AGREEMENT BETWEEN ROSELAND SCHOOL DISTRICT AND ROSELAND EDUCATORS ASSOCIATION CTA/NEA

July 1, 2025 through June 30, 2028

Changes made during the 2024-2025 school year negotiations for the following:

Article XV - Hours and Adjunct Duties

Article XVI - Leaves

Article XVII - Class Size

Article XXI - Certificated Employee Evaluations

Article XXV - Salaries

Article XXVI - School Calendar

Article XXXII - Completion of Meet and Negotiations

MOU's for 2025-2026

Outsourcing MOU - *new (2 year 2024-25 and 2025-26)*

Unit Member Preparation time and Class Size for Grades 7-8 - *new (2 year MOU 2025-26 and 2026-27)*

Accelerated Schools Project (ASP) - *renew*

Association Release Time - *renew*

Signing Bonus - *renew with changes noted*

Unit Member Hours and Adjunct Duties (Wednesday Time) - *renew*

Unit Member Wednesday Time for RCP Grades 7-8 - *renew*

Association President Release Time - *renew*

Mainstreaming TK-6 - *new*

Side Letter - Formation of Work Group during Quarter 1 of 2025-26 school year to look at RSP and SLP Instructional Assistant time

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ARTICLE I - AGREEMENT

The article and provisions contained herein constitute a bilateral and binding agreement by and between the ROSELAND SCHOOL DISTRICT, hereinafter called "District," and the ROSELAND EDUCATORS ASSOCIATION/CALIFORNIA TEACHERS ASSOCIATION/NATIONAL EDUCATION ASSOCIATION, hereinafter called “Association.”

ARTICLE II - RECOGNITION

The District hereby recognizes the Association as the exclusive bargaining agent and representative of all regularly employed temporary, probationary and permanent certificated Unit Members of the District, excluding management, paid aides, substitutes, confidential and supervisory personnel, as filed with the Public Employment Relations Board.

ARTICLE III - DEFINITIONS

"Unit Member" shall mean an employee covered under this agreement as defined in Article II, Recognition.

"Day" or "working day" shall mean a day during which certificated staff are required to be present, except for the definition of day, or working day, contained in Article IX, Contract Maintenance (Grievance Process).

ARTICLE IV - NON-DISCRIMINATION

Unit Member application forms and oral interview procedures shall not refer to Membership in or preferences for employee organizations.

ARTICLE V - NEGOTIATION PROCEDURES

5.1 The Association shall designate an equal number of representatives as the District to serve as a negotiating team. Either party may use the services of a consultant.

5.2 The District shall provide, upon request of the Association, all available public, county, state and federal budgetary reports within ten (10) working days.

5.3 The District shall furnish the Association with the placement of personnel on the respective salary schedules by September 30.

5.4 The Association and District will submit their Sunshine Proposals by November 1st for presentation at the November Board Meeting.

5.5 Such submission shall be to: The District Superintendent (two copies); Board of Education (five copies); and the District's chief spokesperson in negotiations (two copies) at his or her address.

5.6 The initial proposals from the District to the R.E.A. shall be submitted to: The President of R.E.A. (one copy); the Lead Negotiator for the R.E.A. (three copies); and the C.T.A. representative (one copy) at his or her address.

5.7 Upon conclusion of each negotiation session, the District and the R.E.A. shall have signed all tentative agreements reached during that session.

5.8 Each negotiation session which requires release time for the Association bargaining team may be scheduled for 3.6 hours up to 7.5 hours.

5.9 Each Member of the bargaining team shall be granted, upon request, fourteen and one-half (14 1/2) hours of release time, in preparation for negotiations.

ARTICLE VI - PERSONNEL FILES

6.1 Unit Members shall have access to their personnel files during regular business hours of the District.

6.2 Unit Members shall be notified ten (10) days prior to the placement of derogatory materials in their file. During this period, Unit Members shall be entitled to place in the file a written response.

6.3 The personnel files shall be confidential and available only to the individual Unit Member, the District Administration and the governing Board of the District or the Unit Member's designee. Any violation of this in-house confidentiality must be reported to the Unit Member.

6.4 Upon written authorization by the Unit Member, a representative of the Association shall be permitted to examine and/or obtain copies of materials in such Unit Member's personnel file. Any other files kept by the Unit Member's immediate supervisor shall be accessible to the Unit Member involved.

6.5 The District shall maintain the Unit Member's official personnel file at the District's central office which shall be available to the Unit Member for inspection, provided the request is made at a time when the Unit Member is not actually required to render service to the District.

ARTICLE VII - ASSOCIATION RIGHTS

7.1 The Association shall have the right to make use of the District's facilities and equipment at reasonable times and upon reasonable notice to the District when said facilities are not otherwise used, in which case prior approval by the District shall be required.

7.2 The District shall provide a place on the agenda of each regular public Board meeting for the Association.

7.3 The names of all District Unit Members shall be provided by the District to the Association no later than October 15th of each year.

7.4 The Association shall have the right of access at reasonable times to areas in which employees work, the right to use institutional bulletin boards, mailboxes, and other means of communication, subject to reasonable regulation, and the right to use institutional facilities at reasonable times for the purpose of meetings concerned with the exercise of the right guaranteed by the Rodda Act.

7.5 The Association shall have the right to post notices of activities and matters of Association concern on Association bulletin boards, at least one of which shall be provided in each school building in areas frequented by Unit Members.

7.6 The District, upon request by the Association, agrees to furnish the Association, within ten (10) working days or as soon as possible, with the requested available non confidential information concerning the financial resources and professional staffing of the District. Such information shall include, but not be limited to: annual financial reports and audits, register of certificated personnel, tentative budgetary requirements and allocations, agendas and minutes of all Board meetings and all attachments thereto at the time of distribution to the Board, census and Membership data, names, addresses and phone numbers of all Unit Members, salaries paid thereto, educational background, and other information that may be used in negotiations and processing grievances. In addition, the District, upon request, agrees to provide any other available information which is reasonably necessary to fulfill its role as exclusive representative.

7.7 The District shall provide the REA President notice of any newly hired Unit Members within 10 days of their date of hire, via email. The notice shall include full legal name, work email address, date of hire, job title, and site

ARTICLE VIII - PERSONAL AND ACADEMIC FREEDOM

8.1 The District shall allow instruction to be fair, accurate, objective, and appropriate to the age and maturity of the student(s), and sensitive to the community needs and values of our diverse cultures and heritage.

8.2 A Unit Member shall have reasonable freedom in the classroom presentations and discussions and may introduce political, religious or otherwise controversial material, provided that said material is relevant to the course content and within the scope of the law.

8.3 In performing teaching functions, Unit Members shall have reasonable freedom to express their opinions on all matters relevant to the course content, in an objective manner. A Unit Member, however, shall not utilize his/her position to indoctrinate students with his/her own personal, political and/or religious views.

8.4 The personal life of a Unit Member is not an appropriate concern of the District for purposes of evaluation or disciplinary action unless it interferes with the Unit Member's ability to perform his/her assigned duties.

ARTICLE IX - CONTRACT MAINTENANCE (GRIEVANCE PROCESS)

A grievance is an allegation by a person or the Association covered by the Agreement that they have been adversely affected by a violation of the specific provisions of this Agreement.

Actions to challenge or change the policies of the District as set forth in the rules and regulations or administrative regulations and procedures and other matters for which a specific method of review is provided by law, by the rules and regulations of the Board of Education, or by the administrative regulations and procedures of the District are not within the scope of this procedure, but the Association does not hereby waive its rights of recourse through the courts, if any, with regard of such items.

INFORMAL LEVEL

Before filing a formal grievance, the grievant shall attempt to resolve it by informal conference with the immediate supervisor within fifteen (15) working days of the complained of action. If the grievance is not resolved informally then the grievant may proceed to the first formal step - Level I.

LEVEL I

A grievance arising from the interpretation or application of the provisions of this Agreement must be submitted in writing within twenty (20) working days after the occurrence of the act or omission giving rise to the grievance using the R.E.A. Grievance Report Form or another written statement.

1. A copy of the grievance shall be sent to the immediate supervisor, the Superintendent, and the R.E.A. Grievance Committee.
2. The grievance shall contain a clear, concise recital of the grievance, the circumstances involved, the remedy sought, and signed and dated by the grieving person or party.
3. Within ten (10) working days after the submission of a grievance the party or person to whom the grievance was tendered shall have a personal conference with the grieving person or party. Each person or party may have in attendance an appropriate person or persons to support his or her case.
4. Within these ten (10) working days after the personal conference a decision in writing should be made. Implementation of this decision shall commence within five (5) more working days or as soon as possible.

LEVEL II

If the grievant is not satisfied with the decision at LEVEL I, or if no decision has been made at Level I by the immediate supervisor, the person or party may, within ten (10) working days, appeal the decision to the District's Superintendent.

1. This appeal shall include a copy of the original grievance, the decision rendered, and a clear, concise statement of the reasons for the appeal signed and dated by the appealing grievant.

2. Within these ten (10) working days after receipt of the appeal, the District Superintendent shall request a personal appearance of the appealing grievant, and make a decision in writing within five (5) days after the personal conference. Each person or party may have in attendance an appropriate person or persons to support his or her case.

LEVEL III

If the grievant is not satisfied with the decision at LEVEL II, or if no decision has been made at Level II by the District Superintendent, the person or party may, within ten (10) working days, appeal the decision by notifying the District that it desires to proceed to mediation. The parties shall jointly request that a mediator be appointed by the State Mediation and Conciliation Service to assist the parties in resolving the grievance. The mediator shall have the authority to meet separately with either party or meet together, but shall not have the authority to compel resolution of the grievance. If, after due diligence, the mediator concludes resolution is not possible, the mediator shall notify both parties in writing.

LEVEL IV

In the event the grievant is not satisfied with the disposition of the grievance at LEVEL III, and within ten (10) working days after the mediation process is completed, the matter shall then be referred to a mutually acceptable arbitrator. The decision of the arbitrator shall be final and binding on the parties hereto. The arbitrator shall be empowered, except as his powers are limited below, or by the submission agreement, only to make a decision in cases of alleged violation of rights expressly accorded by this Agreement or any written supplementary agreements hereto. The costs of arbitration shall be borne one-half by the District and one-half by the Association; each party to bear its own counsel fees. The limitations on the power of the arbitrator are as follows:

1. He or she shall have no power to add to or subtract from or modify any of the provisions of this or any supplemental agreements.
2. He shall have no power to establish or change salary schedules or rates.
3. He shall have no power to substitute his discretion for that of the District or the Association where either party has retained discretion or is given discretion by the express terms of this Agreement or by any supplementary written agreement.
4. The parties agree that the power and jurisdiction of the arbitrator shall be limited to deciding whether there has been a violation of a provision of this Agreement. He shall not be empowered and shall have no authority to base his award on any alleged practice or oral understanding which is not incorporated in writing.

MISCELLANEOUS PROVISIONS

1. No reprisals of any kind will be taken by the District against any Unit Member for grieving or participating in the grievance arbitration procedure under this Article.
2. A Unit Member may be represented at all stages of the grievance procedure by himself or at his option by a representative selected by the Association. If the Unit Member is not represented by the

Association or its representatives, the Association shall have the right to be provided a copy of the proposed resolution. The Association shall have five (5) working days to state its position regarding the resolution in writing to the District.

3. When it is necessary for a Unit Member to attend a grievance arbitration meeting or hearing during the day as a grievant, a grievant representative or a witness, will, upon reasonable notice to the District, be released without loss of pay to permit participation therein.

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

5. Failure of a grievant to meet the timelines in Level I, II or III shall result in the grievance being settled at that level.

6. Failure of the District or the representatives to meet the timelines in Level I or II shall permit the grievant to appeal the grievance to the next level.

7. If a grievance arises as a result of the action or inaction at the District level the Unit Member may file a grievance directly with the Superintendent.

ROSELAND SCHOOL DISTRICT GRIEVANCE REPORT FORM

ROSELAND SCHOOL DISTRICT GRIEVANCE REPORT FORM

Grievance #____

Distribution of Form
1. Superintendent
2. Principal
3. Association
4. Teacher

Submit to Principal in Duplicate

_____ _____
Building Assignment

_____ _____
Name of Grievant Date Filed

LEVEL I

A. Date Cause of Grievance Occurred _____

B. 1. Statement of Grievance _____

_____

_____

_____

_____

2. Relief Sought _____

_____

_____

_____

_____

C. Disposition by Principal_____

_____

_____

D. Position of Grievant and/or Association _____

_____

_____

(If additional space is needed in reporting Sections B.1 and B.2 above, attach an additional Sheet)

LEVEL II

A. Date Received by Superintendent or Designee _____

B. Disposition of Superintendent or Designee_____

_____

_____

_____

_____
Signature Date

C. Position of Grievant and/or Association:

_____

_____

_____

_____
Signature Date

LEVEL III

A. Date of Mediation _____

B. Disposition of Mediator _____

_____

_____

_____

_____
Signature Date

LEVEL IV

A. Date Submitted to Arbitration_____

B. Disposition and Award of Arbitrator _____

_____

_____

_____

_____
Signature Date

ARTICLE X - ACCELERATED SCHOOLS

No decision made under the Accelerated Schools process shall violate the District/REA Collective Bargaining Agreement. However, a waiver of contract language may be requested per the following guidelines:

1. Waivers must be approved by a two-thirds (⅔) vote of REA Unit Members whose site would be affected.
2. In addition to the approval in 1 above, both the Association and District must approve any waiver before it can become effective. The REA vote will take place at an REA meeting.

ARTICLE XI - PAYROLL DEDUCTIONS

11.1 Any Unit Member who is a Member of the Association, or who has applied for Membership, may sign and deliver to the District an authorization to deduct Membership dues to the Association. Such authorization shall continue in effect from year to year unless revoked in writing between June 1 and September 1 of any year. The manner of dedication requested shall be such that it does not constitute an unreasonable bookkeeping or accounting burden on the District.

11.2 The Association reserves the right to select legal counsel of its choice, and at its cost, to defend any actions brought against the District as a result of the application of this Section. The District may appoint associate counsel of its own choosing at no cost to the Association.

11.2.1 The District shall rely on information provided by REA regarding employee dues deductions, and REA shall indemnify the District for any claims made in reliance of that information.

11.3 With respect to all sums deducted by the District pursuant to the authorization of an employee, for Membership dues, the District agrees to promptly remit such moneys to the CALIFORNIA TEACHERS ASSOCIATION office in Burlingame, California. The District shall notify the Association of any deletions, additions or changes in the assignment of moneys for Association dues.

11.4 The Association agrees to furnish any information needed by the District to fulfill the provisions of this Article.

11.5 Upon appropriate written authorization from the Unit Member, the District shall deduct from the salary of any Unit Member and make appropriate remittance for annuities, credit union, savings bonds, charitable donations, or any other plans or programs jointly approved by the Association and the District.

ARTICLE XII - MANAGEMENT RIGHTS AND DISTRICT POWERS

12.1 Subject to the express limitations of this Agreement, it is understood and agreed that the District retains all of its powers, responsibilities, and authority to direct and control to the the full extent of the law. Included in, but not limited to those duties and powers are the rights to : direct the work of its employees; determine the method, means, and services to be provided; establish the educational philosophy and the goals and objectives,; insure the rights and educational opportunities of students; determine the staffing patterns; determine the number and kinds of personnel required; determine the classification of positions; maintain the efficiency of the District operation; determine the curriculum, build, move, or modify the facilities; develop of budget; develop and implement budget procedures; determine the methods of raising revenue; and contract out work. In addition, the District retains the right to hire, assign, evaluate, promote, terminate, and discipline employees, and to take action on any matter in the event of an emergency.

