains learning environments that are physically, intellectually, and emotionally safe *Develops, communicates, and maintains high standards for individual and group behavior *Uses time to optimize learning	Observations/Comments:
Preliminary Rating on Standard 3: Meets/Exceeds | Needs Improvement | Does Not Meet	STANDARD III – Providing Appropriate Speech Language Services for Students
* Develops and sequences instructional activities and materials for student progress on IEP goals * Collects and uses multiple sources of information to assess students learning * Uses results of assessments to guide services * Uses age appropriate materials * Utilizes materials that are appropriate for students with specific disabilities	Observations/Comments:
Preliminary Rating on Standard 4: Meets/Exceeds | Needs Improvement | Does Not Meet	STANDARD IV – Planning Services & Designing Learning Experiences for Students
	Observations/Comments:

* Establishes and maintains standards for student behavior			
* Develops activities that promote progress on student IEP goals			
* Uses material, resources, and technologies to make sessions engaging for students			
*Works with others to develop IEPs that are legally compliant and accurately reflect the needs of students, including developing goals that are appropriate and measurable			
Preliminary Rating on Standard 5:			STANDARD V – Assessing Student Progress
Meets/Exceeds	Needs Improvement	Does Not Meet	
			Observations/Comments:
* Establishes and communicates learning goals for students			
* Communicates with students/families/staff about student progress			
* Reviews assessment results with appropriate team members			
* Works with staff to coordinate development and implementation of student goals and services			
* Provides input to team members at IEP meetings, including writing legally defensible reports			
Preliminary Rating on Standard 6:			STANDARD VI – Developing as a Professional Educator
Meets/Exceeds	Needs Improvement	Does Not Meet	
			Observations/Comments:
* Analyzes professional practice and plans for professional development			
* Establishes professional goals and pursues opportunities to grow professionally			
* Works with colleagues to improve professional practice			
* Compliance with mandated IEP timelines			
* Attends meetings and participates in professional development or in-service activities as appropriate			
*Demonstrates professional responsibility, integrity, and ethical conduct			

Attach additional pages if needed for additional comments.

Additional Comments – Evaluator	Additional Comments - Unit Member

Evaluator's Signature Date

Unit Member's Signature Date

(Unit member's signature does not necessarily indicate agreement.)

____Additional comments by evaluator are attached

____Additional comments by unit member are attached

Travis Unified School District

Certificated Speech & Language Pathologist Evaluation Instrument SUMMATIVE

(Reference: Collective Bargaining Agreement, Article 12)

Employee:_____ School Year:_____

Grade/Subject Area:_____ Site/Location:_____

Employee Status: Temporary Intern Probationary-1 Probationary-2 Permanent
(circle one)

Evaluator:_____ Title:_____ Date:_____

The purpose of the performance evaluation is to help professional educators realize their potential by implementing an assessment process which will:

- **Inform, instruct, and improve teaching and learning.**
- **Provide educators with meaningful feedback on strengths and opportunities for growth.**
- **Ensure fair, evidence-based employment decisions.**

Evaluation Guidelines:

For Permanent unit members:

12.4.4.9 After the final observation, the evaluator shall complete the Summative Form and make a final evaluation recommendation.

12.4.4.10 The Summative evaluation shall be completed no later than 30 days prior to the last calendar day of the school year.

For Probationary/Intern/Temporary unit members:

12.4.5.10 The Summative evaluation shall be completed no later than March 10th.

Circle unit member's two (2) focus standards below:

ADAPTED FROM THE CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (FOR SPEECH LANGUAGE PATHOLOGISTS)			
Final Rating on Standard 1:			STANDARD I – Engaging and Supporting All Students
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Comments:
* Creates a physical environment that engages all students			
* Promotes social development and responsibility			
* Plans and implements procedures and routines that support student learning			
* Establishes and articulates IEP goals and session activities for student learning based on individual student needs			
* Designs short-term and long-term plans to foster student learning			
Final Rating on Standard 2:			STANDARD II – Creating and Maintaining Effective Environments for Student Learning
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Comments:
* Creates student speech/language schedule appropriate to support IEP goals			
*Establishes and maintains learning environments that are physically, intellectually, and emotionally safe			

*Develops, communicates, and maintains high standards for individual and group behavior *Uses time to optimize learning	

Final Rating on Standard 3:			STANDARD III – Providing Appropriate Speech Language Services for Students
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Comments:
* Develops and sequences instructional activities and materials for student progress on IEP goals			
* Collects and uses multiple sources of information to assess students learning			
* Uses results of assessments to guide services			
* Uses age appropriate materials			
* Utilizes materials that are appropriate for students with specific disabilities			

Final Rating on Standard 4:			STANDARD IV – Planning Services & Designing Learning Experiences for Students
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Comments:
* Establishes and maintains standards for student behavior			
* Develops activities that promote progress on student IEP goals			
* Uses material, resources, and technologies to make sessions engaging for students			
*Works with others to develop IEPs that are legally compliant and accurately reflect the needs of students, including developing goals that are appropriate and measurable			

Final Rating on Standard 5:			STANDARD V – Assessing Student Progress
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Comments:
* Establishes and communicates learning goals for students			
* Communicates with students/families/staff about student progress			
* Reviews assessment results with appropriate team members			
* Works with staff to coordinate development and implementation of student goals and services			
* Provides input to team members at IEP meetings, including writing legally defensible reports			

Final Rating on Standard 6:			STANDARD VI – Developing as a Professional Educator
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Comments:
* Analyzes professional practice and plans for professional development			
* Establishes professional goals and pursues opportunities to grow professionally			
* Works with colleagues to improve professional practice			
* Compliance with mandated IEP timelines			
* Attends meetings and participates in professional development or in-service activities as appropriate			
*Demonstrates professional responsibility, integrity, and ethical conduct			

Attach additional pages if needed for additional comments.

Additional Comments – Evaluator	Additional Comments – Unit Member

OVERALL RATING:

	Satisfactory	Two or more "Meets/Exceeds" and no more than one "Does not Meet"
	Needs Improvement	Fewer than two "Meets/Exceed" or two "Does not Meet" (Improvement Plan Required)
	Unsatisfactory	Three or more "Does not Meet" (Improvement Plan Required)

(If Unsatisfactory or Needs Improvement is selected, Evaluator must attach evidence of support offered or given to teacher during evaluation period. For Permanent unit members, before an overall rating of "Unsatisfactory" or "Needs Improvement" is given on the Summative evaluation, documented remediation and support is required no later than the one-hundred twenty-fifth (125th) TUSD school calendar workday.)

RECOMMENDATION (Check all that apply)

Probationary 1, Temps, Interns		**Probationary 2**		**Permanent**	
	Continue Probationary Status		Non-reemployment (or non-reelect)		Continue Permanent Status; Next Evaluation Year: _____
	Develop Improvement Plan		Move to Permanent Status		Develop Improvement Plan
	Non-reemployment (or non-reelect)				

Evaluator's Signature Date Unit Member's Signature Date

(Unit member's signature does not necessarily indicate agreement.)

____Additional comments by evaluator are attached

____Additional comments by unit member are attached

Travis Unified School District

Certificated Special Education Teacher Evaluation Instrument

GOALS

(Reference: Collective Bargaining Agreement, Article 12)

Unit Member:_____ School Year: _____

Grade/Subject Area:_____ Site/Location:_____

Unit Member Status: Temporary Intern Probationary-1 Probationary-2 Permanent
(circle one)

Evaluator:_____ Title:_____ Date:_____

The purpose of the performance evaluation is to help professional educators realize their potential by implementing an assessment process which will:

- **Inform, instruct, and improve teaching and learning.**
- **Provide educators with meaningful feedback on strengths and opportunities for growth.**
- **Ensure fair, evidence-based employment decisions.**

Goals and Objectives shall be developed by the 30th workday for temporary, intern, and probationary unit members and by the 45th workday for permanent unit members.