12.2 The exercise of the foregoing powers, rights, authority, duties, and responsibilities by the District, the adoption of policies, rules, regulations and practices 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, and then only to the extent such specific and express terms are in compliance with the laws of California.

12.3 The District will amend its written policies and procedures and take such other action by resolution or otherwise as may be necessary to give full force and effect of the provision of this Agreement.

12.4 The District retains its right to amend, modify or rescind policies and practices referred to in this Agreement in cases of emergency or by mandate of California or Federal Law. The determination of whether or not any emergency exists rests in the discretion of the District after consultation and discussion with the Association or its designated representatives.

12.5 The Board shall not reduce or eliminate any benefit provided by the express terms of this Agreement except in the case of emergency.

12.6 This Agreement shall supersede any rules, regulations or practices of the Board which are or may in the future be contrary to or inconsistent with its terms except in the case of emergency.

ARTICLE XIII - CONCERTED ACTIVITIES

13.1 It is agreed and understood that there will be no strike, work stoppage, slowdown, or other interference with the operations of this District by the Association or by its officers, agents, or Members during the term of this Agreement.

13.2 The Association recognizes the duty and obligation of its representatives to comply with the provisions of this Agreement and to make every effort toward inducing all Unit Members to do so. In the event of a strike, work stoppage, slowdown, or other interference with the operations of the District by Unit Members who are represented by the Association, the Association agrees to advise and direct those employees to cease such action. It is agreed and understood that any Unit Member violating this Article may be subject to discipline by the District.

13.3 It is understood that the District shall be entitled to withdraw any privileges or services provided for in this Agreement or in the District to any Unit Member or Unit Member organization that violates this Agreement.

13.4 This Article is suspended in connection with any reopeners following exhaustion of bargaining and impasse obligations.

ARTICLE XIV - PUBLIC CHARGES

Definitions:
Complaint: a statement expressing discontent or unhappiness about a situation.
Concern: a feeling of worry about somebody or something.

14.1 **INTENT** - In order to promote fair and constructive communication in the resolution of conflict, the following procedures shall govern the disposition of complaints and/or concerns from students, parents, or volunteers.

14.1.1 Complaints and/or concerns regarding school personnel should be made directly by the complainant to the person against whom the complaint and/or concern is lodged. Parents/guardians will be directed to orally resolve complaints and/or concerns with the Unit Member personally. At the request of the complainant or Unit Member, the Principal may be present to act as a facilitator and in a manner to resolve the conflict.

14.1.1.1 If the complainant will not meet with the Unit Member, but requests action be taken that will affect the Unit Member, the principal will notify the Unit Member of the complaint, unless confidential, and of the action that will be taken.

14.1.1.2 If students, parents, or volunteers bring a concern to the attention of the principal that will not affect the Unit Member or cause any action to be taken the principal, at their discretion, may choose not to notify the Unit Member.

14.1.2 If the complaint is not resolved through an oral conversation the complainant will have ten (10) working days to file a written complaint with the principal, who must then present the complaint to the Unit Member within two (2) working days.

14.1.2.1 A written complaint must include the name of each employee involved and a brief, but specific, summary of the complaint and the facts surrounding it. It should include a specific description of the attempt to discuss the complaint with the Unit Member involved and the failure to resolve the matter.

14.1.2.2 Should the complainant involved, Unit Member, or the Principal or Assistant Principal decide that a meeting concerning the complaint would be beneficial; a meeting shall be scheduled within five (5) working days. An Association representative may be present at said meeting if so requested by the Unit Member.

14.1.2.3 The Unit Member shall be given reasonable release time during the duty day, without salary deductions, to review and respond to the complaint.

14.1.2.4 The Principal is responsible for investigating complaints and will attempt to resolve the complaint to the satisfaction of the persons involved. Following the investigation the Principal will notify in writing all concerned parties within five (5) working days of the completion of the investigation as to the resolution or the non-resolution of the complaint.

14.1.2.5 The parties should consider and accept the Principal's decision as

final.

14.1.3 However, the complainant, Unit Member, or the Principal may ask to convene a meeting with the Superintendent regarding the complaint.

14.1.3.1 A meeting will be convened with the Superintendent within five (5) working days.

14.1.3.2 The Superintendent's decision shall be in writing and shall be considered final.

14.1.4 Complaints which are withdrawn, unsubstantiated or shown to be false, shall not be placed in the Unit Member's personnel file nor be used in any evaluation or disciplinary action against the Unit Member.

14.2 Complaints that are covered by the Uniform Complaint Procedure are not subject to this contractual complaint procedure.

ARTICLE XV - HOURS AND ADJUNCT DUTIES

15.1 The length of the Unit Member's contractual day shall be seven and one-quarter (7.25) hours inclusive of a forty (40) minute lunch period and twenty (20) minute preparation/relief period in the morning as designated by the District. Unit Members shall be present for the duration of the student instructional day, except for Wednesdays, when Unit Members shall be present through the end of District-directed time, provided that Unit Members adhere to the provisions outlined in section 6.3. The student instructional day shall be defined as the time the students are required to report to class and the time they are dismissed according to the grade level at their given site. Unit Members who teach Transitional Kindergarten or Kindergarten or SDC PreK will work a day that is consistent with that of first through sixth grades. Nothing in this section shall preclude a Unit Member from voluntarily working hours in excess of the student instructional day.

The hours of employment of teacher and counselor Unit Members shall be effective over a school year, consisting of one hundred eighty days of instruction, two (2) non-instructional Unit-Member directed work days and four (4) professional development days, including the District Day, for a total of 186 contractual days. Professional development days will be scheduled from 8:00-3:15 to reflect the contractual day, with a minimum of two separate break times that add up to a total of at least sixty minutes.

Variations from the regular workday may be arranged by the mutual agreement between a Unit Member and the site administrator.

15.1.1 For TK-8 and SDC PreK, during the minimum day schedule on Wednesdays, following student release, the district and Unit Members will share the use of Wednesday time on a rotating schedule. Twelve (12) Wednesdays will be District-directed SAW time, twelve (12) Wednesdays will be Preparation Time, and twelve (12) Wednesdays will be Student Achievement Time. In the event of a scheduling need, adjustments may be made to trade these times on an equal basis. Every effort will be made to notify Unit Members in advance of any schedule changes.

15.1.1.1 SAW time shall be used for Accelerated Schools Work, student achievement, professional development, new tasks or requirements that necessitate a submission and other district needs.

15.1.1.2 Unit Member preparation time will be used as outlined in article 15.6.2.

15.1.1.3 SAT shall be used as directed and agendized* to support their current class(es)'student achievement by focusing on the following:

- Data analysis of assessments
- Curriculum mapping/planning (within or across departments/subjects)
    - Assessment creation
    - Shared grading/scoring
    - Supporting steps in action plans

*Agenda topics for SAT for classroom teachers will be set in collaboration with site administrators, academic deans, ASP coaches, REA site representatives and curriculum coordinators. Agenda topics for SAT for Unit Members other than classroom teachers will be set in collaboration with the affected Unit Member and site administrator or designee. The final agenda for the use of this time will rest with the site administrator or designee.

15.1.1.4 Parent Conference week(s) will be scheduled on a District-directed Wednesday.

15.1.2 Every attempt will be made to schedule required meetings within the contract day. When that is not possible, Unit Members shall be compensated at the contractual hourly rate for any mandatory meetings, as directed by a supervisor or designee (such as IEPs, behavior plan meetings, and SSTs) which extend 15 minutes or more beyond the contractual day. To the best extent possible, the Unit Member will be consulted prior to scheduling any meeting to arrange a mutually agreed upon time.

15.1.3 No later than the 28th day of the preceding month each school shall provide a calendar listing of all regularly scheduled meetings.

15.1.4 Workdays

Two (2) non-instructional Unit Member directed work days shall be scheduled per year. At the district's discretion, one of the two non-instructional workdays may be split over two or more days and shared with staff development days.

15.1.5 Back to School Night, Awards Night, Open House and Parent Conferences

All TK-6 Unit Members shall attend Back-to-School Night and Open House. All 7-8 Unit Members shall attend Back-to-School Night and Awards Night. Minimum days for TK-8 and SDC PreK shall be scheduled on the days that Back to School Night, Awards Night, Open House and Parent Conferences are held. Unit Members may leave school after students are dismissed on the days of Back to School Night and Open House/Awards Night.

15.1.5.1 For grades TK-6 and SDC PreK, parent conferences will occur one time a semester, in person. The goal for the first semester is to meet with all parents. The goal for the second semester is to meet with parents of students who need extra support, or parents who did not attend a first semester parent conference, as determined by the Administrator following consultation with Unit Members. For parents who are unable to meet with the teacher at a mutually agreed upon time, a documented phone or video conference may be completed if the student is at grade level or above. For students below grade level, whose parents are unable to come at a mutually agreed upon time with the teacher, arrangements will be made with the teacher, site principal or designee and parent.

15.1.5.2 For grades 7-8, parent conferences will occur in the Spring semester with parents of students who need extra support, as determined by the Administrator following consultation with Unit Members.

15.1.5.3 Scheduling of parent conferences will be the Unit Member's responsibility and will be at the Unit Member's discretion during the designated conference week. The goal is to accommodate the parents' availability. If no conferences are scheduled during an early release day, classroom teachers are free to leave before the end of their contractual day; Unit Members not assigned to a classroom may leave before the end of the contractual day with approval of their site administrator or designee.

15.1.5.4 During minimum days scheduled for parent conferences, Unit Members who are not assigned to their own classrooms shall support parent conferences, other parent engagement activities, or other duties related to their assignment as directed by the site administrator or designee. These Unit Members may be assigned to assist with interpreting parent conferences if they receive a bilingual stipend.

15.1.5.5 The process for scheduling of translators for parent conferences will be determined by the site administrator or designee.

15.1.5.6 All 9-12 Unit Members shall attend Back to School Night. A modified, minimum day for 9-12 will be scheduled on Back to School Night. Unit Members may leave school after students are dismissed on the day of Back to School Night and shall return prior to the start of Back to School Night.

15.1.5.7 All 9-12 Unit Members shall attend Senior Awards Night. A modified, minimum day for 9-12 will be scheduled on the day of Senior Awards Night. Unit Members may leave school after students are dismissed on the day of Senior Awards Night and shall return prior to the start of Senior Awards Night.

15.1.6 Tutoring

15.1.6.1 Unit Members may tutor students after the student instructional day for additional pay at the district contracted hourly rate. This tutoring will be voluntary with the approval of the site administrator.

15.1.7 Part-Time Unit Members

15.1.7.1 Part time teaching contracts shall be prorated, based on the percentage of time they work within the academic school year. Affected Unit Members will be given a calendar of their work days at the beginning of the school year.

15.1.7.2 Part time Unit Members are expected to serve all contracted time on site unless otherwise approved by the Principal. It is understood that planning and preparation for the assigned class(es) is the responsibility of the Unit Member and is part of the contracted compensation.

15.2 Extra-Curricular and Adjunct Duties

15.2.1 Extra-curricular duties shall be those duties extending beyond the contract day or at a mutually agreed upon time, and which are granted prior approval by the District.

15.2.1.1 Unit Member participation in extra-curricular activities shall be on a voluntary basis. Prior approval is required by the site administrator for any school sponsored activity.

15.2.1.2 The expected duties shall be created and communicated to the person who fills the position by the Site Administrator/Designee.

The parties agree that extra-duty stipends will be paid for work performed in addition to regular teaching duties. These stipends shall be paid at the following rates:

Note: Additional years denote consecutive years.

Duty	Stipend Amount
Athletic Director: 4-6	Year 1: $3,500 per site Year 2: $3,750 per site Year 3+:$4,000 per site
Athletic Director: 7-8	Year 1: $4,500 per site Year 2: $4,750 per site Year 3+: $5,000 per site
Athletic Director: 9-12	Year 1: $6,500 per site Year 2: $6,750 per site Year 3+: $7,000 per site
Coaching: 4-6*	Year 1: $1,700 per sport per season Year 2: $1,950 per sport per season Year 3+: $2,200 per sport per season
Coaching: 7-8*	Year 1: $2,000 per sport per season Year 2: $2,250 per sport per season Year 3+: $2,500 per sport per season
Coaching: Junior Varsity*	Year 1: $2,500 per sport per season Year 2: $2,750 per sport per season Year 3+: $3,000 per sport per season
Coaching: Varsity* (other than baseball and football)	Year 1: $3,500 per sport per season Year 2: $3,750 per sport per season Year 3+: $4,000 per sport per season
Coaching: Varsity baseball or football*	Year 1: $4,000 per sport per season Year 2: $4,250 per sport per season Year 3+: $4,500 per sport per season

TK-Kindergarten Screening (held on a contract day)	Hourly pay and sub release to complete the Screening and preparation
TK-Kindergarten Screenings (held on a non-contract day)	Hourly pay to complete the Screening and preparation
TK-Kindergarten Combination Class (taught for two consecutive years)	$1,500 per semester in the second consecutive year in which the Unit Member teaches TK-Kindergarten Combination class
School Club Advisor	$400 per semester, per club
AVID Coordinator (2-year commitment)	Year 1: $2,000 per site Year 2+: $2,250 per site
AVID Summer Trip Coordinator**	$1,000
After-school Drama Production Coordinator	Year 1: $2,000 per site, per year Year 2: $2,500 per site, per year Year 3+: $3,000 per site, per year
ASP Coach (2-year commitment)	Year 1: $2,000 per site, plus hourly for work groups, cadres, and ad hocs Year 2+: $2,250 per site, plus hourly for work groups, cadres, and ad hocs
High School Leadership Teacher (Duties outside the instructional day)	Year 1: $5,000 Year 2: $5,250 Year 3: $5,500
AP or Honors Course	$300 per semester, per section
UC Doorways and AP/Honors Course Submissions	$200, or one release day, per course
Counselor Health Scheduling (MS and HS)	Middle School: $300 per school High School: $500 per school
Teacher-in-charge Teacher on call***	$100 per day $50 per day
Overnight Trips****	$350 per night, plus per diem meal allotment when meals are not supplied (per reimbursement form)

* District employees shall be given first consideration for filling coaching positions. The District shall ensure that all athletic team coaches meet the qualifications listed under Title V of the

CAAdministrative Code.

**AVID summer trip coordinator to submit a plan that includes the number of chaperones, length of trip, and locations to site principal and board for approval.

*** If a teacher on-call becomes teacher-in-charge in a given day, the Unit Member shall be paid only the teacher-in-charge rate.

**** Overnight Trip duties include, but are not limited to: Outdoor Education, AVID 10 Summer Trip Chaperone, Senior Camping Trip. Other duties that are not listed above but may meet the requirement for "overnight trip" must be discussed with the district for prior approval.

15.2.2 Auxiliary Activities - There are voluntary-unpaid activities at each school site. If no staff Member signs up for the activity, every effort will be made to fulfill the position, if the position is not filled, the activity will be postponed or canceled.

15.2.3 Paid extra duties will be at the hourly rate that equals the hourly rate at Step 7, Column IV of the Certificated Salary Schedule.

15.2.3.1 These duties will be open to all site staff. Selection of staff to fill the position will be made by the principal.

15.2.4 The district/site administrator or designee has the option to provide additional stipends other than those listed.

15.2.5 The district/site administrator or designee has the option to not offer adjunct duty and correlating stipend based on funding or program needs.