Administrators shall evaluate unit members on all six standards but will focus on two standards as indicated below.

Temporary, Intern, and Probationary One teachers will focus on Standards One and Two only.

Probationary Two teachers will focus on two standards and may choose from Standards Two, Three, Four, and Five only.

Permanent status teachers will focus on two Standards agreed upon by the teacher and evaluator. If mutual goals cannot be reached, the evaluator shall select one standard and corresponding goal and the unit member shall select one standard and corresponding goal.

ADAPTED FROM THE CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (FOR SPECIAL EDUCATION TEACHERS)
STANDARD I – Engaging and Supporting All Students in Learning
* Using knowledge of students to engage them in learning
* Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
* Connecting subject matter to meaningful, real-life contexts
* Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
* Promoting critical thinking through inquiry, problem solving, and reflection
* Monitoring student learning and adjusting instruction while teaching
STANDARD II – Creating and Maintaining Effective Environment for Student Learning
* Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
*Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
*Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
*Creating a rigorous learning environment with high expectations and appropriate support for all students
*Developing, communicating, and maintaining high standards for individual and group behavior

*Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
*Using instructional time to optimize learning
STANDARD III – Understanding and Organizing Subject Matter for Student Learning
*Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
*Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
*Organizing curriculum to facilitate student understanding of the subject matter
*Utilizing instructional strategies that are appropriate to the subject matter
*Using and adapting resources, technologies, and standards aligned instructional materials, including adopted materials, to make subject matter accessible to all students
*Addressing the needs of English learners and students with special needs to provide equitable access to the content
STANDARD IV – Planning Instruction & Designing Learning Experiences for all Students
*Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
*Establishing and articulating goals for student learning
*Developing and sequencing long-term and short-term instructional plans to support student learning
*Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
*Adapting instructional plans and curricular materials to meet the assessed learning needs of all students
*Working with others to develop IEPs that are legally compliant and accurately reflect the needs of students, including developing goals that are appropriate and measurable
STANDARD V – Assessing Student Learning
*Applying knowledge of the purposes, characteristics, and uses of different types of assessments
*Collecting and analyzing assessment data from a variety of sources to inform instruction
*Reviewing data, both individually and with colleagues, to monitor student learning
*Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
*Involving all students in self-assessment, goal setting, and monitoring progress
*Using available technologies to assist in assessment, analysis, and communication of student learning
*Providing input to team members at IEP meetings
*Using assessment information to share timely and comprehensible feedback with students and their families
STANDARD VI – Developing as a Professional Educator
*Reflecting on teaching practice in support of student learning
*Establishing professional goals and engaging in continuous and purposeful professional growth and development
*Collaborating with colleagues and the broader professional community to support teacher and student learning
*Working with families to support student learning
*Managing professional responsibilities to maintain motivation and commitment to all students
*Demonstrating professional responsibility, integrity, and ethical conduct
*Compliance with mandated IEP timelines
*Writing legally defensible reports that are understandable to staff and parents and completed for IEP meetings

Standard #_____
Goal:

Standard #_____

Goal:

Evaluator's Signature Date

Unit Member's Signature Date

Travis Unified School District

Certificated Special Education Teacher Evaluation Instrument FORMATIVE - OBSERVATION

(Reference: Collective Bargaining Agreement, Article 12)

Date:

Start time:

End time:

Unit Member:_____ School Year:_____

Grade/Subject Area:_____ Site/Location:_____

Unit Member Status: Temporary Intern Probationary-1 Probationary-2 Permanent
(circle one)

Evaluator:_____ Title:_____

Circle unit member's two (2) focus standards below:

ADAPTED FROM THE CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (FOR SPECIAL EDUCATION TEACHERS)			
Preliminary Rating on Standard 1:			STANDARD I – Engaging and Supporting All Students in Learning
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Observations/Comments:
* Using knowledge of students to engage them in learning			
* Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests			
* Connecting subject matter to meaningful, real-life contexts			
* Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs			
* Promoting critical thinking through inquiry, problem solving, and reflection			
* Monitoring student learning and adjusting instruction while teaching			
Preliminary Rating on Standard 2:			STANDARD II – Creating and Maintaining Effective Environment for Student Learning
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Observations/Comments:
* Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully			
*Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students			
*Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe			
*Creating a rigorous learning environment with high expectations and appropriate support for all students			
*Developing, communicating, and maintaining high standards for individual and group behavior			
*Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn			
*Using instructional time to optimize learning			
Preliminary Rating on Standard 3:			STANDARD III – Understanding and Organizing Subject Matter for Student Learning
Meets/ Exceeds	Needs Improvement	Does Not Meet	

			Observations/Comments:
*Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks			
*Applying knowledge of student development and proficiencies to ensure student understanding of subject matter			
*Organizing curriculum to facilitate student understanding of the subject matter			
*Utilizing instructional strategies that are appropriate to the subject matter			
*Using and adapting resources, technologies, and standards aligned instructional materials, including adopted materials, to make subject matter accessible to all students			
*Addressing the needs of English learners and students with special needs to provide equitable access to the content			
Preliminary Rating on Standard 4:			STANDARD IV – Planning Instruction & Designing Learning Experiences for all Students
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Observations/Comments:
*Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction			
*Establishing and articulating goals for student learning			
*Developing and sequencing long-term and short-term instructional plans to support student learning			
*Planning instruction that incorporates appropriate strategies to meet the learning needs of all students			
*Adapting instructional plans and curricular materials to meet the assessed learning needs of all students			
*Working with others to develop IEPs that are legally compliant and accurately reflect the needs of students, including developing goals that are appropriate and measurable			
Preliminary Rating on Standard 5:			STANDARD V – Assessing Student Learning
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Observations/Comments:
*Applying knowledge of the purposes, characteristics, and uses of different types of assessments			
*Collecting and analyzing assessment data from a variety of sources to inform instruction			
*Reviewing data, both individually and with colleagues, to monitor student learning			
*Using assessment data to establish learning goals and to plan, differentiate, and modify instruction			
*Involving all students in self-assessment, goal setting, and monitoring progress			
*Using available technologies to assist in assessment, analysis, and communication of student learning			
*Using assessment information to share timely and comprehensible feedback with students and their families			
Preliminary Rating on Standard 6:			STANDARD VI – Developing as a Professional Educator
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Observations/Comments:
*Reflecting on teaching practice in support of student learning			
*Establishing professional goals and engaging in continuous and purposeful *professional growth and development			
*Collaborating with colleagues and the broader professional community to support teacher and student learning			
*Working with families to support student learning			
*Engaging local communities in support of the instructional program			
*Managing professional responsibilities to maintain motivation and commitment to all students			
*Demonstrating professional responsibility, integrity, and ethical conduct			
*Compliance to mandated IEP timelines			

*Writing legally defensible reports that are understandable to staff and parents and completed for IEP meetings	

Attach additional pages if needed for additional comments.

Additional Comments – Evaluator	Additional Comments - Unit Member

Evaluator's Signature Date

Unit Member's Signature Date

(Unit member's signature does not necessarily indicate agreement.)

____Additional comments by evaluator are attached

____Additional comments by unit member are attached

Travis Unified School District

Certificated Special Education Teacher Evaluation Instrument SUMMATIVE

(Reference: Collective Bargaining Agreement, Article 12)

Unit Member:_____ School Year:_____

Grade/Subject Area:_____ Site/Location:_____

Unit Member Status: Temporary Intern Probationary-1 Probationary-2 Permanent
(circle one)

Evaluator:_____ Title:_____ Date:_____

The purpose of the performance evaluation is to help professional educators realize their potential by implementing an assessment process which will:

- **Inform, instruct, and improve the practices of the special education teacher.**
- **Provide educators with meaningful feedback on strengths and opportunities for growth.**
- **Ensure fair, evidence-based employment decisions.**

Evaluation Guidelines:

For Permanent unit members:

12.4.4.9 After the final observation, the evaluator shall complete the Summative Form and make a final evaluation recommendation.