15.2.6 Stipends and extra duty hourly compensation will not be paid outside of the fiscal year the work is performed.

15.3 Student Teachers

15.3.1 Student teachers will be placed with a Unit Member on a voluntary basis only.

15.3.2 The placement of student teachers is at the discretion of the site principal in consultation with the university representative and the receiving Unit Member.

15.3.3 The district's agreement with any college or university placing student teachers may provide that such college or university make payment to the supervising Unit Member.

15.4 Professional Development

15.4.1 In the event the scheduled professional development continues past contracted hours, attendance is voluntary.

15.4.2 Required Professional Development

15.4.2.1 If a Unit Member is absent from the required professional development, the content will be shared in a mutually agreed upon way.

15.4.2.2 As determined by the district, one required mandatory training per year will be completed by Unit Members, as part of their professional duties and shall be completed outside of SAW, SAT, Professional Development Days, or instructional time.

15.5 Translation

15.5.1 Translators will be provided as available for Unit Members to communicate with non-English speaking parents. A process by which Unit Members can request and schedule a translator will be made available to the Unit Members prior to the start of each school year.

15.5.2 Unit Members, with the prior approval of the principal, may act as a translator for other staff. Unit Members acting as a translator outside of the contract day will be compensated at the district hourly rate.

15.6 General Preparation Time Guidelines for TK-12

15.6.1 All preparation time will be scheduled as equitably as practical. Rescheduling may occur if program needs and schedules change.

15.6.2 Preparation time shall be used for completing professional duties. Unit Members shall carry out all professional duties and responsibilities of their assignment. As professionals, Unit Members will utilize the California Standards for the Teaching Profession, or the professional standards for their position (see Appendix G), to ensure they are fulfilling their professional responsibilities. In addition, professional duties also include, but shall not be limited to:

- Reading and providing timely input regarding action plans, Steering notes, Weeklies, surveys, written input for meetings and educational plans, such as 504s, IEPs, SSTs
- Checking and responding to emails/voicemails

*Any paid extra duty shall not occur during a Unit Member's preparation time.

15.6.3 All Unit Members will remain on campus during preparation periods during the instructional day unless the Unit Member asks and receives permission from the site principal of designee and signs out. On Wednesdays, Unit Members may leave during preparation time after notifying their site principal or designee by signing out.

15.6.4 When instructional schedules are modified, efforts will be made to schedule equitable preparation time for teachers.

15.6.5 Development of any additional preparation time will not be limited to the above programs provided that mutual agreement exists between Unit Members and site administrator.

15.6.6 The District will make every effort possible to schedule school and district meetings to not conflict with teacher preparation time.

15.6.7 If a teacher will miss their preparation time, the teacher will notify their site

administrator in advance.

15.7 Preparation Time TK-6

15.7.1 TK-6 grade Unit Members will be provided weekly preparation time as follows:

In addition to preparation time before school and after school and Wednesday early release, TK/K preparation time shall occur from the end of the TK/K instructional day to the end of the instructional day for grades 1-6 on Mondays, Tuesdays, Thursdays, and Fridays.

Grades 1-6 will receive 100 minutes per week of preparation time during the student instructional day. Should Proposition 28 Arts & Music funding discontinue, preparation time will revert back to 70 minutes per week, effective as of the date the funding is discontinued.

15.7.1.1 The District will make every effort to schedule preparation times on at least two different days of the week. The enrichment and/or instructional activity to occur during this time will be arranged by the district in consultation with R.E.A.

15.7.1.2 Of the above listed preparation minutes, missed preparation time may be made up for the following reasons: school- and district-scheduled meetings, school events, holidays, other than Thanksgiving, Winter, and Spring Breaks, or the absence or unavailability of an enrichment instructor. Missed preparation time will be made up through one of the following, in consultation with the site administrator: switch with another teacher, rescheduling, substitute release, or compensation.

15.7.1.3 For the first week of any District-scheduled enrichment program for which a Unit Member would otherwise receive preparation time, Unit Members are to remain with their class to set up a learning environment as follows:

- For the first week of instruction for any enrichment program taught by a certificated credentialed teacher.
- For the first two weeks of instruction for any enrichment program taught by a non-certificated/non-credentialed teacher.

15.7.2 Physical Education

For Unit Members who teach grades 1-6, in the event a P.E. position is unfilled or unfunded, they may collaborate and combine two classes for P.E. instruction in order to provide rotating preparation time. If Unit Members choose this option, one classroom teacher will remain with the students to provide P.E. instruction and supervision.

15.7.3 Report Card Preparation

The District will provide one (1) minimum day for each report card grading period to be designated for use by Unit Members to work on report cards.

15.8 7-8 Instructional Schedule and Preparation Time

15.8.1 In addition to Wednesday preparation and planning time, Unit Members of grades 7 and 8 will receive an additional ninety (90) minutes of preparation time each week. The ninety (90) minutes will be split into two (2) forty-five (45) minute preparation periods.

15.8.1.1 During midterms and finals weeks, minimum instructional days will be scheduled. Teachers will utilize the early release time to conduct grading, report cards, and other professional duties.

15.9 9-12 Instructional Schedule and Preparation Time

15.9.1 The instructional day for high school students will be based on an eight period schedule.

15.9.1.1 Full time Unit Members will provide instruction for six (6) periods and one (1) weekly advisory period. Part time Unit Members who teach advisory shall have this time reflected in their FTE. The remaining two (2) periods are designated for teacher preparation. Full time Unit Members shall be assigned to instruct in no more than three (3) consecutive periods.

15.9.1.2 The District will make every effort to ensure Unit Members are assigned to instruct no more than four (4) different core (A-G) prep courses. (E.g., a teacher assigned to English 9, English 10, English 11, and English 12 will meet this criteria; a teacher assigned four class sections of English 9 will not meet this criteria.) The District will make every effort to ensure that teachers new to the profession (within their first two years of credited service in any district) are assigned to instruct no more than 3 different courses, including electives. Advisory and Study Hall courses may be assigned and shall not be counted as one of the 3 courses.

15.9.1.3 Variations will occur in the schedule to allow for minimum instructional days and testing periods. The instructional minutes shall at least meet the instructional minutes required by law.

15.9.1.4 To help facilitate time management, staff meetings, trainings, and collaboration between Unit Members and site principal, the Unit Members will extend their Wednesday workdays on every other week in exchange for shortened Wednesdays on alternate weeks. The time in which the alternating Wednesdays are extended will be equivalent to the time of the shortened Wednesdays.

- The Principal or designee shall seek input from up to three (3) REA Unit Members to determine the use of this time. However, the final agenda for the use of this time will rest with the

Principal or designee.

15.9.2 High school sites shall consult with an REA representative appointed by the site's Unit Members before finalizing the master schedule. The purpose of consultation is to provide feedback and suggestions that may improve the efficacy of the schedule for both students and staff.

15.10 Committees

Unit member's participation on committees, including, but not limited to cadres, Ad-hoc, work groups, ELAC, DELAC, shall be voluntary. An effort will be made to balance committee membership by:

15.10.1 Providing a balance of site and grade level representation as applicable to the purpose of the committee.

15.10.2 Every effort will be made to include Unit Members with a variety of teaching experience.

15.11 Substitute Shortage

15.11.1 When an elementary teacher is absent or otherwise unavailable, the District shall make every effort to find someone to teach the class, rather than splitting the class into other teachers' classrooms. If a substitute teacher is not available, and the students in an elementary class are split up and assigned to multiple elementary teachers for more than one hour, then the value of the substitute pay shall be split and prorated between the elementary classroom teachers of record who taught the split class.

15.11.2 Secondary teachers may volunteer to cover another Unit Member's class during the prep time for compensation at the Unit Member's hourly rate.

15.12 Emergencies Beyond Contractual Hours

In order to ensure student safety during declared emergencies that extend beyond the contractual hours, the following will occur:

- Any Unit Member who has been identified by the superintendent or his/her designee to assist with student supervision or emergency procedures shall be paid at the district contracted hourly rate rounded to the nearest fifteen-minute increment for any time that exceeds thirty minutes.

- If there are more than two declared emergencies that extend beyond contractual hours in a school year, the District and the Association will meet to reconsider payment options.

ARTICLE XVI - LEAVES

16.1 Sick Leave

Each Unit Member shall be entitled to paid sick leave in the amount of ten (10) days per school year (pro-rated for part-time Unit Members). If the need for paid sick leave is foreseeable, a Unit Member taking sick leave under the California Education Code shall notify the District within a reasonable time prior to his/her absence. If the need for paid sick leave is unforeseeable, the employee shall provide notice of the need for the leave as soon as practicable.

16.1.1 Absent extenuating circumstances preventing advance notification, a Unit Member taking sick leave must report his/her absence to Absence Monitoring System no later than 7:30 pm the date immediately prior to the date of absence. If extenuating circumstances prevent the Unit Member from reporting his/her absence until the morning of the absence, the Unit Member must report his/her absence to both the Absence Monitoring System (e.g. Frontline) and to his/her immediate supervisor via text on the morning of his/her absence.

16.1.2 In order to qualify for leave under Section 1, each Unit Member shall complete and sign a Leave Request Form within two (2) working days upon his/her return from an absence.

16.1.3 The District reserves the right to require proof of illness which is acceptable to the District.

16.1.4 Sick Leave may be taken for the Member's own illness or injury. In addition to use for personal illness or injury, Unit Members may use their annual allotment of sick leave in accordance with Labor Code section 246.5 and Labor Code section 233.

16.2 Personal Leave

16.2.1 Each Unit Member may use eight (8) days of accrued or accumulated sick leave per year as "no-tell days" for personal and compelling reasons without securing advance permission from the District. No-tell days may not be used for more than two (2) consecutive working days unless mutually agreed upon by the Unit Member and Site Administrator.

16.2.2 Personal Leave shall not be used on the following dates without advance approval from the Site Administrator or designee:

- Professional Development days
- State Testing
- First and last week of school

16.2.3 Personal Leave shall not be used to extend Thanksgiving Break, Spring Break, and Winter Break (without advance approval from the Site Administrator or designee).

For purposes of Sections 1 & 2, immediate family shall mean father, mother, grandfather, grandmother, or grandchild of the Unit Member or of the spouse of the Unit Member, and the spouse, son, son-in-law, daughter, daughter-in-law, brother or sister of the Unit Member, any relative living in the immediate household of the Unit Member, or any person who over a period of time has held the place of such a Member.

16.3 Family Care Leave

Employees have the right to a leave of absence under the California Pregnancy Disability Leave Law (PDL), Education Code section 44977.5 (Parental Leave), the California Family Rights Act (CFRA), and the Federal Family and Medical Leave Act of 1993 (FMLA). Please see your Human Resources department for more information.

16.4 Extended Illness Leave

16.4.1 If a Unit Member has utilized all of his/her accumulated sick leave and is still absent from his/her duties on account of illness or accident for a period of five (5) school months, or less, then the amount of salary deducted in any month shall not exceed the sum which was actually paid or would have been paid a substitute during his/her period of absence. The sick leave, including accumulated sick leave, and the five (5) month period shall run consecutively.

16.4.2 The five (5) months or less period during which the above deductions occur shall not begin until the Unit Member has exhausted all available sick leave, including all accumulated sick leave and any other available paid leave.

16.4.3 If the Unit Member is not medically able to resume the duties of his/her position and continues to be absent beyond the additional five (5) school month period of differential pay, the Unit Member shall be placed on a reemployment list for 24 months if probationary and 39 months if permanent.

16.4.4 A Unit Member applying for leave under this Section shall notify the District in writing, specifying the commencement date desired and reasons for the leave.

16.5 Industrial Accident and Illness Leave

A Unit Member shall be entitled to sixty (60) days paid leave of absence from his/her duties on account of an industrial accident or illness arising out of the course of his/her employment with the District, in accordance with the California Labor Code.

16.5.1 The allowable leave shall not be accumulated from year to year.

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

16.5.3 Any compensation paid to the Unit Member under this Article and any other payments as a result of said injury or illness from whatever source shall, when added to his/her temporary disability indemnity under the California Labor Code, result in a payment to him/her or not more than his/her full salary.

16.5.4 Industrial accident or illness leave shall be reduced by one (1) day for each day of authorized absence regardless of a temporary disability indemnity award.

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

16.5.6 In order to qualify for benefits under this Section, the Unit Member must advise the District in writing within two (2) days of the incident giving rise to the industrial illness or injury unless extenuating circumstances prevent said notification. This

notification shall specify the date, time, place, and circumstances of the injury and illness. In no event shall notification of the illness be later than thirty (30) days following said incident or illness. In the event of failure to notify the District, the Unit Member shall be disqualified from receiving benefits under this Section.

16.6 Bereavement Leave

Every Unit Member shall be entitled to three (3) days of paid leave of absence, of six (6) days if travel outside California is required on account of the death of any Member of his or her immediate family. Members of the immediate family as used in this section mean the father, mother, grandfather, grandmother, or grandchild of the Unit Member or of the spouse of the Unit Member, and the spouse, son, son-in-law, daughter, daughter-in-law, brother or sister of the Unit Member, any relative living in the immediate household of the Unit Member, or any person who over a period of time, has held the place of such a Member. Unit Members may use available personal leave for the extension of bereavement leave.

16.7 Jury Duty Leave

Unit Members shall be entitled to as many days of paid leave as are necessary for the purpose of serving as a juror, to include jury selection, in any legal proceeding. All monies payable by the Court to the employee for jury duty shall be remitted directly to the District.

16.8 Study Leave

The District shall grant a Unit Member an unpaid leave of absence to pursue educational improvement and advancement, for a period of not less than one (1) semester nor more than one (1) school year, subject ot the following conditions:

16.8.1 A Unit Member shall be employed for at least three (3) years and have attained the status of a permanent employee as defined in the California Education Code.

16.8.2 No more than two (2) Unit Members shall be granted such leave in a given school year; any conflicts as to eligibility under this subsection shall be resolved by reference to priority of application for leave.

16.8.3 Applications for leave under this Section shall be made in writing on or before February 1 of the school year preceding the school year in which the leave is to be taken.

16.8.4 Any Unit Member on such leave shall advise the District in writing of their intention to not re-assume teaching duties by February 1 of the school year in which the leave is taken. If no notification is received by the District or if the Unit Member fails to return to work when agreed upon, the Unit Member shall be terminated from employment and such termination will be considered a voluntary resignation.

16.8.5 Unit Member shall be entitled to leave under this Section no more than once in every three (3) years of service to the District.

16.8.6 A Unit Member on study leave shall be entitled to receive credit for annual salary increments.

16.9 Other Leaves

16.9.1 The District Board of Trustees may grant leaves of absence for other than the reasons in this Article XVI.

16.9.2 The District shall provide leave as required by state and federal law to the extent such leave is not expressly addressed in this Article.

16.10 Miscellaneous

The following conditions specify the rights Unit Members have returning from paid and unpaid leaves of absence unless otherwise provided for in this section or by state and federal law. The leaves available to Unit Members are in the preceding sections of this article.

16.10.1 A Unit Member on a paid leave of absence shall be entitled to: (1) return, if at all possible, to the same position which he or she held immediately before commencement of the leave, or a substantially equivalent one within the District; (2) receive credit for annual salary increments provided during his or her leave; (3) receive, during his or her leave, medical and dental coverage as provided in Article XXV at his or her option and cost unless otherwise provided for by state and federal law.