12.4.4.10 The Summative evaluation shall be completed no later than 30 days prior to the last calendar day of the school year.

For Probationary/Intern/Temporary unit members:

12.4.5.10 The Summative evaluation shall be completed no later than March 10th.

Circle unit member's two (2) focus standards below:

ADAPTED FROM THE CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (FOR SPECIAL EDUCATION TEACHERS)	
Final Rating on Standard 1:	STANDARD I – Engaging and Supporting All Students in Learning
Meets/Exceeds | Needs Improvement | Does Not Meet	
	Comments:
* Using knowledge of students to engage them in learning	
* Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	
* Connecting subject matter to meaningful, real-life contexts	
* Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	
* Promoting critical thinking through inquiry, problem solving, and reflection	
* Monitoring student learning and adjusting instruction while teaching	
Final Rating on Standard 2:	STANDARD II – Creating and Maintaining Effective Environment for Student Learning
Meets/ Exceeds | Needs Improvement | Does Not Meet	
	Comments:
* Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	
*Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	

*Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe *Creating a rigorous learning environment with high expectations and appropriate support for all students *Developing, communicating, and maintaining high standards for individual and group behavior *Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn *Using instructional time to optimize learning	
Final Rating on Standard 3: Meets/Exceeds | Needs Improvement | Does Not Meet	STANDARD III – Understanding and Organizing Subject Matter for Student Learning
*Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks *Applying knowledge of student development and proficiencies to ensure student understanding of subject matter *Organizing curriculum to facilitate student understanding of the subject matter *Utilizing instructional strategies that are appropriate to the subject matter *Using and adapting resources, technologies, and standards aligned instructional materials, including adopted materials, to make subject matter accessible to all students *Addressing the needs of English learners and students with special needs to provide equitable access to the content	Comments:
Final Rating on Standard 4: Meets/Exceeds | Needs Improvement | Does Not Meet	STANDARD IV – Planning Instruction & Designing Learning Experiences for all Students
*Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction *Establishing and articulating goals for student learning *Developing and sequencing long-term and short-term instructional plans to support student learning *Planning instruction that incorporates appropriate strategies to meet the learning needs of all students *Adapting instructional plans and curricular materials to meet the assessed learning needs of all students *Working with others to develop IEPs that are legally compliant and accurately reflect the needs of students, including developing goals that are appropriate and measurable	Comments:
Final Rating on Standard 5: Meets/Exceeds | Needs Improvement | Does Not Meet	STANDARD V – Assessing Student Learning
*Applying knowledge of the purposes, characteristics, and uses of different types of assessments *Collecting and analyzing assessment data from a variety of sources to inform instruction *Reviewing data, both individually and with colleagues, to monitor student learning *Using assessment data to establish learning goals and to plan, differentiate, and modify instruction *Involving all students in self-assessment, goal setting, and monitoring progress *Using available technologies to assist in assessment, analysis, and communication of student learning *Providing input to team members at IEP meetings *Using assessment information to share timely and comprehensible feedback with students and their families	Comments:
Final Rating on Standard 6: Meets/Exceeds | Needs Improvement | Does Not Meet	STANDARD VI – Developing as a Professional Educator
*Reflecting on teaching practice in support of student learning *Establishing professional goals and engaging in continuous and purposeful *professional growth and development	Comments:

*Collaborating with colleagues and the broader professional community to support teacher and student learning	
*Working with families to support student learning	
*Managing professional responsibilities to maintain motivation and commitment to all students	
*Demonstrating professional responsibility, integrity, and ethical conduct	
*Compliance to mandated IEP timelines	
*Writing legally defensible reports that are understandable to staff and parents and completed for IEP meetings	

Attach additional pages if needed for additional comments.

Additional Comments – Evaluator	Additional Comments – Unit Member

OVERALL RATING:

	Satisfactory	Two or more "Meets/Exceeds" and no more than one "Does not Meet"
	Needs Improvement	Fewer than two "Meets/Exceed" or two "Does not Meet" (Improvement Plan Required)
	Unsatisfactory	Three or more "Does not Meet" (Improvement Plan Required)

(If Unsatisfactory or Needs Improvement is selected, Evaluator must attach evidence of support offered or given to teacher during evaluation period. For Permanent unit members, before an overall rating of "Unsatisfactory" or "Needs Improvement" is given on the Summative evaluation, documented remediation and support is required no later than the one-hundred twenty-fifth (125th) TUSD school calendar workday.)

RECOMMENDATION (Check all that apply)

Probationary 1, Temps, Interns		**Probationary 2**		**Permanent**	
	Continue Probationary Status		Non-reemployment (or non-reelect)		Continue Permanent Status; Next Evaluation Year: _____
	Develop Improvement Plan		Move to Permanent Status		Develop Improvement Plan
	Non-reemployment (or non-reelect)				

Evaluator's Signature Date Unit Member's Signature Date

(Unit member's signature does not necessarily indicate agreement.)

____Additional comments by evaluator are attached

____Additional comments by unit member are attached

Travis Unified School District

Certificated Teacher Evaluation Instrument

GOALS

(Reference: Collective Bargaining Agreement, Article 12)

Unit Member:_____ School Year:_____

Grade/Subject Area:_____ Site/Location:_____

Employee Status: Temporary Intern Probationary-1 Probationary-2 Permanent
(circle one)

Evaluator:_____ Title:_____ Date:_____

The purpose of the performance evaluation is to help professional educators realize their potential by implementing an assessment process which will:

- **Inform, instruct, and improve teaching and learning.**
- **Provide educators with meaningful feedback on strengths and opportunities for growth.**
- **Ensure fair, evidence-based employment decisions.**

Goals and Objectives shall be developed by the 30th workday for temporary, intern, and probationary unit members and by the 45th workday for permanent unit members.

Administrators shall evaluate unit members on all six standards but will focus on two standards as indicated below.

Temporary, Intern, and Probationary One teachers will focus on Standards One and Two only.

Probationary Two teachers will focus on two standards and may choose from Standards Two, Three, Four, and Five only.

Permanent status teachers will focus on two Standards agreed upon by the teacher and evaluator. If mutual goals cannot be reached, the evaluator shall select one standard and corresponding goal and the unit member shall select one standard and corresponding goal.

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION
STANDARD I – Engaging and Supporting All Students in Learning
* Using knowledge of students to engage them in learning
* Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
* Connecting subject matter to meaningful, real-life contexts
* Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
* Promoting critical thinking through inquiry, problem solving, and reflection
* Monitoring student learning and adjusting instruction while teaching
STANDARD II – Creating and Maintaining Effective Environment for Student Learning
* Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
*Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
*Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
*Creating a rigorous learning environment with high expectations and appropriate support for all students
*Developing, communicating, and maintaining high standards for individual and group behavior
*Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
*Using instructional time to optimize learning