16.10.2 A Unit Member, if at all possible, on unpaid leave of absence shall be entitled to: (1) return, if at all possible, to the same position which he or she held immediately before commencement of the leave, or a substantially equivalent one within the District; (2) receive, during Unit Member leave, medical and dental coverage as provided in Article XXV at his/her option and cost unless otherwise provided for by state and federal law.

16.11 Catastrophic Leave

16.11.1 An employee who is, or whose family Member is, suffering from a catastrophic illness or injury may request donations of accrued sick leave credits under the catastrophic leave program.

16.11.2 “Catastrophic illness” or “injury” means an illness or injury that is expected to incapacitate a Unit Member for an extended period of time, or that incapacitates a Member of the employee’s family whose incapacity requires the Unit Member to take time off from work for an extended period of time to care for that family Member, and taking extended time off creates a financial hardship for the employee because he/she has exhausted all of his/her sick leave and other paid time off.

16.11.3 Upon requesting donations under this program, the employee shall provide verification of the catastrophic injury or illness.

16.11.4 Verification shall be made by means of a letter, dated and signed by the sick or injured person’s physician, indicating the incapacitating nature and probable duration of the illness or injury.

16.11.5 The Superintendent or designee, and the Association representative, and school nurse, shall determine:

a) That the Unit Member is unable to work due to the employee’s or his/her family Member’s catastrophic illness or injury, and

b) That the Unit Member has exhausted all accrued paid leave credits.

16.11.6 When the above verification and determinations are made, the Superintendent or designee, and the Association representative, and the School Nurse, may approve the transfer of accrued sick leave credits.

16.11.7 The Superintendent or designee, and Association representative shall inform Unit Members of the need for donations to be made in response to the Unit Member's request.

16.11.8 Any employee, upon written notice to the district, may donate accrued sick leave credits to the requesting employee at a minimum of one (1) full day up to fifteen (15) days per year. The donation shall be made on a pro-rata basis for part-time Unit Members. All transfers of eligible leave credit shall be irrevocable.

16.11.9 To ensure that Unit Members retain sufficient accrued sick leave to meet needs that normally arise, donors shall not reduce their accumulated sick leave to fewer than fifteen (15) days.

16.11.10 Benefiting Unit Member may use donated leave credits for a maximum of thirty (30) consecutive work days.

16.11.11 A Unit Member who receives paid leave pursuant to this program shall use any leave credits that he/she continues to accrue on a monthly basis before receiving paid leave pursuant to this program.

16.11.12 The Superintendent or designee, and the Association representative, and School Nurse, shall ensure that all donations are confidential.

ARTICLE XVII - CLASS SIZE

Definitions:

Overflow Class: Enough (TK-6) students to justify the costs to open a new class in the District.

Balanced: Differential of enrollment or student needs at a grade level within the District.

Classroom Overages: More students than the District's class size grade level average.

17.1 Student to Teacher Ratios

The site administrator(s) shall consult with all of the affected Unit Member(s) to explore alternative approaches to resolve issues related to class size. The District shall make all reasonable efforts to equalize and maintain class sizes averages across the District at or below the following ratios. Final decisions will be determined based on student and site needs at the discretion of the District Administration.

17.1.1 Class Sizes for Grades TK-6

- TK-Hard cap at 20 students
- Kindergarten-soft cap of 20 students not to exceed 22* (See Section 5 for overage compensation)
- First-soft cap of 22 students not to exceed 24* (See Section 5 for overage compensation)
- Second-Third-soft cap of 23 students not to exceed 24* (See Section 5 for overage compensation)

*Primary class size numbers may increase or decrease pursuant to Local Control Funding Formula (LCFF) regulations. If the District needs to change class size ratios, it will consult with REA. If LCFF regulations change, all affected items in this article will be reopened for the following year.

- Fourth-Sixth 29 students (See Section 5 for overage compensation)

17.1.2 Class Sizes for Grades 7th-8th

Every effort will be made to not exceed a 30:1 student/teacher ratio. Unit Members will be consulted regarding placement of students in non-core/elective courses to best facilitate balanced classes.

17.1.3 Class Sizes for Grades 9th-12th

Every effort will be made to not exceed a 32:1 student/teacher ratio, with the exception of physical education in which every effort will be made to not exceed a 40:1 student/teacher ratio.

17.2 Combination Classes

The District agrees to keep combination grade level classes to a minimum.

17.2.1 Unit Members of combination grade classes shall be chosen on a voluntary basis. If there are insufficient volunteers, a rotation shall be implemented so that no Unit Member will have a combination two years in a row.

17.2.2 Enrollment for combination classes:

- Transitional Kindergarten-Kindergarten Combo Class: Hard cap at 20 students
- Kindergarten-First Grade Combo Classes: 20 students not to exceed 22* (See Section 5 for overage compensation)
- First-Second Combo Classes or Second-Third Grade Combo Classes: 20 students not to exceed 24* (See Section 5 for overage compensation)
- Fourth-Sixth Grade Combo Classes: 27 students unless the corresponding classes district wide at the same grade level(s) have reached an enrollment of 32 (See Section 5 for overage compensation)

17.2.2.1 In the event that a 3rd/4th combination class is necessary, the class shall adhere to the third (3rd) grade class size limit (23 not to exceed 24, see section 5 for overage compensation).

17.2.3 For the purpose of class suitability, grade-level teams will consult with the principal regarding the placement of all students into a combination class.

17.2.4 In grades TK-6 combination class Unit Members will receive an additional hour a week of preparation per week of instruction. Scheduling of additional prep time will be determined in collaboration with the principal and the combination class Unit Member. The following are possible options for scheduling of prep time:

- Release time
- Hourly paid
- Additional preparation time

17.2.4.1 If additional staff support is available, priority will be given to combination classes that do not have Instructional Assistant support

17.3 Special Education

17.3.1 The RSP caseload shall not exceed twenty-eight (28) students per Unit Member.

17.3.2 Students receiving RSP or speech services and full inclusion students will count in the class size average of their general classroom.

17.3.3 The Speech and Language Pathologist caseload shall not exceed fifty-five (55) students. Preschool Speech and Language Pathologist caseload shall not exceed forty (40) students.

17.3.4 The goal of the District for SDC is:

- TK-Third: 12 students (See Section 5 for overage compensation)
- Third-Sixth: 14 students (See Section 5 for overage compensation)
- Secondary: 15 students (See Section 5 for overage compensation)
- TK-Sixth ESN SDC: 10 students (See Section 5 for overage compensation)

If the majority of students fall within the lower grade span, the lower class size shall apply.

*If student enrollment exceeds the specified amount, the Site Administrator(s) shall consult with all of the affected Unit Member(s) to explore alternative approaches to resolve issues related to class size.

17.4 Resolution of General Education Class Size Imbalances

17.4.1 The management of the District shall have the final authority to take action to resolve problems relating to class size. For grades TK-12, the Site Administrator(s) shall consult with all of the affected Unit Member(s) to explore alternative approaches to resolve issues related to imbalance and/or class size.

Possible actions may include, but are not limited to:

- Establishment of combination classes.
- Transfer of students to other classroom and/or schools.
- Employment of an additional Unit Member for an overflow class.
- In grades four through six, the addition of Instructional Assistant time during a portion of the language arts period will be provided if requested by the Unit Member and funding is available.

17.4.2 For Grades TK-6

17.4.2.1 Within the first five (5) school days of the start of school, Unit Members and families will be notified that a class change may be made due to changes in enrollment. Every effort will be made to make these changes by the first ten (10) days of school.

17.4.2.2 Classes with overages will be balanced within ten (10) school days unless the district decides opening a new class in the district is necessary.

17.4.2.3 The District will decide within the first three (3) weeks of school if an overflow class is warranted.

17.4.2.4 If class size overages justify opening an overflow class, Unit Members who are affected will be notified.

17.4.2.5 The District may open an overflow class during the school year if enrollment warrants.

17.4.3 For Grades 9-12

17.4.3.1 The District will notify Unit Members of student classroom and/or course moves within three (3) weeks of the start of each quarter or semester.

17.5 Elementary Class Size Overage Compensation

17.5.1 When class size exceeds an average of the following number of students, the Unit Member will be compensated for each student exceeding the limit:

17.5.1.1 Two check-in periods per year, one in the fall, with payment in December, and one in the spring, with payment in May.

17.5.1.2 Three hundred fifty dollars ($350.00) per student per check-in period when the class size average exceeds:

- Kindergarten = More than 20 students on average
- First = More than 22 students on average
- Second - Third = More than 23 students on average
- Fourth-Sixth = More than 29 students on average
- Combination classes in TK-3 = More than 20 students on average
- Combination classes in 3rd-4th = More than 23 students on average
- Combination classes in 4th-6th = More than 27 students on average
- TK-3rd Special Day Classes = More than 12 students on average
- Third-Sixth Special Day Classes = More than 14 students on average
- ESN SDC = More than 10 students

*In the event that a combination class is necessary, the class overages shall adhere to the lower grade level within the combination.

17.6 Secondary Class Size Overage Compensation

17.6.1 When class size exceeds an average of the following number of students, the Unit Member will be compensated for each student exceeding the limit:

17.6.1.1 Two check-in periods per year, one in the fall, with payment in December, and one in the spring, with payment in May.

17.6.1.2 Five dollars ($5) per student per class period per day, excluding any period in which a teacher is released from instructional duties for preparation purposes, when the class size average exceeds:

- Seventh-Eighth = More than 30 students on average per class period
  - At RAMS, in lieu of overage pay to a certificated staff person assigned to provide instruction in Physical Education, a classified staff member will be assigned to work for each and every scheduled PE class with an enrollment in excess of 30 students in order to support the certificated PE instructor. In the event that a classified staff member is unavailable, or for any other reason is not physically present, to assist the certificated PE instructor, overage pay will be paid at the rate of five dollars ($5) per student in excess of 30 students per period per day.
- Ninth-Twelfth = More than 32 students on average per class period, excluding P.E.
- High School P.E. = More than 40 students on average per class

period
- Secondary Special Day Class = More than 15 students per class period

17.6.1.3 Middle school and high school teachers shall complete monthly score sheets for overages.

ARTICLE XVIII - WORKING CONDITIONS

18.1 Facilities and Equipment

18.1.1 The District shall make available in each school one (1) room which shall be used as a staff workroom.

18.1.2 Repairs of equipment and instructional devices shall be made as soon as possible by qualified repair personnel. Each site shall establish and maintain a procedure for the care and repair of equipment.

18.1.3 Necessary repairs and maintenance of classrooms shall be made at a time which will not interfere with the instructional program except in emergencies. Should the health and safety or welfare of students and/or Unit Members be endangered, immediate actions shall be taken to correct the problem and timely communication shall be provided to the affected parties.

18.1.4 Custodial care of classrooms and staff rooms shall take place daily if possible. The Site Administrator shall work with staff and students to maintain standards of cleanliness within the site. Unit Members shall work with students to maintain standards of cleanliness in the classroom.

18.2 Consultation

18.2.1 Unit Members impacted by new curricular and/or other programs will be consulted prior to their implementation. Consultation may include, but is not limited to: surveys, site/district staff meetings, or Steering.

18.2.2 The District shall make every effort, pending available funding, to provide the textbooks, reference books, supplies, materials, equipment, etc. as determined by annual Unit Member inventories and Unit Member consults for implementation needs.

18.2.3 Unit Members affected by before or after school classroom usage will be notified prior to the usage. Every effort will be made to give adequate advance notice.

18.3 Student to Adult Ratios

18.3.1 SDC: The goal of the District is to have an appropriate ratio of adults to students within Special Day Classes. The Unit Member and site administrator shall consult regarding the academic and/or behavior needs of students within the classroom to determine the amount of adult support needed.

18.3.2 Every counselor Unit Member shall have access to a confidential counseling space, as needed and in consultation with site administration, to meet individually with students and provide counseling support.

ARTICLE XIX - TRANSFERS AND REASSIGNMENTS

Definitions:
Reassignment: a change from one grade level (K-6) or core subject (7-12) to another grade level or core subject within the same school.

Transfer: a change from one school site to another.

Days: shall be days when the District Office is open for business.

Opening/Vacancy: an unoccupied probationary or permanent position which the District decides to fill and to which no person has reemployment rights or no probationary or permanent Unit Member remains unassigned.

19.1 Notification of Assignment

19.1.1 Each Unit Member shall be given written notice no later than May 15 of the next year's assignment. Such notice shall specify the site, grade, classroom & subject area to which the Unit Member will be assigned.

19.1.2 Assignments may change after May 15 due to special circumstances. Those circumstances may include events such as:

- The opening of a new school
- Vacancies due to Unit Members not returning from leaves
- Enrollment fluctuation
- Retirement during the school year
- Illness or death of a Unit Member
- Elimination of program(s) and/or funding
- The formation of a primary site/intermediate site within the district.

These assignment changes shall be made only after consulting the Unit Member or Unit Members concerned.

19.1.3 The District will make every effort to minimize the number of Unit Member assignment changes made at the beginning of the school year due to Unit Member changes, changes in enrollment, and the need to adhere to class size reduction rules and criteria. To this end, the District will establish the end of the third week of school as the goal date to have made pupil placement and Unit Member assignment changes necessitated by enrollment changes and Unit Member changes. The District retains the right to make changes after this date based upon the needs of the District.

19.1.4 The District will provide assistance in the moving of a Unit Member's materials for either a voluntary or involuntary transfer/reassignment. A Unit Member shall receive hourly pay for up to ten (10) hours to prepare for the move.

19.2 Posting of Opening

19.2.1 The District shall notify permanent and probationary certificated Unit Members in writing of any available positions within the District via District website, staff room bulletin board(s), and district office.

19.2.1.1 Notice of a vacant position shall be posted for at least five (5) days. The District shall not permanently fill a vacancy before the closing date set forth in the notice, provided, however, that the District may, in its discretion, extend the closing date.

19.2.1.2 Unit Members who wish to be notified of vacancies that occur during the summer shall submit a notice of interest to the District Office. The notice shall include summer address and/or e-mail address. The District shall not be required to contact Unit Members regarding summer vacancies unless a notice of interest has been provided prior to the last day of school. The District Office will notify certificated staff of this policy before May 15th of the current year. Job notifications will go to Unit Members who submitted a notice of interest. There will be a deadline for response to the notification by the Unit Member of no less than 48 hours. Responses must be made in writing (letter, fax, or e-mail.)

19.3 Voluntary Transfer

19.3.1 A Unit Member may submit a written request for transfer to the District at any time, whether or not a vacancy exists. A Unit Member may also submit a request for a transfer subsequent to the posting of a vacancy notice.

19.3.2 Where the request is made for a transfer to take effect during the next school year, the Unit Member shall respond within five (5) working days of the formal Notice of Vacancy.

19.3.3 Where the request is made for a transfer to take effect at the beginning of the school year, it shall be made no later than May 15 of the school year preceding the effective date.

19.3.4 If the Unit Member requests that his or her application for transfer/reassignment be kept confidential, the matter will be treated as confidentially as practicable.

19.3.5 Unit Members may indicate a preference for a transfer or a reassignment on the annual notice of return.

19.4 Filling of Openings

The filling of bargaining Unit positions shall be based on the educational and economic needs of the District, subject to the following conditions:

19.4.1 Guided by the general principles and procedures set forth by the Superintendent, or the superintendent's designee, the following shall be considered in determining which or if the internal candidate is best suited for the opening:

- Type of credential;
- Professional training including undergraduate, graduate, and postgraduate coursework and/or other professional development;
- The benefit to the educational program;
- Job-related skills and competencies;

- Length and nature of teaching experience;
- Length of service in the District;
- Compliment school culture.