STANDARD III – Understanding and Organizing Subject Matter for Student Learning
*Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
*Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
*Organizing curriculum to facilitate student understanding of the subject matter
*Utilizing instructional strategies that are appropriate to the subject matter
*Using and adapting resources, technologies, and standards aligned instructional materials, including adopted materials, to make subject matter accessible to all students
*Addressing the needs of English learners and students with special needs to provide equitable access to the content
STANDARD IV – Planning Instruction & Designing Learning Experiences for all Students
*Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
*Establishing and articulating goals for student learning
*Developing and sequencing long-term and short-term instructional plans to support student learning
*Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
*Adapting instructional plans and curricular materials to meet the assessed learning needs of all students
STANDARD V – Assessing Student Learning
*Applying knowledge of the purposes, characteristics, and uses of different types of assessments
*Collecting and analyzing assessment data from a variety of sources to inform instruction
*Reviewing data, both individually and with colleagues, to monitor student learning
*Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
*Involving all students in self-assessment, goal setting, and monitoring progress
*Using available technologies to assist in assessment, analysis, and communication of student learning
*Using assessment information to share timely and comprehensible feedback with students and their families
STANDARD VI – Developing as a Professional Educator
*Reflecting on teaching practice in support of student learning
*Establishing professional goals and engaging in continuous and purposeful professional growth and development
*Collaborating with colleagues and the broader professional community to support teacher and student learning
*Working with families to support student learning
*Managing professional responsibilities to maintain motivation and commitment to all students
*Demonstrating professional responsibility, integrity, and ethical conduct

Standard #_____
Goal:

Standard #_____
Goal:

_____ _____

Evaluator's Signature Date Unit Member's Signature Date

NOT FOR USE WITH PERMANENT UNIT MEMBERS

Travis Unified School District

Certificated Evaluation Instrument
Informal Observation

(Reference: Collective Bargaining Agreement, Article 12)

Informal Observation
#1 ☐
#2 ☐

Unit Member:_____ School Year: _____

Grade/Subject Area/Assignment: _____ Site/Location: _____

Unit Member Status: Temporary Intern Probationary-1 Probationary-2
(circle one)

Evaluator:_____ Title:_____ Date:_____

Time In: _____ Time Out: _____ (minimum 30 minute observation required)

Summary of Observation:	
Comments by Evaluator:	Comments by Unit Member:

_____ _____

Evaluator's Signature Date Unit Member's Signature Date

Revised 1/21/2021

Travis Unified School District

Certificated Teacher Evaluation Instrument

FORMATIVE OBSERVATION

(Reference: Collective Bargaining Agreement, Article 12)

Date:

Start time:

End time:

Unit Member:_____ School Year:_____

Grade/Subject Area:_____ Site/Location:_____

Unit Member Status: Temporary Intern Probationary-1 Probationary-2 Permanent
(circle one)

Evaluator:_____ Title:_____

Circle unit member's two (2) focus standards below:

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

Preliminary Rating on Standard 1:

Meets/ Exceeds	Needs Improvement	Does Not Meet

STANDARD I – Engaging and Supporting All Students in Learning

Observations/Comments:

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

Preliminary Rating on Standard 2:

Meets/ Exceeds	Needs Improvement	Does Not Meet

STANDARD II – Creating and Maintaining Effective Environment for Student Learning

Observations/Comments:

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

Preliminary Rating on Standard 3:

Meets/ Exceeds	Needs Improvement	Does Not Meet

STANDARD III – Understanding and Organizing Subject Matter for Student Learning

Observations/Comments:

*Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
*Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
*Organizing curriculum to facilitate student understanding of the subject matter

*Utilizing instructional strategies that are appropriate to the subject matter *Using and adapting resources, technologies, and standards aligned instructional materials, including adopted materials, to make subject matter accessible to all students *Addressing the needs of English learners and students with special needs to provide equitable access to the content	
Preliminary Rating on Standard 4: Meets/ Exceeds | Needs Improvement | Does Not Meet *Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction *Establishing and articulating goals for student learning *Developing and sequencing long-term and short-term instructional plans to support student learning *Planning instruction that incorporates appropriate strategies to meet the learning needs of all students *Adapting instructional plans and curricular materials to meet the assessed learning needs of all students	STANDARD IV – Planning Instruction & Designing Learning Experiences for all Students Observations/Comments:
Preliminary Rating on Standard 5: Meets/ Exceeds | Needs Improvement | Does Not Meet *Applying knowledge of the purposes, characteristics, and uses of different types of assessments *Collecting and analyzing assessment data from a variety of sources to inform instruction *Reviewing data, both individually and with colleagues, to monitor student learning *Using assessment data to establish learning goals and to plan, differentiate, and modify instruction *Involving all students in self-assessment, goal setting, and monitoring progress *Using available technologies to assist in assessment, analysis, and communication of student learning *Using assessment information to share timely and comprehensible feedback with students and their families	STANDARD V – Assessing Student Learning Observations/Comments:
Preliminary Rating on Standard 6: Meets/ Exceeds | Needs Improvement | Does Not Meet *Reflecting on teaching practice in support of student learning *Establishing professional goals and engaging in continuous and purposeful *professional growth and development *Collaborating with colleagues and the broader professional community to support teacher and student learning *Working with families to support student learning *Managing professional responsibilities to maintain motivation and commitment to all students *Demonstrating professional responsibility, integrity, and ethical conduct	STANDARD VI – Developing as a Professional Educator Observations/Comments:

Attach additional pages if needed for additional comments.

Additional Comments – Evaluator	Additional Comments – Unit Member

OVERALL RATING:

	Satisfactory	Two or more "Meets/Exceeds" and no more than one "Does not Meet"
	Needs Improvement	Fewer than two "Meets/Exceed" or two "Does not Meet" (Improvement Plan Required)
	Unsatisfactory	Three or more "Does not Meet" (Improvement Plan Required)

(If Unsatisfactory or Needs Improvement is selected, Evaluator must attach evidence of support offered or given to teacher during evaluation period. For Permanent unit members, before an overall rating of "Unsatisfactory" or "Needs Improvement" is given on the Summative evaluation, documented remediation and support is required no later than the one-hundred twenty-fifth (125th) TUSD school calendar workday.)

RECOMMENDATION (Check all that apply)

Probationary 1, Temps, Interns		**Probationary 2**		**Permanent**	
	Continue Probationary Status		Non-reemployment (or non-reelect)		Continue Permanent Status; Next Evaluation Year: _____
	Develop Improvement Plan		Move to Permanent Status		Develop Improvement Plan
	Non-reemployment (or non-reelect)				

Evaluator's Signature Date Unit Member's Signature Date

(Unit member's signature does not necessarily indicate agreement.)

____Additional comments by evaluator are attached

____Additional comments by unit member are attached

Travis Unified School District

Certificated Teacher Evaluation Instrument
SUMMATIVE

(Reference: Collective Bargaining Agreement, Article 12)

Unit Member:_____ School Year:_____

Grade/Subject Area:_____ Site/Location:_____

Unit Member Status: Temporary Intern Probationary-1 Probationary-2 Permanent
(circle one)

Evaluator:_____ Title:_____ Date:_____

The purpose of the performance evaluation is to help professional educators realize their potential by implementing an assessment process which will:

- **Inform, instruct, and improve teaching and learning.**
- **Provide educators with meaningful feedback on strengths and opportunities for growth.**
- **Ensure fair, evidence-based employment decisions.**

Evaluation Guidelines:

For Permanent unit members:

12.4.4.9 After the final observation, the evaluator shall complete the Summative Form and make a final evaluation recommendation.

12.4.4.10 The Summative evaluation shall be completed no later than 30 days prior to the last calendar day of the school year.