When these criteria above are substantially equal, the Unit Member with the most District seniority will be selected for the position.

19.4.2 Probationary and permanent certificated Unit Members who have submitted a letter of interest and who have prior satisfactory evaluations will be interviewed.

19.4.3 Outside candidates, in order to be hired, must be more qualified and/or a better fit as determined by the criteria listed under 4.1 than District applicants.

19.4.4 Unit Members interviewed shall be notified within three (3) work days of the decision.

19.4.5 If a Unit Member's request for an assignment is denied, the Unit Member shall be granted, upon request, a meeting with the administrator who denied the request to discuss the reasons for the denial. The Unit Member shall, upon request, receive the reason(s) for the denial in writing.

19.5 Involuntary Transfer or Reassignment

19.5.1 A Unit Member may be involuntarily transferred to another school or reassigned within a school to another core subject (7-12) or grade level (K-6) assignment provided the new assignment falls within the Unit Member's credential(s).

19.5.2 No probationary or permanent certificated Unit Member shall be involuntarily assigned more than two different grade levels during a period of three (3) years.

19.5.3 In the event that a transfer or reassignment of a Unit Member to a vacancy is necessary and no voluntary applicant was selected, the district shall give consideration to the following criteria when implementing an involuntary transfer or reassignment:

- Type of credential;
- Professional training including undergraduate, graduate, and postgraduate coursework and/or other professional development;
- The benefit to the educational program;
- Job-related skills and competencies;
- Length and nature of teaching experience;
- Length of service in the District.

19.5.4 A Unit Member who is to be involuntarily transferred or reassigned shall be given a written notice regarding reasons for transfer/reassignment. Notice of transfer/reassignment shall be made by May 15.

19.5.5 Notice of an involuntary transfer or reassignment during the current year will be given two weeks prior to the involuntary transfer or reassignment.

19.5.6 A Unit Member who is to be involuntarily transferred/reassigned shall have the right to indicate preferences from a list of vacant positions for which the Unit Member is

qualified.

19.5.7 Unit Members involuntarily transferred or reassigned to a different grade level or classroom after May 15 notification will be given three (3) days release time for preparation and/or orientation to the new assignment.

19.5.8 Unit Members returning from leave will be afforded all rights provided under this article.

19.6 Miscellaneous

Unit Members returning from leave will be afforded all rights provided under this article.

ARTICLE XX - SENIORITY AND LAYOFF

20.1 The District shall provide a seniority list to REA by October 15 of each year.

20.2 The District shall follow Education Code provisions related to lay-off of certificated employees.

20.3 The following criteria established by the Board shall apply to those employees who have the same first date of paid service in case of layoff:

CRITERIA TO BE USED

The Board of Trustees finds that to make effective release of employment decisions, objective criteria must be established. This will ensure that District employees are treated fairly and equitably. To this end, the needs of the District and its students will be best served by using the following criteria in establishing the order of termination described above.

A. Credentials and supplementary authorizations.
B. Credentials/fulfillment of requirements for hard to fill areas or provide a particular area of need for the District.
C. Experience in hard to fill positions or particular areas of need for the District.
D. Earned degrees beyond the B.A. or B.S. level (e.g., masters, doctorate).
E. Multiple language skills relevant to District need (e.g., Spanish).
F. National Board Certification

APPLICATION OF CRITERIA

A. Number of cleared credentials or supplementary authorizations: +1 per credential, +1 per supplementary authorization
B. Credentials/fulfillment of requirements to teach TK, math, science, world language other than English or special education +1 per credential, +1 for completing 24 Early Childhood Education units or otherwise being authorized to teach TK
C. Completion of one semester or more within the district teaching TK, math, science, world language other than English or special education: +1
D. Earned degrees beyond the BA/BS level Rating: +1 per degree
E. Multiple language skills relevant to District need Rating: +2 for Spanish, +1 for other languages relevant to District need (criteria for meeting this requirement will be agreed upon by the District and REA)
F. National Board Certification Rating: +1 per certificate

TIE-BREAKING PROCEDURE

In the event that common day hires have equal qualifications based on application of the above criteria, the District will then break ties by utilizing a lottery.

ARTICLE XXI - CERTIFICATED EMPLOYEE EVALUATIONS

Definitions:

Observation: a formal or informal observance of teaching while it is taking place in a classroom or other learning environment. Observations may occur at any time.

Evaluation: The final Performance Evaluation Report that includes all formal and informal observations and any Unit Member responses, if applicable, will be filed in the Unit Member's personnel file.

21.1 Observation and Evaluation Frequency

21.1.1 Every probationary and temporary certificated Unit Member shall be observed and evaluated by the District in writing at least once each school year.

21.1.2 Permanent Unit Members shall be evaluated at least every other school year, or at longer intervals up to every 3 years as allowed by Education Code 44664. Evaluators have the discretion to evaluate every year. If a Unit Member is to be evaluated two (2) consecutive years, the Unit Member shall be notified by his/her evaluator prior to the last day of the school year.

21.1.3 At any time, Site Administrators and/or designated evaluators may informally observe Unit Members and will provide written or oral feedback at the observer's discretion or Unit Member's request.

21.1.3.1 Following a formal or informal observation, if the Site Administrator determines a need for professional development, such will be provided per Article XV section 4.2.

21.2 Evaluation Procedures

Goal Setting

21.2.1 Prior to the first observation, the Unit Member and the evaluator shall meet and discuss the standards appropriate to Unit Member's position goals and objectives upon which the evaluation is to be based. The goal setting meeting shall be completed by October 1 or 30 days following employment, whichever is later.

Observations

21.2.2 The evaluator shall advise the Unit Member who will be formally observed of the date and time of the initial formal observation. Notification to be given at least five (5) work days prior to the initial formal observation. The initial formal observation will occur no later than February 1. Any formal/informal subsequent observations may be made without prior notification.

21.2.2.1 Positions not necessitating a traditional observation will follow goal setting and evaluation timelines and may use an alternate observation of job duties.

21.2.3 Each evaluation shall be based on at least one formal observation lasting a minimum

of forty (40) minutes and shall be followed by a post-observation conference within five (5) work days in which the evaluator and the Unit Member shall meet to discuss the formal observation. This conference shall include supportive statements and recommendations.

21.2.4 All formal observations shall be written and provided to the Unit Member being evaluated no later than ten (10) work days following the conference. Upon receipt of the formal observation report, the Unit Member may request an additional observation, to be held on a mutually agreed date. This requested additional observation will be held before the final evaluation is entered into the personnel file. The Unit Member being observed shall be entitled to file a written response or commentary to the written classroom observation report which will be attached to the formal observation report.

Unit Member Performance Evaluation

21.2.5 For temporary and probationary Unit Members, the final written Performance Evaluation Report and a conference will be completed by March 1. For permanent Unit Members, the written performance evaluation will be provided to the Unit Member no later than thirty (30) calendar days before the end of the school year. The Performance Evaluation conference will occur prior to the last day of school. The Unit Member being evaluated shall be entitled to file a written response with regard to the final Performance Evaluation which will be attached to the evaluation and placed in the Unit Member's personnel file.

21.2.6 When any permanent certificated employee has received an unsatisfactory evaluation, the District shall annually evaluate the employee until the employee achieves a positive evaluation or is separated from the District. Any overall rating of "unsatisfactory evaluation" shall require the administrator and Unit Member to confer and develop a written performance improvement plan on or before the last instructional day to be utilized in the subsequent school year.

21.2.6.1 For permanent Unit Members, unsatisfactory performance evaluation, as determined by the evaluation procedure herein shall be cause for the District, in its discretion, to dismiss/terminate the evaluated Unit Member. No such adverse action against a permanent Unit Member shall take place until the Unit Member:

a) has undergone two (2) evaluations;
b) has received an improvement plan from the site administrator or designee;
c) has received:
   (1) Additional resources to be utilized to assist with improvement,
   (2) Techniques to measure improvement
   (3) A time schedule to monitor progress
   (4) Recommendations for improvement and assistance, when appropriate, following each evaluation

26.2.7 The evaluation referred to herein shall be made by the District Superintendent or by a credentialed administrator designated by the Superintendent. The evaluating party

will be identified to the Unit Member prior to the goal conference. Normally, Unit Members will be evaluated by the building principal. Should a change of evaluator be necessary during the school year, the Unit Member shall be notified in writing. The Superintendent will designate the subsequent evaluator.

26.2.8 The parties hereto agree that the content of said evaluations shall not be subject to the Contract Maintenance (Grievance Process) procedure as outlined in Article IX.

ARTICLE XXII - EFFECT OF AGREEMENT

It is understood and agreed that the specific provisions contained in this Agreement shall prevail over District practices and procedures and over state laws to the extent permitted by state law and that, in the absence of specific provisions in this Agreement, such practices and procedures are discretionary at the option of the District.

ARTICLE XXIII - UNIT MEMBER SAFETY

23.1 A Unit Member may suspend a student for the day of the suspension and the day following for good cause(s) as enumerated in the California Education Code.

23.1.1 Unit Members suspending a student under this Section shall immediately report the suspension to the on-site principal or District Superintendent and send the student to the Principal for appropriate action.

23.1.2 Prior to suspending any student under this Section, the Unit Member shall first employ all other reasonable alternatives and maintain adequate written records with regard to the use of such reasonable alternatives.

23.1.3 Any student suspended by a Unit Member shall not be placed in another regular class for the period of the suspension.

23.1.4 The Unit Member of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension.

23.1.5 As soon as possible, the Unit Member shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension.

23.2 Upon recommendation of the student's teacher, the principal shall suspend from school any student whose attendance is inimical to the teacher's or other students' welfare in accordance with Education Code and board policy.

23.2.1 The principal shall act upon the Unit Member's recommendation within five (5) days.

23.2.2 Should the principal choose not to follow the Unit Member's recommendation, he/she shall provide the Unit Member with his/her reasons in writing.

23.2.3 A student suspended under this Section shall not be entitled to return to school during the time of the suspension.

23.3 The District policy with regard to student discipline and the rights of Unit Members with regard to suspended students is located via the District website and is available upon request.

23.4 Unit Members shall immediately report in writing cases of assault suffered by them in connection with their employment to their on-site principal or District Superintendent who shall immediately report the incident to the appropriate law enforcement agency.

ARTICLE XXIV - EMPLOYEE BENEFITS

24.1 Medical, Dental, Vision, and Long Term Disability Insurance

24.1.1 The District shall provide full-time Members and eligible dependents with a choice of district-paid benefit plans.

24.1.2 For all Unit Members: The District shall contribute 100% of the cost equal to the *RESIG*

- The District contribution amount will adjust annually to reflect *any increase to* the Kaiser mid-plan rates.
- Unit Members shall pay the difference between the premium cost of their elected medical plan and the District's contribution as outlined above.

The District shall also contribute an additional $3000 annually to Unit Members who are Blue Shield Members as of *June 30, 2016* and are enrolled in the employee +2 or more (RESIG Family Plan) rate tier.

24.1.3 Unit Members may apply for additional vision dependent coverage under the existing plans at their own cost.

24.1.4 The District will provide fully paid Long Term Disability insurance for all Unit Members who work fifteen (15) or more hours per week.

24.1.5 Unit Members who are absent on account of illness and who have exhausted their accumulated paid leaves shall continue to receive insurance coverage for thirty (30) days.

24.1.6 Unit Members on District approved unpaid leaves of absence may apply for health insurance coverage through the District provided group policy. The cost of the said insurance to be borne solely by the individual Unit Member applying for the benefits.

24.1.7 The District will grant all early retirees (age 55-65) paid health benefits who have served the District for 10 or more years as outlined in Appendix D2.

24.1.8 Unit Members' domestic partners and their dependents shall be eligible for medical benefits on the same terms as Unit Members' spouses and their dependents. Domestic partners of retirees are not covered unless the domestic partnership commenced prior to the retirement. The domestic partner benefits shall be available only to the extent that District medical plan providers agree to make it available. The District shall not be responsible to obtain additional medical benefits insurance carriers solely for the purpose of offering domestic partner benefits. However, if a medical provider chooses not to offer domestic partner coverage or cancels such coverage, the District will work cooperatively with the Association to obtain a substitute provider who will offer the coverage. For purposes of this provision a domestic partnership shall exist between two persons regardless of their gender and each of them shall be the domestic partner of the other if both complete, sign and have notarized the Domestic Partner Affidavit (See Appendix E-1).

24.2 Travel

The District shall reimburse Unit Members for the use of their personal cars for required district

travel. The rate of reimbursement shall be the I.R.S. rate per mile.

ARTICLE XXV - SALARIES

25.1 The salary schedules and salary classification requirements of all Unit Members are set forth in the Unit Member salary schedules attached hereto and made a part hereof.

25.1.1 Effective July 1, 2025, the certificated salary schedules shall be increased by two point forty-three percent (2.43%) and reflect 186 workdays.

25.1.2 Effective July 1, 2025, the psychologist, speech therapist and nurse salary schedule shall be increased by two point forty-three percent (2.43%) and reflect 195 workdays.

25.2 Unit Members working less than full-time shall be compensated on a pro-rata basis of the salary schedule as set forth in the District Certificated/Counselor Salary Schedule.

25.3 The payroll period shall be defined as monthly beginning with the last business day in August. Payments shall be made no later than the last calendar day of the month.

25.3.1 Stipend payments for services, in addition to the Unit Member's regular assignment, shall be made in installment(s) by mutual agreement between the Unit Member and site principal.

25.3.2 Hourly paid time, in addition to the Unit Member's regular salary, will be recorded and submitted by the Unit Member in the month the work was done. Payments will be made the month following submission of a timesheet.

25.4 An annual stipend in the amount of $2,000 will be provided for Unit Members with Bilingual Authorization through the Commision on Teacher Credentialing.

Until the time that the Commission on Teacher Credentialing (CTC) develops a bilingual authorization for CTC credentialed counselors and psychologists, school counselors and psychologists, who have a bachelors or a higher-level degree in a world language other than English, or who have passed the two subtests of a CSET World Language authorization test, identified by the District, will also be eligible for the $2,000 annual stipend.

25.5 A one-time longevity bonus stipend in the amount of $2,000 will be provided to Unit Members in their 20th, 25th, and 30th year of credited service, based on the Unit Member's FTE in years 20, 25, and 30.

25.6 Beginning in the 2021-22 school year, the District and REA agreed to eliminate the entry level cap on years of experience for credit on the salary schedule. The District will evaluate previous teaching experience when placing a Unit Member initially on the salary schedule, and Unit Members will receive 1:1 credit with regard to the Unit Member's complete years of teaching experience and step placement on the salary schedule.

ARTICLE XXVI - SCHOOL CALENDAR

26.1 The District shall prepare the School Calendar after conferring with the Association.

26.2 The length of the school year (i.e., those days which credit the District with ADA) shall be no more than one hundred eighty (180) instructional days. The District may unilaterally alter the School Calendar to meet the minimum school year requirement.

26.3 The current School Calendar as approved by the Board, with four (4) days for staff development and two (2) non-instructional work days is available on the District website. Staff development and non-instructional work days may be split over two or more days at the District's discretion (for example, one (1) non-instructional work day may be split over two (2) days). One (1) non-instructional work day shall not be split.

ARTICLE XXVII - MISCELLANEOUS PROVISIONS

27.1 Any individual contract between the District and a Unit Member covered by this Contract which is heretofore executed, shall be subject to and consistent with the terms and conditions of this Agreement.