For Probationary/Intern/Temporary unit members:

12.4.5.10 The Summative evaluation shall be completed no later than March 10th.

Circle unit member's two (2) focus standards below:

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION	
Final Rating on Standard 1:	STANDARD I – Engaging and Supporting All Students in Learning
Meets/ Exceeds | Needs Improvement | Does Not Meet	
	Comments:
* Using knowledge of students to engage them in learning	
* Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	
* Connecting subject matter to meaningful, real-life contexts	
* Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	
* Promoting critical thinking through inquiry, problem solving, and reflection	
* Monitoring student learning and adjusting instruction while teaching	
Final Rating on Standard 2:	STANDARD II – Creating and Maintaining Effective Environment for Student Learning
Meets/ Exceeds | Needs Improvement | Does Not Meet	
	Comments:
* Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	
*Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	

*Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe	
*Creating a rigorous learning environment with high expectations and appropriate support for all students	
*Developing, communicating, and maintaining high standards for individual and group behavior	
*Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn	
*Using instructional time to optimize learning	

Final Rating on Standard 3:			STANDARD III – Understanding and Organizing Subject Matter for Student Learning
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Comments:
*Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks			
*Applying knowledge of student development and proficiencies to ensure student understanding of subject matter			
*Organizing curriculum to facilitate student understanding of the subject matter			
*Utilizing instructional strategies that are appropriate to the subject matter			
*Using and adapting resources, technologies, and standards aligned instructional materials, including adopted materials, to make subject matter accessible to all students			
*Addressing the needs of English learners and students with special needs to provide equitable access to the content			

Final Rating on Standard 4:			STANDARD IV – Planning Instruction & Designing Learning Experiences for all Students
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Comments:
*Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction			
*Establishing and articulating goals for student learning			
*Developing and sequencing long-term and short-term instructional plans to support student learning			
*Planning instruction that incorporates appropriate strategies to meet the learning needs of all students			
*Adapting instructional plans and curricular materials to meet the assessed learning needs of all students			

Final Rating on Standard 5:			STANDARD V – Assessing Student Learning
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Comments:
*Applying knowledge of the purposes, characteristics, and uses of different types of assessments			
*Collecting and analyzing assessment data from a variety of sources to inform instruction			
*Reviewing data, both individually and with colleagues, to monitor student learning			
*Using assessment data to establish learning goals and to plan, differentiate, and modify instruction			
*Involving all students in self-assessment, goal setting, and monitoring progress			
*Using available technologies to assist in assessment, analysis, and communication of student learning			
*Using assessment information to share timely and comprehensible feedback with students and their families			

Final Rating on Standard 6:			STANDARD VI – Developing as a Professional Educator
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Comments:
*Reflecting on teaching practice in support of student learning			
*Establishing professional goals and engaging in continuous and purposeful *professional growth and development			

*Collaborating with colleagues and the broader professional community to support teacher and student learning	
*Working with families to support student learning	
*Managing professional responsibilities to maintain motivation and commitment to all students	
*Demonstrating professional responsibility, integrity, and ethical conduct	

Attach additional pages if needed for additional comments.

Additional Comments – Evaluator	Additional Comments – Unit Member

OVERALL RATING:

	Satisfactory	Two or more "Meets/Exceeds" and no more than one "Does not Meet"
	Needs Improvement	Fewer than two "Meets/Exceed" or two "Does not Meet" (Improvement Plan Required)
	Unsatisfactory	Three or more "Does not Meet" (Improvement Plan Required)

(If Unsatisfactory or Needs Improvement is selected, Evaluator must attach evidence of support offered or given to teacher during evaluation period. For Permanent unit members, before an overall rating of "Unsatisfactory" or "Needs Improvement" is given on the Summative evaluation, documented remediation and support is required no later than the one-hundred twenty-fifth (125th) TUSD school calendar workday.)

RECOMMENDATION (Check all that apply)

Probationary 1, Temps, Interns		**Probationary 2**		**Permanent**	
	Continue Probationary Status		Non-reemployment (or non-reelect)		Continue Permanent Status; Next Evaluation Year: _____
	Develop Improvement Plan		Move to Permanent Status		Develop Improvement Plan
	Non-reemployment (or non-reelect)				

Evaluator's Signature Date Unit Member's Signature Date

(Unit member's signature does not necessarily indicate agreement.)

____Additional comments by evaluator are attached

____Additional comments by unit member are attached

Travis Unified School District

Portfolio Evaluation Instrument

Inquiry Question

(Permanent Unit Members Only)

(Reference: Collective Bargaining Agreement, Article 12)

Unit Member:_____ School Year: _____

Grade/Subject Area:_____ Site/Location:_____

Evaluator:_____ Title:_____ Date:_____

The purpose of the performance evaluation is to help professional educators realize their potential by implementing an assessment process which will:

- **Inform, instruct, and improve teaching and learning.**
- **Provide educators with meaningful feedback on strengths and opportunities for growth.**
- **Ensure fair, evidence-based employment decisions.**

The Portfolio option provides unit members with permanent status, whose last evaluation was rated "Satisfactory", an opportunity to engage in an alternative evaluation system based on reflection. Portfolios include a focus standard and an inquiry question.

Portfolio Evaluation Procedures – Unit members who select the Portfolio self-reflection shall follow these guidelines:

Permanent unit members electing to do the Portfolio Evaluation shall inform their immediate supervisor of this choice by the twentieth (20th) TUSD school calendar workday.

Unit members shall establish an inquiry question related to a specific 2009 CSTP standard (or applicable professional standards for other unit members) and submit to their immediate supervisor no later than the fifty-fifth (55th) TUSD school calendar workday.

Focus Standard #_____
Inquiry Question:

_____

Unit Member's Signature Date

Travis Unified School District

Portfolio Evaluation Instrument Summation Form

(Permanent Unit Members Only)

(Reference: Collective Bargaining Agreement, Article 12)

Unit Member:_____ School Year: _____

Grade/Subject Area:_____ Site/Location:_____

Evaluator:_____ Title:_____ Date:_____

The purpose of the performance evaluation is to help professional educators realize their potential by implementing an assessment process which will:

- **Inform, instruct, and improve teaching and learning.**
- **Provide educators with meaningful feedback on strengths and opportunities for growth.**
- **Ensure fair, evidence-based employment decisions.**

The Portfolio option provides unit members with permanent status, whose last evaluation was rated "Satisfactory", an opportunity to engage in an alternative evaluation system based on reflection. Portfolios include a focus standard and an inquiry question.

Examples of evidence include, but are not limited to lesson design, curriculum development, student work samples, student case studies, training materials, etc.

Unit members shall compile the remaining evidence for their portfolio and complete the Portfolio Summation Form and review it with their immediate supervisor by the one-hundred-fiftieth (150th) TUSD school calendar workday.

Focus Standard #_____
Inquiry Question:

Unit member's summary of the evidence collected in the portfolio to address the inquiry question:

Feedback from Evaluator:

Attach additional pages if needed for additional comments.

OVERALL RATING:

☐	Satisfactory	Two or more "Meets/Exceeds" and no more than one "Does not Meet"
☐	Needs Improvement	Fewer than two "Meets/Exceed" or two "Does not Meet" (Improvement Plan Required)
☐	Unsatisfactory	Three or more "Does not Meet" (Improvement Plan Required)

(In cases where the evaluator attached evidence of support offered or given to a Unit Member during the current year to address areas of concern related to unsatisfactory performance on specific professional standards no later than the one-hundred twenty-fifth (125th) TUSD school calendar workday, the evaluator may mark "Needs Improvement" and assign the Unit Member to be evaluated the next year using the traditional observation evaluation instrument. In addition, an Improvement Plan shall be developed within fifteen (15) working days of the final recommendation.)

Recommendation:

☐	Continue regular evaluation cycle; Next Evaluation Year: _____
☐	Develop Improvement Plan

_____ _____

Evaluator's Signature Date Unit Member's Signature Date

(Unit member's signature does not necessarily indicate agreement.)

☐ Additional comments by evaluator are attached

☐ Additional comments by unit member are attached

APPENDIX E
SALARY SCHEDULE

Travis Unified School District

Teacher Salary Schedule

183 Days/ 6.75 Hours Per Day

Effective July 1, 2025

	BA	BA+15	BA+30	BA+45	BA+60	BA+75
Step	**I**	**II**	**III**	**IV**	**V**	**VI**
1	$ 63,547	$ 63,548	$ 63,547			
2	$ 63,712	$ 63,712	$ 63,712	$ 66,541	$ 70,146	
3	$ 63,882	$ 63,882	$ 66,541	$ 70,146	$ 73,555	
4	$ 64,046	$ 66,541	$ 69,863	$ 73,555	$ 76,897	$ 80,756
5	$ 66,673	$ 69,863	$ 73,336	$ 77,040	$ 80,470	$ 83,987
6	$ 70,002	$ 73,336	$ 77,050	$ 80,793	$ 83,987	$ 87,520
7	$ 73,336	$ 77,050	$ 80,400	$ 84,313	$ 87,523	$ 91,068
8	$ 73,336	$ 80,400	$ 84,149	$ 87,873	$ 91,158	$ 94,242
9	$ 73,336	$ 83,749	$ 87,948	$ 91,322	$ 94,706	$ 98,086
10	$ 73,336	$ 83,749	$ 91,322	$ 94,706	$ 98,086	$ 101,467
11	$ 73,336	$ 83,749	$ 94,882	$ 98,266	$ 101,657	$ 105,042
12	$ 73,336	$ 83,749	$ 98,280	$ 101,657	$ 105,095	$ 108,728
13						$ 110,353
14						$ 110,353
15						$ 113,112
16						$ 113,112
17						$ 115,940
18						$ 115,940
19						$ 118,839
20						$ 118,839
21						$ 121,809

***Longevity**	
Beginning Year 11	$ 863
Beginning Year 13	$ 1,151
Beginning Year 15	$ 1,439
Beginning Year 17	$ 1,726
Beginning Year 19	$ 2,015
Beginning Year 21	$ 2,302
Beginning Year 23	$ 2,589
Beginning Year 25	$ 2,878
Beginning Year 27	$ 3,165
Every 2 years thereafter +	$ 288

*Only unit members currently receiving longevity will continue to receive longevity as follows: Any unit member not currently paid on column VI will continue to receive longevity in the amount received in the 2021-2022 fiscal year. This amount will not increase in subsequent years and those unit members will no longer receive longevity if they move to column VI.

****Stipends**	
Special Education	$ 2,211
Masters*	$ 2,998
Doctorate*	$ 5,999

**Members receive stipend which reflects highest degree obtained.

Maximum placement for Less Than Full Credential is Column I, Step 1.

Maximum initial placement for Full Credential is Column III, Step 12.

Advancement to Column VI requires 3 years service with the Travis Unified School District

***Regular hourly rate of pay - $ 46.10/hr. Intensive Supplemental Instruction Rate - $54.82/hr.

*** Extra Duty and Summer School will be paid at the Regular hourly rate or Intensive Supplemental Instruction Rate as approved by the Board

Adjust by 1 day eff 7.1.21
3% on schedule eff 7.1.21
2%+6.28% on salary steps 1-12 eff.7.1.22
1%+6.7% on salary steps 13-21 eff 7.1.22
.25 hours/day added 7.1.22
7.08% added eff 7.1.23
2.3% added eff 7.1.25

Travis Unified School District

Counselor Salary Schedule

193 Days/ 6.75 Hours Per Day

Effective July 1, 2025

	BA	BA+15	BA+30	BA+45	BA+60	BA+75
Step	**I**	**II**	**III**	**IV**	**V**	**VI**
1	$ 67,020	$ 67,020	$ 67,020			
2	$ 67,195	$ 67,195	$ 67,195	$ 70,177	$ 73,977	
3	$ 67,372	$ 67,372	$ 70,177	$ 73,977	$ 77,574	
4	$ 67,547	$ 70,177	$ 73,680	$ 77,574	$ 81,098	$ 85,169
5	$ 70,316	$ 73,680	$ 77,343	$ 81,251	$ 84,867	$ 88,576
6	$ 73,825	$ 77,343	$ 81,261	$ 85,206	$ 88,576	$ 92,304
7	$ 77,343	$ 81,261	$ 84,793	$ 88,919	$ 92,306	$ 96,046
8	$ 77,343	$ 84,793	$ 88,747	$ 92,674	$ 96,139	$ 99,391
9	$ 77,343	$ 88,324	$ 92,753	$ 96,314	$ 99,881	$ 103,445
10	$ 77,343	$ 88,324	$ 96,314	$ 99,881	$ 103,445	$ 107,013
11	$ 77,343	$ 88,324	$ 100,067	$ 103,635	$ 107,210	$ 110,781
12	$ 77,343	$ 88,324	$ 103,649	$ 107,210	$ 110,836	$ 114,671
13						$ 116,385
14						$ 116,385
15						$ 119,294
16						$ 119,294
17						$ 122,278
18						$ 122,278
19						$ 125,335
20						$ 125,335
21						$ 128,467

***Longevity**	
Beginning Year 11	$ 863
Beginning Year 13	$ 1,151
Beginning Year 15	$ 1,439
Beginning Year 17	$ 1,726
Beginning Year 19	$ 2,015
Beginning Year 21	$ 2,302
Beginning Year 23	$ 2,589
Beginning Year 25	$ 2,878
Beginning Year 27	$ 3,165
Every 2 years thereafter +	$ 288

*****Only unit members currently receiving longevity will continue to receive longevity as follows: Any unit member not currently paid on column VI will continue to receive longevity in the amount received in the 2021-2022 fiscal year. This amount will not increase in subsequent years and those unit members will no longer receive longevity if they move to column VI.

****Stipends**	
Special Education	$ 2,211
Masters*	$ 2,998
Doctorate*	$ 5,999

**Members receive stipend which reflects highest degree obtained.

Maximum placement for Less Than Full Credential is Column I, Step 1.

Maximum initial placement for Full Credential is Column III, Step 12.

Advancement to Column VI requires 3 years service with the Travis Unified School District

***Regular hourly rate of pay - $ 46.10/hr. Intensive Supplemental Instruction Rate - $54.82/hr.

*** Extra Duty and Summer School will be paid at the Regular hourly rate or Intensive Supplemental Instruction Rate as approved by the Board

Adjust by 1 day eff 7.1.21
3% on schedule eff 7.1.21
2%+6.28% on salary steps 1-12 eff.7.1.22
1%+6.7% on salary steps 13-21 eff 7.1.22
.25 hours/day added 7.1.22
7.08% added eff 7.1.23
2.3% added eff 7.1.25

Travis Unified School District
Psychologist/Speech Language Pathologist Salary Schedule
183 Days/ 7.75 Hours Per Day
Effective July 1, 2025

	BA	BA+15	BA+30	BA+45	BA+60	BA+75
Step	**I**	**II**	**III**	**IV**	**V**	**VI**
1	$ 73,323	$ 73,323	$ 73,323			
2	$ 73,513	$ 73,513	$ 73,513	$ 76,764	$ 80,936	
3	$ 73,710	$ 73,710	$ 76,776	$ 80,936	$ 84,871	
4	$ 73,899	$ 76,776	$ 80,610	$ 84,871	$ 88,727	$ 93,180
5	$ 76,931	$ 80,610	$ 84,619	$ 89,261	$ 92,849	$ 96,907
6	$ 80,772	$ 84,619	$ 88,903	$ 93,222	$ 96,907	$ 100,985
7	$ 84,619	$ 88,903	$ 92,771	$ 97,283	$ 100,989	$ 105,079
8	$ 84,619	$ 92,771	$ 97,096	$ 101,393	$ 105,181	$ 108,740
9	$ 84,619	$ 96,632	$ 101,478	$ 105,372	$ 109,278	$ 113,173
10	$ 84,619	$ 96,632	$ 106,048	$ 109,278	$ 113,173	$ 117,077
11	$ 84,619	$ 96,632	$ 109,478	$ 113,384	$ 117,296	$ 121,203
12	$ 84,619	$ 96,632	$ 113,398	$ 117,296	$ 121,261	$ 125,456
13						$ 127,331
14						$ 127,331
15						$ 130,514
16						$ 130,514
17						$ 133,778
18						$ 133,778
19						$ 137,123
20						$ 137,123
21						$ 140,550

***Longevity**	
Beginning Year 11	$ 863
Beginning Year 13	$ 1,151
Beginning Year 15	$ 1,439
Beginning Year 17	$ 1,726
Beginning Year 19	$ 2,015
Beginning Year 21	$ 2,302
Beginning Year 23	$ 2,589
Beginning Year 25	$ 2,878
Beginning Year 27	$ 3,165
Every 2 years thereafter +	$ 288

*Only unit members currently receiving longevity will continue to receive longevity as follows: Any unit member not currently paid on column VI will continue to receive longevity in the amount received in the 2021-2022 fiscal year. This amount will not increase in subsequent years and those unit members will no longer receive longevity if they move to column VI.