27.2 All Unit Members who participate in the production of tapes, publications or other produced educational material shall retain residual rights should they be copyrighted or sold in the District.

27.3 A Unit Member's notification to the District that he/she intends to resign shall remain revocable until such time as the District officially takes action on such notification.

27.4 Unit Members required to travel overnight on official school business shall be paid a per diem rate as set forth in I.R.S. guidelines. Conference registration fees and food per diem amounts may be prepaid if so requested.

ARTICLE XXVIII - SAVINGS PROVISION

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

28.2 It is further agreed that within ten (10) days of receipt of notification of the court's decision, negotiations shall commence regarding matters related to such provision.

ARTICLE XXIX - SITE BASED DECISION MAKING PROCESS

29.1 Any school (or schools), individual, or group of individuals within the bargaining Unit may request a waiver of the provisions of this contract subject to the following conditions:

29.1.1 Proposals for waiver shall first be discussed with the Association and District in a consult session.

29.1.2 Waivers must be approved by a two-thirds (2/3) vote of REA Unit Members whose site would be affected.

29.1.3 In addition to the approval in 29.1.2 above, both the Association and District must approve any waiver before it can become effective. The REA vote will take place at an REA meeting as per REA bylaws.

29.1.4 All waivers granted under the provisions of this Site Based Decision Making Process shall remain in effect only for the school year in which they are initiated, but they can be renewed on a year-to-year basis using the same procedures as stated in 29.1.2, and 29.1.3 above, and shall not set a precedent for other sites or groups at the site.

29.1.5 The parties acknowledge that, should a grievance be filed by a bargaining Unit Member challenging the granting of a waiver, the Association is the only party who may move the grievance to arbitration.

ARTICLE XXX - SUPERINTENDENT/ASSOCIATION PRESIDENT MEETINGS

30.1 The Superintendent and the Association President shall meet two (2) times during the school year. Additional meetings will be scheduled as needed.

30.2 The Superintendent may invite other District Administrators as needed, and the Association President may invite other Association leaders as needed.

30.3 The meetings specified herein shall take place on mutually agreed dates and times.

30.4 Five (5) working days prior to the scheduled meeting, the Association President shall submit to the Superintendent a list of items the Association President wishes to discuss, and the Superintendent shall submit to the Association President a list of items the Superintendent wishes to discuss.

30.5 The participants at these meetings shall have no power or authority to add to, subtract from or modify the terms of this Agreement.

ARTICLE XXXI - PEER ASSISTANCE AND REVIEW PROGRAM

*Until the program is reinstated by the State, this article is void.

31.1 Purpose

It is the intent of the Association and the District to establish a Peer Assistance and Review Program (PAR) that enables exemplary Unit Members to assist Unit Members in need of professional development. The focus of this program is to improve instruction, including subject matter knowledge, strategies, and methods. This program is part of a coordinated effort by the Association and the District to train, strengthen and retain employees.

31.2 Definitions

31.2.1 "Classroom teacher" or "teacher" means any Member of the certificated bargaining Unit.

31.2.2 "Consulting teacher" means a certificated bargaining Member who is selected by the Joint Committee to provide assistance to Referred and/or Voluntary Participating teachers.

31.2.3 "Evaluator" means the certificated administrator appointed by the Superintendent to evaluate a certificated teacher.

31.2.4 New Participating teacher" means any bargaining Unit Member with probationary or temporary status.

31.2.5 "Referred Participating teacher" means any Unit Member of the certificated bargaining Unit who has been referred to the Peer Assistance Program whose most recent performance evaluation contained an overall unsatisfactory evaluation in the areas of teaching methods and instruction on the final evaluation form.

31.2.5 "Voluntary Participating teacher" means any permanent bargaining Unit Member who voluntarily participates in the Peer Assistance Program.

31.3 Joint Committee

The Joint Committee shall consist of five (5) Members: three (3) permanent certificated classroom teachers who are selected by the Association and two (2) Members chosen by the Superintendent. The initial term for two (2) Unit Members and one (1) Superintendent's Member of the Joint Committee shall be two (2) years for one term cycle, and the initial term for the remaining Members shall be three (3) years for one term cycle. For the purpose of length of term, the initial terms will start on the date of their first meeting. Subsequent terms for all Members shall be two (2) years.

31.3.1 The Joint Committee shall make all decisions through consensus for appointment, reports, and recommendations to the Superintendent, and

program plans, and budgets. Four (4) of the five (5) Joint Committee Members will constitute a quorum for the purposes of meetings and conducting business.

31.3.2 In the selection of Consulting teachers the following shall be the procedure:

31.3.2.1 The Joint Committee will develop a scoring rubric (or other appropriate measurement tool) to be used for all Consulting teacher candidates. The form of the rubric (or other tool) will have to be agreed to by consensus of the Committee.

31.3.2.2 Members of the Committee will individually and anonymously score the candidates. Scores will then be added and the top five (95) scoring candidates will be chosen as Consulting teachers.

31.3.2.3 In the event of a disagreement or tie among which candidates to choose, the Committee will try to reach consensus with a mutually agreed upon facilitator.

31.3.2.4 In the event that consensus fails, each side will strike names until five (5) candidates (or three (3) if fewer apply or qualify) remain.

31.3.3 The Joint Committee shall establish its own meeting schedule. Such meetings shall take place during the regular workday. Unit Members who are Members of the Joint Committee shall receive $40 per hour not to exceed $1,000 in any fiscal year.

31.3.4 The Joint Committee shall be responsible for the following:

31.3.4.1 Providing annual training for Joint Committee Members.

31.3.4.2 Adopting rules and procedures to effect the provisions of this Article, including, but not limited to a method for selecting a Chair and another person to take and maintain meeting minutes. Said rules and procedures will be consistent with the provision of this Agreement, and to the extent there is an inconsistency, the Agreement will prevail.

31.3.4.3 Establishing application procedures for Consulting teachers.

31.3.4.4 Selecting the panel of Consulting teachers.

31.3.4.5 Providing training for Consulting teachers prior to the Consulting teachers' participation in the program.

31.3.4.6 Selecting trainers and/or training providers, which may include district, university, CTA staff and/or private consultants.

31.3.4.7 Receiving written notification from the Superintendent of

Referred Participating teachers in the Peer Assistance Program. Making available the list of Consulting teachers for selection by the Participating teachers. Communicating to the site principal the name of the referred Participating teacher and Consulting teacher.

31.3.4.8 Distributing at the beginning of each year a copy of the adopted rules and procedures to all bargaining Unit Members and administrators.

31.3.4.9 Reviewing the final report prepared by the Consulting teacher.

31.3.4.10 Making recommendations of the Superintendent regarding the Referred Participating teacher's progress in the Peer Assistance Program. The recommendation is to consist of:

a. Referred Participating teacher's name

b. Referred Participating teacher did or did not participate fully in the Peer Assistance Program, and one (1) of the following:

1) Is making progress and continued participation in the Peer Assistance Program is recommended; or

2) Made significant progress and continued participation in the Peer Assistance Program is not needed; or

3) Did not make progress in the Peer Assistance Program and is not recommended for continued participation in the Peer Assistance Program.

34.3.4.11 Evaluating annually the impact of the Peer Assistance Program in order to improve the program.

34.3.4.12 Developing the budget for the Peer Assistance Program beginning with the 2000-2001 school year.

34.3.4.13 Planning staff development and BTSA activities with unallocated funds.

34.3.4.14 The Joint Committee shall have its initial meeting no later than June 1, 2001.

34.4 Confidentiality

All proceedings and materials related to evaluations, reports, and other personnel matters shall be strictly confidential, subject to response to a subpoena or order of the court,

except as outlined in Article VI of this Agreement.

34.5 Referred Participating Teacher

34.5.1 For teachers who are referred to PAR due to unsatisfactory performance, the Joint Committee will recommend three (3) Consulting teacher candidates, among whom the Referred teacher will choose one. If the Joint Committee cannot reach consensus on the three (3) candidates to recommend, each side will strike one name until three (3) candidates remain.

34.5.2 A Consulting teacher shall not participate in the formal District evaluation of any Referred Participating teacher.

34.5.3 A Participating teacher has the right to be represented throughout these procedures by an Association Representative.

34.6 Volunteer Participating teacher

34.6.1 The purpose of participation in the Peer Assistance Program for the Volunteer Participating teacher is for peer assistance only and the Consulting teacher shall not participate in a performance review of any Volunteer Participating teacher.

34.6.2 The Volunteer Participating teacher may put in a request to the Joint Committee to participate in the Peer Assistance Program. The Volunteer Participating teacher may choose from among the five (5) Consulting teacher candidates. The Consulting teacher and Volunteer teacher shall meet to establish goals and develop a plan to his/her needs.

34.6.3 The Consulting teacher shall not prepare any written report regarding a Volunteer Participating teacher, but shall keep a log of dates and times spent for the Joint Committee to review quarterly.

34.6.4 A Volunteer Participating teacher may terminate his or her participation in the Peer Assistance Program at any time. Terminating participation will not be reflected in any evaluation or any report.

34.6.5 All communication between the Consulting teacher and a Volunteer Participating teacher shall be confidential, and without the written consent of the Volunteer, shall not be shared with others, including the site principal, the evaluator, or the Joint Committee.

34.7 Consulting Teacher

The qualifications for the Consulting teacher shall be set forth in the Rules and Procedures developed by the Joint Committee, provided that the following shall constitute minimum qualifications credentialed classroom Unit Member with permanent status with at least three (3) years full time teaching experience; substantial recent experience in classroom instruction; and demonstrated exemplary teaching ability, as

indicated by effective oral and written communication skills, subject matter knowledge, and mastery of a range to teaching strategies necessary to meet the needs of pupils in different contexts. A Consulting teacher cannot be a Member of the Joint Committee.

34.7.1 Consulting teacher positions shall be filled by the posting of the position by the District. Each applicant is required to submit a completed application. All applications shall be treated with confidentiality, and they shall not be placed in a Consulting teachers personnel file. The Joint Committee procedures for selecting Consulting teachers shall include provisions for classroom observation of the Consulting teacher Candidates.

34.7.2 A Consulting teacher shall be provided release time as determined by the Joint Committee. The term of the Consulting teacher shall be two (2) years, and s/he may not serve in the position for more than two (2) consecutive terms.

34.7.3 Functions performed pursuant to this Article by bargaining Unit Members shall not constitute either management or supervisory functions. The Consulting teacher shall retain all rights of bargaining Unit Members. If a Consulting teacher is appointed to an administrative position in the District, that administrator will not evaluate any participating Unit Member with whom s/he worked for at least two (2) years.

34.7.4 Consulting teachers who work in a full time classroom assignment shall have the responsibility of no more than one (1) Referred Participating teacher, or not more than three (3) Volunteer Participating and/or New Participating teachers.

34.7.5 Consulting teachers working in a full time classroom Assignment shall receive the following stipends:

34.7.5.1 Five hundred dollars ($500) per year for a total of one thousand dollars ($1,000) for each two-year term.

34.7.5.2 One hundred dollars ($100) per month not to exceed $1,000 on a ten month period for working with each New Participating and/or Volunteer Participating teacher.

34.7.5.3 Three thousand ($3,000) per year for working with a Referred Participating teacher.

34.7.6 Consulting teachers shall assist participating Unit Members by demonstrating, observing, coaching, conferencing and referring, or be other activities which, in their professional judgment, will assist the participating Unit Members.

34.7.7 The Consulting teacher shall meet with Referred Participating teachers to: discuss the Peer Assistance Program; establish mutually agreed upon goals and objectives; develop an assistance plan; and develop a process for determining successful progress in the Peer Assistance Program.

34.7.8 The Consulting teacher shall meet with Volunteer Participating and New Participating teachers to establish mutually agreed upon goals and objectives and develop a plan to meet their needs.

34.7.9 The Consulting teacher shall log the dates, times, and instructional area worked on with the Referred Participating teacher and shall provide periodic written feedback to the Referred teacher for discussion and review.

34.7.10 The Consulting teacher's final written report shall make recommendations to the Joint Committee in regard to the Referred Participating teacher's progress in the Peer Assistance Program. The report shall be that the Referred Participating teacher did or did not participate fully in Peer Assistance and one (1) of the following:

34.7.10.1 Is making progress and continued participation in the Peer Assistance Program is recommended; or

34.7.10.2 Made significant progress and continued participation in the Peer Assistance Program is not needed; or

34.7.10.3 Did not make progress in the Peer Assistance Program, and it is not recommended to continue in the Program.

34.7.11 The Consulting teacher shall submit the written report to the Referred Participating teacher to receive his or her input and signature before the Consulting teacher submits it to the Joint Committee. The Participating teacher's signature does not mean agreement, but rather that s/he has received a copy of the report. The Referred Participating teacher shall have the right to submit a written response, within twenty (20) days, and have it attached to the final report. The Referred Participating teacher shall also have the right to request a meeting with the Joint Committee, and to be represented at this meeting by the Association Representative of his or her choice.

34.7.12 The results of the Referred Participating teacher's participation in the Peer Assistance Program (as described in 8.10) shall be made available for placement in his or her personnel file and may be used in the evaluation of the Referred Participating teacher.

34.7.13 Functions performed by bargaining Unit Members under this document shall not constitute either management or supervisor functions.

34.7.14 Unit Members who perform functions as Consulting teachers or Joint Committee Members under this Article shall have the same protection from liability and access to defense as other bargaining Unit Members.

34.8 Budget for Peer Assistance Program

34.8.1 For the 2001-2002 school year and every year thereafter, the Joint Committee shall develop the budget.

34.8.2 The budget for the Peer Assistance Program shall not, in any one year, exceed the funding allocation for that year.

34.8.3 After meeting the needs of all Referred Voluntary and new teacher Participants any and all funds remaining in the Peer Assistance Program at the end of a fiscal year shall be allocated for the purpose of staff development as outlined in Section 3.4.13 of this Agreement governing responsibilities of the Joint Committee.

ARTICLE XXXII - COMPLETION OF MEET AND NEGOTIATION

This Agreement shall be effective July 1, 2025 through June 30, 2028 as to all matters on the date of execution set forth in the Agreement and shall continue in effect through June 30, 2028. During the 2025-2026 school year, up to one (1) article in addition to Articles XXIV (Employee Benefits) and Article XXV (Salaries), of the parties' collective bargaining agreement may be reopened by either party. During the 2026-2027 school year, up to one (1) article in addition to Articles XXIV (Employee Benefits) and XXV (Salaries), of the parties' collective bargaining agreement may be reopened by either party. During the 2027-2028 school year, any and all articles of the parties' collective bargaining agreement may be reopened by either party.