****Stipends**	
Special Education	$ 2,211
Masters*	$ 2,998
Doctorate*	$ 5,999

**Members receive stipend which reflects highest degree obtained.

Maximum placement for Less Than Full Credential is Column I, Step 1.

Maximum initial placement for Full Credential is Column III, Step 12.

Advancement to Column VI requires 3 years service with the Travis Unified School District

***Regular hourly rate of pay - $ 46.10/hr. Intensive Supplemental Instruction Rate - $54.82/hr.
*** Extra Duty and Summer School will be paid at the Regular hourly rate or Intensive Supplemental Instruction Rate as approved by the Board

Adjust by 1 day eff 7.1.21
3% on schedule eff 7.1.21
2%+6.28% on salary steps 1-12 eff.7.1.22
1%+6.7% on salary steps 13-21 eff 7.1.22
.25 hours/day added 7.1.22
7.08% added eff 7.1.23
2.3% eff 7.1.25

Travis Unified School District

Program Specialist/District Nurse/SDC & RSP TK-6 Teacher Salary Schedule

183 Days/ 7.25 Hours Per Day

Effective July 1, 2025

	BA	BA+15	BA+30	BA+45	BA+60	BA+75
Step	**I**	**II**	**III**	**IV**	**V**	**VI**
1	$ 68,434	$ 68,434	$ 68,434			
2	$ 68,614	$ 68,614	$ 68,614	$ 71,659	$ 75,542	
3	$ 68,795	$ 68,795	$ 71,659	$ 75,542	$ 79,214	
4	$ 68,972	$ 71,659	$ 75,237	$ 79,214	$ 82,810	$ 87,336
5	$ 71,802	$ 75,237	$ 78,977	$ 82,967	$ 86,659	$ 90,447
6	$ 75,386	$ 78,977	$ 82,976	$ 87,006	$ 90,447	$ 94,252
7	$ 78,977	$ 82,976	$ 86,585	$ 90,797	$ 94,256	$ 98,074
8	$ 78,977	$ 86,585	$ 90,623	$ 94,632	$ 98,168	$ 101,490
9	$ 78,977	$ 90,189	$ 94,714	$ 98,348	$ 101,992	$ 105,631
10	$ 78,977	$ 90,189	$ 98,248	$ 101,992	$ 105,631	$ 109,273
11	$ 78,977	$ 90,189	$ 102,181	$ 105,825	$ 109,475	$ 113,123
12	$ 78,977	$ 90,189	$ 105,841	$ 109,475	$ 113,177	$ 117,093
13						$ 118,843
14						$ 118,843
15						$ 121,814
16						$ 121,814
17						$ 124,860
18						$ 124,860
19						$ 127,981
20						$ 127,981
21						$ 131,180

***Longevity**	
Beginning Year 11	$ 863
Beginning Year 13	$ 1,151
Beginning Year 15	$ 1,439
Beginning Year 17	$ 1,726
Beginning Year 19	$ 2,015
Beginning Year 21	$ 2,302
Beginning Year 23	$ 2,589
Beginning Year 25	$ 2,878
Beginning Year 27	$ 3,165
Every 2 years thereafter +	$ 288

***Only unit members currently receiving longevity will continue to receive longevity as follows: Any unit member not currently paid on column VI will continue to receive longevity in the amount received in the 2021-2022 fiscal year. This amount will not increase in subsequent years and those unit members will no longer receive longevity if they move to column VI.

****Stipends**	
Special Education	$ 2,211
Masters*	$ 2,998
Doctorate*	$ 5,999

**Members receive stipend which reflects highest degree obtained.

Maximum placement for Less Than Full Credential is Column I, Step 1.

Maximum initial placement for Full Credential is Column III, Step 12.

Advancement to Column VI requires 3 years service with the Travis Unified School District

***Regular hourly rate of pay - $ 46.10/hr. Intensive Supplemental Instruction Rate - $54.82/hr.
*** Extra Duty and Summer School will be paid at the Regular hourly rate or Intensive Supplemental Instruction Rate as approved by the Board

Adjust by 1 day eff 7.1.21
3% on schedule eff 7.1.21
2%+6.28% on salary steps 1-12 eff.7.1.22
1%+6.7% on salary steps 13-21 eff 7.1.22
.25 hours/day added 7.1.22
7.08% added eff 7.1.23
2.3% eff 7.1.25

Travis Unified School District

SCIL/SDC Preschool Teacher Salary Schedule

183 Days/ 8.00 Hours Per Day

Effective July 1, 2025

	BA	BA+15	BA+30	BA+45	BA+60	BA+75
Step	**I**	**II**	**III**	**IV**	**V**	**VI**
1	$ 74,850	$ 74,850	$ 74,850			
2	$ 75,046	$ 75,046	$ 75,046	$ 78,377	$ 82,624	
3	$ 75,245	$ 75,245	$ 78,377	$ 82,624	$ 86,640	
4	$ 75,438	$ 78,377	$ 82,291	$ 86,640	$ 90,574	$ 95,523
5	$ 78,533	$ 82,291	$ 86,381	$ 90,746	$ 94,783	$ 98,926
6	$ 82,453	$ 86,381	$ 90,755	$ 95,163	$ 98,926	$ 103,089
7	$ 86,381	$ 90,755	$ 94,702	$ 99,309	$ 103,093	$ 107,268
8	$ 86,381	$ 94,702	$ 99,118	$ 103,504	$ 107,372	$ 111,005
9	$ 86,381	$ 98,644	$ 103,594	$ 107,568	$ 111,554	$ 115,534
10	$ 86,381	$ 98,644	$ 107,459	$ 111,554	$ 115,534	$ 119,517
11	$ 86,381	$ 98,644	$ 111,761	$ 115,746	$ 119,739	$ 123,728
12	$ 86,381	$ 98,644	$ 115,763	$ 119,739	$ 123,787	$ 128,070
13						$ 129,984
14						$ 129,984
15						$ 133,234
16						$ 133,234
17						$ 136,565
18						$ 136,565
19						$ 139,980
20						$ 139,980
21						$ 143,478

***Longevity**	
Beginning Year 11	$ 863
Beginning Year 13	$ 1,151
Beginning Year 15	$ 1,439
Beginning Year 17	$ 1,726
Beginning Year 19	$ 2,015
Beginning Year 21	$ 2,302
Beginning Year 23	$ 2,589
Beginning Year 25	$ 2,878
Beginning Year 27	$ 3,165
Every 2 years thereafter +	$ 288

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****Stipends**	
Special Education	$ 2,211
Masters*	$ 2,998
Doctorate*	$ 5,999

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Advancement to Column VI requires 3 years service with the Travis Unified School District

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Adjust by 1 day eff 7.1.21
3% on schedule eff 7.1.21
2%+6.28% on salary steps 1-12 eff.7.1.22
1%+6.7% on salary steps 13-21 eff 7.1.22
.25 hours/day added 7.1.22
7.08% added eff 7.1.23
2.3% eff 7.1.25

TRAVIS UNIFIED SCHOOL DISTRICT EXTRA DUTY SALARY SCHEDULE
Effective July 1, 2025
Based on Column IV, Step 7
Teacher salary schedule ($84,313)

	Grade Level	Percentage
ACADEMIC DECATHLON (TOTAL PROGRAM)	Grade 9-12	3%
ASB ADVISOR	Middle School	4%
ATHLETIC DIRECTOR*	Grade 9-12	12%
ATHLETIC DIRECTOR	Middle School	5.5%
BAND DIRECTOR	Grade 9-12	6%
BAND DIRECTOR	Middle School	3.5%
BASEBALL-BOYS-VARSITY	Grade 9-12	5%
BASEBALL-BOYS-FROSH-SOPH	Grade 9-10	4%
BASEBALL-ASSISTANT COACH	Grade 9-10 (2)**	3%
BASEBALL-FROSH HEAD COACH	Grade 9-10	3%
BASKETBALL-BOYS-VARSITY	Grade 9-12	5%
BASKETBALL-BOYS-VAR-ASSISTANT	Grade 9-12	3%
BASKETBALL-GIRLS-VARSITY	Grade 9-12	5%
BASKETBALL-GIRLS-VARSITY-ASSISTANT	Grade 9-12	3%
BASKETBALL-BOYS-FROSH-SOPH	Grade 9-10	4%
BASKETBALL-GIRLS-FROSH-SOPH	Grade 9-10	4%
BASKETBALL-GIRLS-FROSH	Grade 9	3%
BASKETBALL-BOYS-FROSH	Grade 9	3%
BASKETBALL-BOYS	Middle School	3.5%
BASKETBALL-GIRLS	Middle School	3.5%
CHEERLEADING COACH	Grade 9-12	5%
CHEERLEADING ASST. COACH	Grade 9-12	3%
CHEERLEADING COACH or COLOR GUARD	Middle School	4%
CHORAL DIRECTOR	Grade 9-12	4%
CHORAL DIRECTOR	Middle School	3.5%
CLASS ADVISOR-FROSH	Grade 9	3%
CLASS ADVISOR-SOPH	Grade 10	3%
CLASS ADVISOR-JUNIOR	Grade 11	4%
CLASS ADVISOR-SENIOR	Grade 12	4%
COMPUTER RESOURCE (ONE EACH SITE)	K-12	5%
CONFLICT RESOLUTION TEAM LEADER	Elementary	2%
CROSS COUNTRY-BOYS-GIRLS	Grade 9-12	5%
CROSS COUNTRY-ASSISTANT	Grade 9-12	3%
CROSS COUNTRY-BOYS-GIRLS	Middle School	3.5%
CROSSING GUARD/SAFETY PATROL	Middle School	2%
COUNSELOR-HEAD	High School	3.5%
COUNSELOR-HEAD	Middle School	3.5%
DEBATE	Grade 9-12	2.5%
DEPARTMENT CHAIRPERSON	Middle School	4.5%
DEPARTMENT CHAIRPERSON	High School	4.5%
DRAMA	Grade 9-12	3.5%
FLAG FOOTBALL – FROSH	Grade 9	3%
FLAG FOOTBALL – FROSH-SOPH	Grades 9-10	4%
FLAG FOOTBALL – VARSITY	Grade 9-12	5%
FLAG FOOTBALL – VARSITY ASSISTANT	Grade 9-12	3%
FOOTBALL-VARSITY-HEAD COACH	Grade 9-12	6%
FOOTBALL-FROSH-SOPH-HEAD COACH	Grade 9-10	4.5%
FOOTBALL-VARSITY-ASSIST.COACH	Grade 9-12(3)**	3.5%
FOOTBALL-FROSH-SOPH-ASSIST.COACH	Grade 9-10	3%
FOOTBALL-FROSH-HEAD COACH	Grade 9	3.5%
FOOTBALL-FROSH-ASSIST.COACH	Grade 9	3%
FOOTBALL	Middle School	3.5%
ASSISTANT FOOTBALL COACH	Middle School	3%
GOLF	Grade 9-12	4%
INTRAMURALS	Grade 9-12	3.5%
INTRAMURALS	Middle School	3.5%

INTRAMURALS	Elementary	2%
LIBRARY LEAD	PreSchool-12	2%
LITERARY MAGAZINE	Grade 9-12	2%
MARCHING BAND DIRECTOR	Grade 6-8	2.5%
MUSIC DIRECTOR	Elementary	3.5%
NEWSPAPER	Grade 9-12	2.5%
NEWSPAPER	Grade 6-8	3.5%
ROBOTICS	Grade 9-12	6%
ROBOTICS	Middle School	3%
ROBOTICS	Elementary	2.5%
SAFETY PATROL	Elementary	2%
SCIENCE RESOURCE COORDINATOR	Elementary	2%
SOCCER, VARSITY-BOYS	Grade 9-12	5%
SOCCER, FROSH-SOPH-BOYS	Grade 9-10	4%
SOCCER-GIRLS VARSITY	Grade 9-12	5%
SOCCER-FROSH-SOPH-GIRLS	Grade 9-10	4%
SOCCER-BOYS	Middle School	3.5%
SOCCER-GIRLS	Middle School	3.5%
SOFTBALL-GIRLS-VARSITY	Grade 9-12	5%
SOFTBALL-GIRLS-VARSITY ASSISTANT	Grade 9-12 (2)**	3%
SOFTBALL-GIRLS-FROSH-SOPH	Grade 9-10	4%
SOFTBALL-GIRLS-FROSH	Grade 9	3%
STUDENT ACTIVITIES DIRECTOR/ASB*	Grade 9-12	7%
STUDENT ACTIVITIES DIRECTOR	Middle School	4%
STUDENT COUNCIL ADVISOR	Elementary	2%
SWIM TEAM HEAD COACH	Grade 9-12	5%
SWIM TEAM ASSISTANT COACH	Grade 9-12	3.5%
TEACHER IN CHARGE (ALT ED)	Grade 9-12	2.5%
TEACHER IN CHARGE	Elementary	2.5%
TENNIS-BOYS-GIRLS	Grade 9-12	5%
TENNIS ASSISTANT	Grade 9-12	3%
TRACK-HEAD COACH	Grade 9-12	5%
TRACK-BOYS-GIRLS ASST COACH	Grade 9-12 (2)**	3.5%
TRACK BOYS-HEAD COACH	Middle School	3.5%
TRACK-GIRLS-HEAD COACH	Middle School	3.5%
TUTORING COORDINATOR	Grade 9-12	3%
VOCATIONAL ED. COORDINATOR	Grade 9-12	3%
VOLLEYBALL-VARSITY	Grade 9-12	5%
VOLLEYBALL- FROSH-SOPH	Grade 9-12	4%
VOLLEYBALL	Middle School	3.5%
WEB COORDINATOR	Middle School	5%
WRESTLING-VARSITY-HEAD COACH	Grade 9-12	5%
WRESTLING-VARSITY-ASSIST.COACH	Grade 9-12	3.5%
WRESTLING	Middle School	3.5%
WRESTLING-ASSISTANT COACH	Middle School	3%
YEARBOOK WITH RELEASE TIME	Grade 9-12	3.5%
YEARBOOK W/O RELEASE TIME	Middle School	3.5%

Percentage	Dollar Amount
2.0%	$1,686
2.5%	$2,108
3.0%	$2,529
3.5%	$2,951
4.0%	$3,373
4.5%	$3,794
5.0%	$4,216
5.5%	$4,637
6.0%	$5,059
7.0%	$5,902
8.0%	$6,745
9.0%	$7,588
10.0%	$8,431
12.0%	$10,118

*Athletic and Activities Directors at the high school shall receive a preparation period in addition to the stipend.

** This number is advisory.