APPENDIX A – CERTIFICATED AND PSYCHOLOGIST/SPEECH AND LANGUAGE PATHOLOGIST SALARY SCHEDULES

ROSELAND SCHOOL DISTRICT
2025-2026
CERTIFICATED/COUNSELOR SALARY SCHEDULE
TOTAL DAYS -186

		CLASS 1	CLASS II	CLASS III	CLASS IV
	STEP	BA +	BA +	BA+	BA+
		Units 0 -44	Units 45 - 59	Units 60 - 74	Units 75+
	1	66,908	66,909	68,572	71,457
	2	66,909	68,572	71,457	74,342
	3	68,572	71,457	74,342	77,228
	4	71,457	74,342	77,228	80,117
	5	74,342	77,228	80,117	83,001
	6	77,228	80,117	83,561	85,886
	7	80,117	83,561	85,886	88,772
	8	83,001	85,886	88,772	91,656
	9	85,886	88,772	91,656	94,545
	10	88,772	91,656	94,545	97,423
	11	91,656	94,545	97,423	100,311
	12	94,545	97,423	100,311	103,201
	13	95,119	100,383	103,201	106,082
	14	95,693	101,088	106,082	108,968
	15	96,269	101,791	107,044	109,930
	16	96,843	102,497	108,004	110,891
	17	97,423	103,201	108,968	111,854
	18	98,386	104,161	109,930	112,816
	19	99,346	105,120	110,891	113,805
	20	100,311	106,082	111,854	114,739
	21	101,273	107,011	112,816	115,705
	22	102,233	108,001	113,805	116,667
	23	103,201	109,896	114,739	117,629

AN ADDITIONAL $1000.000 IS GIVEN FOR A MASTER'S DEGREE.
AN ADDITIONAL $2000.00 IS GIVEN FOR BILINGUAL AUTHORIZATON
THROUGH THE COMISSION ON TEACHER CREDENTIALING
(Counselors see contract for Alternative Pathways for Bilingual Stipend)
AN ADDITIONAL $1000.000 IS GIVEN FOR A NATIONAL BOARD CERTIFICATION.

A one-time longevity bonus stipend in the amount of $2,000 will be provided to Unit Members in their 20th, 25th, and 30th year of credited service, based on the Unit Member's FTE in years 20, 25, and 30.

1 The District will evaluate previous teaching experience when placing a Unit Member initially on the salary schedule, and Unit Members will receive 1:1 credit with regard to the Unit Member's complete years of teaching experience and step placement on the salary schedule.

2 Salary schedule advancement shall be based on years of service, completion of approved credits, and satisfactory teacher evaluations as set forth in this agreement.

3 Courses which are not upper division college (including J.C.) or graduate level shall be approved by the district prior to salary advancement on the salary schedule. Audit courses are not acceptable.

4 Advancement on the salary schedule as a result of completing approved course credits shall commence in the next succeeding school year following course completion or approval by the district, whichever is later.

5 All represented certificated staff will receive extra duty hourly compensation equivalent to the hourly rate for Step 7/Column IV - $65.83 for 2025-26

Board Approved: 5/21/2025

ROSELAND SCHOOL DISTRICT

2025-2026

PSYCHOLOGIST, SPEECH & LANGUAGE PATHOLOGIST, NURSE

195 WORK DAYS

	CLASS I	CLASS II	CLASS III	CLASS IV
STEP	BA + 30	BA + 45	BA + 60 or BSN	BA + 75
1	88,830	92,867	94,722	102,392
2	88,830	95,559	97,512	105,181
3	88,830	95,559	100,308	107,978
4	88,830	95,559	101,704	109,374
5	88,830	95,559	103,100	110,770
6	88,830	95,559	108,682	116,353
7	88,830	95,559	109,381	117,050
8	88,830	95,559	110,078	117,747
9	88,830	95,559	110,777	118,446
10	88,830	95,559	111,475	119,144
11	88,830	95,559	112,172	119,842
12	88,830	95,559	112,871	120,541
13	88,830	95,559	114,267	121,935
14	88,830	95,559	117,058	124,728
15	88,830	95,559	117,989	125,659
16	88,830	95,559	118,920	126,590
17	88,830	95,559	119,851	127,522
18	88,830	95,559	120,782	128,452
19	88,830	95,559	121,713	129,382
20	88,830	95,559	122,643	130,312
21	88,830	95,559	123,572	131,242
22	88,830	95,559	124,502	132,172
23	88,830	95,559	125,433	133,103

AN ADDITIONAL $1000.000 IS GIVEN FOR A MASTER'S DEGREE.
AN ADDITIONAL $2000.00 IS GIVEN FOR BILINGUAL AUTHORIZATON
THROUGH THE COMISSION ON TEACHER CREDENTIALING
(Counselors see contract for Alternative Pathways for Bilingual Stipend)
AN ADDITIONAL $1000.000 IS GIVEN FOR A NATIONAL BOARD CERTIFICATION.

A one-time longevity bonus stipend in the amount of $2,000 will be provided to Unit Members in their 20th, 25th, and 30th year of credited service, based on the Unit Member's FTE in years 20, 25, and 30.

1 The District will evaluate previous teaching experience when placing a Unit Member initially on the salary schedule, and Unit Members will receive 1:1 credit with regard to the Unit Member's complete years of teaching experience and step placement on the salary schedule.

2 Salary schedule advancement shall be based on years of service, completion of approved credits, and satisfactory teacher evaluations as set forth in this agreement.

3 Courses which are not upper division college (including J.C.) or graduate level shall be approved by the district prior to salary advancement on the salary schedule. Audit courses are not acceptable.

4 Advancement on the salary schedule as a result of completing approved course credits shall commence in the next succeeding school year following course completion or approval by the district, whichever is later.

5 All represented certificated staff will receive extra duty hourly compensation equivalent to the hourly rate for Step 7/Column IV - $65.83 for 2025-26

Board Approved: 5/21/2025
with 2.43% increase

APPENDIX B – SENIORITY LIST

The seniority list is published annually in October.

This document can be obtained from the Roseland District office.

APPENDIX C – YEARLY INSTRUCTIONAL DAY CALENDAR

Refer to District Website

APPENDIX D1- HEALTH PLANS

Refer to Human Resources

APPENDIX D2 – HEALTH BENEFITS FOR EARLY RETIREES

The District will grant all early retirees (age 55-65), who have served the District for 10 or more years, District paid health benefits. The percentage ratio of the District's contribution will be computed by the age of the retiree and the currently negotiated benefits package. Please note that as the age of the retiree increases, the paid benefit percentage decreases as follows:

Age	Percentage	Paid Benefit
55	100%	Health Insurance
56	90%	Health Insurance
57	80%	Health Insurance
58	70%	Health Insurance
59	60%	Health Insurance
60	50%	Health Insurance
61	40%	Health Insurance
62	30%	Health Insurance
63	20%	Health Insurance
64	10%	Health Insurance
65	5%	Health Insurance

APPENDIX E1 - DOMESTIC PARTNER AFFIDAVIT

Refer to Human Resources

APPENDIX E2 – CERTIFICATION OF TERMINATION OF DOMESTIC PARTNERSHIP

Refer to Human Resources

APPENDIX F SALARY SCHEDULE CREDIT/ADVANCEMENT FORM

Refer to Human Resources

APPENDIX G- GOAL SETTING/OBSERVATION/EVALUATION FORM



TEACHER GOAL SETTING FORM

Employee Name:	
Position:	Click Here
Grade or Subject Area:	
School:	Click here
Evaluator Name:	
Date of Meeting::	
Assignment Status:	Click Here

Each Unit Member's performance shall be evaluated for each of the six (6) California Standards for the Teaching Profession (CSTP).

Each formal observation will focus on the instructional strategies and standards based learning goals. It is expected that all unit members follow any district-wide agreements/adoptions regarding new curriculum; however, implementation of that curriculum will not be used for formal observation and evaluation during the first year of implementation unless otherwise agreed upon by both parties.

The following two (2) CSTP goals and objectives will be mutually agreed to and established based on the Specific Performance Criteria enumerated in the Teacher Performance Evaluation Report. In the event there is not mutual agreement, the evaluatee and evaluator will each select one (1) goal each. There shall be no more than one (1) goal selected from any one of the standard areas unless mutually agreed by the unit member and the evaluator.

Standard	Click Here
Substandard	
Goal #1 Notes or Comments	

Standard	Click Here
Substandard	
Goal #2: Notes or Comments	

Name of Evaluator:		Date:
Signature of Evaluator:		
Name of Employee:		Date:
Signature of Employee:		



TEACHER OBSERVATION FORM

Employee Name:	
Position:	Click Here
Grade or Subject Area:	
School:	Click here
Evaluator Name:	
Date of Observation:	
Date of Post Conferences:	

Assignment Status	Click Here
Standard:	Click Here
Goal	
Standard:	Click Here
Goal	

Lesson Observed:	
Subject Area:	

Observation Summary
[Enter Text Here]

** Note: It is understood that any of the following substandards may not be observed on any given observation*

	STANDARD 1: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING	Observed
1A	**Focus on Students** Plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning.	☐
1B	**Knowledge of Students** Elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social–emotional, and physical and developmental capacities, in the service of increasing active engagement in learning.	☐
1C	**Student Backgrounds and Family Engagement** Meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student's learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.	☐
1D	**Diversity and Equity** Responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and	☐

	needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.	
Supportive Statement		
Recommendations		

STANDARD 2: CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING		Observed
2A	**Learning Environment** Guide learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social–emotional growth.	☐
2B	**Student Behavior** Communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive.	☐
2C	**Organizational and Resource Management** Organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive.	☐
2D	**Inclusive Environment** Build on students' assets—students' abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences— to ensure that students' identities are included in classroom interactions and future learning experiences.	☐
Supportive Statement		
Recommendations		

STANDARD 3: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING		Observed
3A	**Knowledge of Subject Matter and Pedagogy** Identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students' social–emotional and language development.	☐
3B	**Connecting Subject Matter to Real-World Contexts** Engage students in real-world applications and leverage students' unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.	☐
3C	**Curriculum and Resources for Specific Students and Student Groups** Design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social– emotional concepts, to promote each learner's growth.	☐

3D	**Content and Skills across Subjects** Elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter.	☐
3E	**Curriculum Materials and Resources** Select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social–emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.	☐
Supportive Statement		
Recommendations		

STANDARD 4: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS		Observed
4A	**Planning Instruction for Student Learning** Shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior knowledge, areas for growth, and interests.	☐
4B	**Designing and Developing Instruction for Student Learning** Use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.	☐
4C	**Facilitating Instruction for Student Learning** Advance student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well-being, and efficacy.	☐
4D	**Adapting Instruction for Student Learning** Vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs.	☐
Supportive Statement		
Recommendations		

STANDARD 5: ASSESSING STUDENT LEARNING		Observed
5A	**Understanding and Using Assessments** Understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being.	☐
5B	**Interpreting and Using Assessment Data to Inform Student Learning** Apply varied data sources to access meaningful information for planning and differentiating student	☐

	learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student's academic and social–emotional learning.	
5C	**Communication of Assessment and Data** Engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress.	☐
5D	**Assessment for Continuous Improvement** Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.	☐
Supportive Statement		
Recommendations		

STANDARD 6: DEVELOPING AS A PROFESSIONAL EDUCATOR		Observed
6A	**Reflection on Practice** Continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.	☐
6B	**Focused Professional Learning** Amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social–emotional support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals.	☐
6C	**Collaboration with Colleagues** Collaborate with colleagues in developing a common understanding of effective practices for students' academic and social–emotional development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs.	☐
6D	**Collaboration with Families, Guardians, and the Community** Collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being.	☐
6E	**Ethical Conduct and Professional Responsibilities** Demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student's learning and well-being.	☐
6F	**Activating Access and Equity** Strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive.	☐
6G	**Personal Growth and Well-Being** Cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous	☐

	professional growth with their own physical and emotional wellness.	

Supportive Statement

Recommendations

Additional Comments

TEACHER EVALUATION FORM

Employee Name:	
Position:	Click Here
Grade or Subject Area:	
School:	Click here
Evaluator Name:	
Date:	

Assignment Status	Click Here
Standard:	Click Here
Goal	
Standard:	Click Here
Goal	

I. SPECIFIC PERFORMANCE CRITERIA

Each teacher's performance shall be evaluated for each of the CSTP (California Standards for the Teaching Profession) below and rated as to whether or not the performance is satisfactory and meets the overall standard, or is unsatisfactory. Any rating of unsatisfactory shall be explained. Any area designated as "Needs Improvement" shall be addressed with a specific recommendation.

	STANDARD 1: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING	Meets Standard	Needs Improvement
☐	**SATISFACTORY/MEETS OVERALL STANDARD 1**		
☐	**UNSATISFACTORY**		
1A	**Focus on Students** Plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning.	☐	☐
1B	**Knowledge of Students** Elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social–emotional, and physical and developmental capacities, in the service of increasing active engagement in learning.	☐	☐
1C	**Student Backgrounds and Family Engagement** Meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student's learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.	☐	☐
1D	**Diversity and Equity** Responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.	☐	☐
Supportive Statement			

Recommendations

STANDARD 2: CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING		Meets Standard	Needs Improvement
☐	SATISFACTORY/MEETS OVERALL STANDARD 2		
☐	UNSATISFACTORY		
2A	**Learning Environment** Guide learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social–emotional growth.	☐	☐
2B	**Student Behavior** Communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive.	☐	☐
2C	**Organizational and Resource Management** Organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive.	☐	☐
2D	**Inclusive Environment** Build on students' assets—students' abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences— to ensure that students' identities are included in classroom interactions and future learning experiences.	☐	☐
Supportive Statement			
Recommendations			

STANDARD 3: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING		Meets Standard	Needs Improvement
☐	SATISFACTORY/MEETS OVERALL STANDARD 3		
☐	UNSATISFACTORY		

3A	**Knowledge of Subject Matter and Pedagogy** Identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students' social–emotional and language development.	☐	☐
3B	**Connecting Subject Matter to Real-World Contexts** Engage students in real-world applications and leverage students' unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.	☐	☐
3C	**Curriculum and Resources for Specific Students and Student Groups** Design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social– emotional concepts, to promote each learner's growth.	☐	☐
3D	**Content and Skills across Subjects** Elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter.	☐	☐
3E	**Curriculum Materials and Resources** Select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social–emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.	☐	☐
Supportive Statement			
Recommendations			

	STANDARD 4: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS	Meets Standard	Needs Improvement
☐	SATISFACTORY/MEETS OVERALL STANDARD 4		
☐	UNSATISFACTORY		
4A	**Planning Instruction for Student Learning** Shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior knowledge, areas for growth, and interests.	☐	☐
4B	**Designing and Developing Instruction for Student Learning** Use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.	☐	☐

4C	**Facilitating Instruction for Student Learning** Advance student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well-being, and efficacy.	☐	☐
4D	**Adapting Instruction for Student Learning** Vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs.	☐	☐
Supportive Statement			
Recommendations			

	STANDARD 5: ASSESSING STUDENT LEARNING	Meets Standard	Needs Improvement
☐	**SATISFACTORY/MEETS OVERALL STANDARD 5**		
☐	**UNSATISFACTORY**		
5A	**Understanding and Using Assessments** Understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being.	☐	☐
5B	**Interpreting and Using Assessment Data to Inform Student Learning** Apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student's academic and social–emotional learning.	☐	☐
5C	**Communication of Assessment and Data** Engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress.	☐	☐
5D	**Assessment for Continuous Improvement** Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.	☐	☐
Supportive Statement			

Recommendations

	STANDARD 6: DEVELOPING AS A PROFESSIONAL EDUCATOR	Meets Standard	Needs Improvement
☐	SATISFACTORY/MEETS OVERALL STANDARD 6		
☐	UNSATISFACTORY		
6A	**Reflection on Practice** Continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.	☐	☐
6B	**Focused Professional Learning** Amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social–emotional support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals.	☐	☐
6C	**Collaboration with Colleagues** Collaborate with colleagues in developing a common understanding of effective practices for students' academic and social–emotional development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs.	☐	☐
6D	**Collaboration with Families, Guardians, and the Community** Collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being.	☐	☐
6E	**Ethical Conduct and Professional Responsibilities** Demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student's learning and well-being.	☐	☐
6F	**Activating Access and Equity** Strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive.	☐	☐
6G	**Personal Growth and Well-Being** Cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.	☐	☐
Supportive Statement			

Recommendations

II. OVERALL PERFORMANCE RATING

Any overall rating of "unsatisfactory evaluation" shall require the administrator and teacher to confer and develop a written performance improvement plan on or before the last instructional day. The plan will be utilized in the subsequent school year. In addition, the teacher shall be referred to the PAR program for assistance during the subsequent school year. In the case of an unsatisfactory evaluation, the teacher's performance shall be evaluated during the subsequent school year.

This teacher's overall performance:

☐	**SATISFACTORY**
☐	**UNSATISFACTORY**

In signing this evaluation, the employee acknowledges having seen and discussed the report. The employee's signature does not necessarily indicate agreement with the conclusions of the rater. The employee has the right to make comments regarding this evaluation. These comments must be submitted in writing within 10 working days to the Human Resource office. Both report and comments will be filed in the employee's personnel file.

Name of Evaluator:		Date:
Signature of Evaluator:		
Name of Employee:		Date:
Signature of Employee:		



COUNSELOR GOAL SETTING FORM

Employee Name:	
Position:	Counselor
School:	Click here
Evaluator Name:	
Date of Meeting::	
Assignment Status:	Click Here

Each counselor's performance shall be evaluated for each of the California Standards for the School Counseling Profession (CSSCP).

The following two (2) CSSCP goals and objectives will be mutually agreed to and established based on the Specific Performance Criteria enumerated in the Counselor Performance Evaluation Report. In the event there is not mutual agreement, the evaluatee and evaluator will each select one (1) goal each. There shall be no more than one (1) goal selected from any one of the standard areas unless mutually agreed by the unit member and the evaluator.

Standard	Click Here
Substandard	
Goal #1 Notes or Comments	

Standard:	Click Here
Substandard	
Goal #2 Notes or Comments	

Name of Evaluator:		Date:
Signature of Evaluator:		
Name of Employee:		Date:
Signature of Employee:		



COUNSELOR OBSERVATION FORM

Employee Name:	
Position:	Counselor
School:	Click here
Evaluator Name:	
Evaluator Title:	
Date:	

Assignment Status	Click Here
Standard	Click Here
Goal	
Standard:	Click Here
Goal	

Observation Summary
[Detail a summary of key accomplishments, projects, tasks as it relates to the job description]

** Note: It is understood that any of the following substandards may not be observed on any given observation*

STANDARD 1: ENGAGE, ADVOCATE FOR AND SUPPORT ALL STUDENTS IN LEARNING		Observed
1.1	Ensure all students are engaged in a system of support designed for learning and academic success	☐
1.2	Advocate for educational opportunity, equity and access for all students	☐
1.3	Advocate for the learning and academic success of all students	☐
1.4	Identify student problems in their earliest stages and implement prevention and intervention strategies	☐
Supportive Statement		
Recommendations		

STANDARD 2: PLAN, IMPLEMENT AND EVALUATE PROGRAMS TO PROMOTE ACADEMIC, CAREER, PERSONAL, AND SOCIAL DEVELOPMENT OF ALL STUDENTS		Observed
2.1	Demonstrate organization skills	☐
2.2	Develop outcome-based programs	☐
2.3	Assess program outcomes and analyze data	☐
2.4	Demonstrate leadership in program development	☐
Supportive Statement		
Recommendations		

STANDARD 3: UTILIZE MULTIPLE SOURCES OF INFORMATION TO MONITOR AND IMPROVE STUDENT BEHAVIOR AND ACHIEVEMENT		Observed
3.1	Assess student characteristics and utilize the information to plan for individual student growth and achievement	☐
3.2	Interpret and use student assessment data with students and parents/guardians in developing personal, academic, and career plans	☐
3.3	Monitor student personal, academic, and career progress	☐
Supportive Statement		
Recommendations		

STANDARD 4: COLLABORATE AND COORDINATE WITH SCHOOL AND COMMUNITY RESOURCES		Observed
4.1	Build and maintain student support teams for student achievement	☐
4.2	Provide consultation and education for teachers and parents	☐
4.3	Develop working relationships within the school that include school staff members, parents, and community members	☐
4.4	Coordinate support from community agencies	☐
Supportive Statement		
Recommendations		

STANDARD 5: PROMOTE AND MAINTAIN A SAFE LEARNING ENVIRONMENT FOR ALL STUDENTS		Observed
5.1	Promote a positive, safe, and supportive learning environment	☐
5.2	Develop and implement programs that address the personal and social risk factors of students	☐
5.3	Develop and implement programs that reduce the incidence of school site violence	☐
5.4	Incorporate models of systemic school safety that address elements of prevention, intervention, and treatment into the school system	☐
Supportive Statement		
Recommendations		

STANDARD 6: DEVELOP AS A PROFESSIONAL SCHOOL COUNSELOR		Observed
6.1	Establish professional goals and pursue opportunities to improve	☐
6.2	Model effective practices and continuous progress in school counseling	☐
6.3	Adhere to professional codes of ethics, legal mandates, and district policies	☐
Supportive Statement		
Recommendations		

Additional Comments

COUNSELOR EVALUATION FORM

Employee Name:	
Position:	Counselor
School:	Click here
Evaluator Name:	
Evaluator Title:	
Date:	

Assignment Status	Click Here
Standard	Click Here
Goal	
Standard	Click Here
Goal	

I. SPECIFIC PERFORMANCE CRITERIA

Any rating of unsatisfactory shall be explained. Any area designated as "Needs Improvement" shall be addressed with a specific recommendation.

STANDARD 1: ENGAGE, ADVOCATE FOR AND SUPPORT ALL STUDENTS IN LEARNING		Meets Standard	Needs Improvement
☐	**SATISFACTORY/MEETS OVERALL STANDARD 1**		
☐	**UNSATISFACTORY**		
1.1	Ensure all students are engaged in a system of support designed for learning and academic success	☐	☐
1.2	Advocate for educational opportunity, equity and access for all students	☐	☐
1.3	Advocate for the learning and academic success of all students	☐	☐
1.4	Identify student problems in their earliest stages and implement prevention and intervention strategies	☐	☐
Supportive Statement			
Recommendations			

STANDARD 2: PLAN, IMPLEMENT AND EVALUATE PROGRAMS TO PROMOTE ACADEMIC, CAREER, PERSONAL, AND SOCIAL DEVELOPMENT OF ALL STUDENTS		Meets Standard	Needs Improvement
☐	SATISFACTORY/MEETS OVERALL STANDARD 2		
☐	UNSATISFACTORY		
2.1	Demonstrate organization skills	☐	☐
2.2	Develop outcome-based programs	☐	☐
2.3	Assess program outcomes and analyze data	☐	☐
2.4	Demonstrate leadership in program development	☐	☐
Supportive Statement			
Recommendations			

STANDARD 3: UTILIZE MULTIPLE SOURCES OF INFORMATION TO MONITOR AND IMPROVE STUDENT BEHAVIOR AND ACHIEVEMENT		Meets Standard	Needs Improvement
☐	SATISFACTORY/MEETS OVERALL STANDARD 3		
☐	UNSATISFACTORY		
3.1	Assess student characteristics and utilize the information to plan for individual student growth and achievement	☐	☐
3.2	Interpret and use student assessment data with students and parents/guardians in developing personal, academic, and career plans	☐	☐
3.3	Monitor student personal, academic, and career progress	☐	☐
Supportive Statement			
Recommendations			

STANDARD 4: COLLABORATE AND COORDINATE WITH SCHOOL AND COMMUNITY RESOURCES		Meets Standard	Needs Improvement
☐	SATISFACTORY/MEETS OVERALL STANDARD 4		
☐	UNSATISFACTORY		
4.1	Build and maintain student support teams for student achievement	☐	☐

4.2	Provide consultation and education for teachers and parents	☐	☐
4.3	Develop working relationships within the school that include school staff members, parents, and community members	☐	☐
4.4	Coordinate support from community agencies	☐	☐
Supportive Statement			
Recommendations			

STANDARD 5: PROMOTE AND MAINTAIN A SAFE LEARNING ENVIRONMENT FOR ALL STUDENTS		Meets Standard	Needs Improvement
☐	**SATISFACTORY/MEETS OVERALL STANDARD 5**		
☐	**UNSATISFACTORY**		
5.1	Promote a positive, safe, and supportive learning environment	☐	☐
5.2	Develop and implement programs that address the personal and social risk factors of students	☐	☐
5.3	Develop and implement programs that reduce the incidence of school site violence	☐	☐
5.4	Incorporate models of systemic school safety that address elements of prevention, intervention, and treatment into the school system	☐	☐
Supportive Statement			
Recommendations			

STANDARD 6: DEVELOP AS A PROFESSIONAL SCHOOL COUNSELOR		Meets Standard	Needs Improvement
☐	**SATISFACTORY/MEETS OVERALL STANDARD 6**		
☐	**UNSATISFACTORY**		
6.1	Establish professional goals and pursue opportunities to improve	☐	☐
6.2	Model effective practices and continuous progress in school counseling	☐	☐
6.3	Adhere to professional codes of ethics, legal mandates, and district policies	☐	☐
Supportive Statement			
Recommendations			

II. OVERALL PERFORMANCE RATING

Any overall rating of "unsatisfactory evaluation" shall require the administrator and employee to confer and develop a written performance improvement plan on or before the last instructional day. The plan will be utilized in the subsequent school year. In the case of an unsatisfactory evaluation, the employee's performance shall be evaluated during the subsequent school year.

☐	**SATISFACTORY**
☐	**UNSATISFACTORY**

In signing this Performance Evaluation, the employee acknowledges having seen and discussed the report. The employee's signature does not necessarily indicate agreement with the conclusions of the rater. The employee has the right to make comments regarding this evaluation. These comments must be submitted in writing within 10 working days to the Human Resource office. Both report and comments will be filed in the employee's personnel file.

Name of Evaluator:		Date:
Signature of Evaluator:		
Name of Employee:		Date:
Signature of Employee:		



SPEECH LANGUAGE THERAPIST GOAL SETTING FORM

Employee Name:	
Position:	Speech Language Therapist
School:	Click here
Evaluator Name:	
Date of Meeting:	
Assignment Status:	Click Here

Performance shall be evaluated based on the job duties and expectations of the position.

The following two goals and objectives will be mutually agreed to and established based on the Specific Performance Criteria enumerated in the Speech Language Therapist Performance Evaluation Report. In the event there is not mutual agreement, the evaluatee and evaluator will each select one (1) goal each. There shall be no more than one (1) goal selected from any one of the standard areas unless mutually agreed by the unit member and the evaluator.

Goal #1	
Notes or Comments	

Goal #2:	
Notes or Comments	

Name of Evaluator:		Date:
Signature of Evaluator:		
Name of Employee:		Date:
Signature of Employee:		

SPEECH/LANGUAGE THERAPIST OBSERVATION/DISCUSSION FORM

Employee Name:	
Position:	Speech Language Therapist
School:	Click here
Evaluator Name:	
Evaluator Title:	
Discussion Timeframe	
Date:	

Assignment Status	Click Here
Goal #1	
Goal #2	

Observation/Discussion Summary
[Detail a summary of key accomplishments, projects, tasks as it relates to the job description

** Note: It is understood that any of the following job duties or expectations may not be observed on any given observation*

	JOB DUTIES AND EXPECTATIONS	Observed/ Discussed
1.1	Assists and guides families, teachers, and other school staff members in observing, describing and referring students with suspected and/or identified communication deficits.	☐
1.2	Provides communication screening to students and makes recommendations as needed.	☐
1.3	Provides an appropriate assessment of a student's communication skills consistent with applicable federal, state and local laws and guidelines	☐
1.4	Assists in referrals of students to agencies and specialists in the community as appropriate.	☐
1.5	Provides services per each student's individualized education plan	☐
1.6	Facilitates or participates in a variety of educational meetings related to student needs.	☐
1.7	Provides information, support, and counsel as appropriate by collaborating with families, school staff, and other involved agencies.	☐
1.8	Monitors student progress toward communication goals and/or objectives.	☐
1.9	Maintains required reports, records, and legal documents of referred, screened, and eligible students.	☐

1.10	Performs related duties as assigned.	☐
Supportive Statement		
Recommendations		

KNOWLEDGE OF		Observed/ Discussed
2.1	Practical application of principles, practices, methods and strategies applicable to students with communication deficits.	☐
2.2	Current research and developments in field of specialty.	☐
2.3	Laws, codes, regulations, ordinances and other requirements which are applicable to the education field.	☐
2.4	Educational techniques, tests, materials, methods, theories, and trends in identifying, assessing and instructing students with communication deficits.	☐
Supportive Statement		
Recommendations		

ABILITY TO		Observed/ Discussed
3.1	Respond promptly to requests for services.	☐
3.2	Provide needed direction, assistance, training, materials, and resources.	☐
3.3	Express ideas and concepts clearly and concisely in both oral and written form; use language and medium appropriate for audience.	☐
3.4	Establish and maintain cooperative and professional working relationships with students, families, staff, groups, public and private agency personnel.	☐
3.5	Analyze data and situation(s), render judgment, make decisions and solve problems efficiently and effectively.	☐
3.6	Plan, organize and conduct training and in-services, as needed.	☐
3.7	Maintain and improve professional skills and knowledge.	☐
3.8	Be flexible and receptive to change.	☐
3.9	Interpret and apply education laws, codes, and regulations.	☐
Supportive Statement		

Recommendations

Additional Comments

SPEECH/LANGUAGE THERAPIST EVALUATION FORM

Employee Name:	
Position:	Speech Therapist
School:	Click here
Evaluator Name:	
Evaluator Title:	
Date:	

Assignment Status	Click Here
Goal #1	
Goal #2	

I. SPECIFIC PERFORMANCE CRITERIA

Any rating of unsatisfactory shall be explained. Any area designated as "Needs Improvement" shall be addressed with a specific recommendation.

JOB DUTIES AND EXPECTATIONS		Meets Standard	Needs Improvement
☐	SATISFACTORY		
☐	UNSATISFACTORY		
1.1	Assists and guides families, teachers, and other school staff members in observing, describing and referring students with suspected and/or identified communication deficits.	☐	☐
1.2	Provides communication screening to students and makes recommendations as needed.	☐	☐
1.3	Provides an appropriate assessment of a student's communication skills consistent with applicable federal, state and local laws and guidelines	☐	☐
1.4	Assists in referrals of students to agencies and specialists in the community as appropriate.	☐	☐
1.5	Provides services per each student's individualized education plan	☐	☐
1.6	Facilitates or participates in a variety of educational meetings related to student needs.	☐	☐
1.7	Provides information, support, and counsel as appropriate by collaborating with families, school staff, and other involved agencies.	☐	☐
1.8	Monitors student progress toward communication goals and/or objectives.	☐	☐
1.9	Maintains required reports, records, and legal documents of referred, screened, and eligible students.	☐	☐
1.10	Performs related duties as assigned.	☐	☐
Supportive Statement			

Recommendations

KNOWLEDGE OF		Meets Standard	Needs Improvement
☐	SATISFACTORY		
☐	UNSATISFACTORY		
2.1	Practical application of principles, practices, methods and strategies applicable to students with communication deficits.	☐	☐
2.2	Current research and developments in field of specialty.	☐	☐
2.3	Laws, codes, regulations, ordinances and other requirements which are applicable to the education field.	☐	☐
2.4	Educational techniques, tests, materials, methods, theories, and trends in identifying, assessing and instructing students with communication deficits.	☐	☐
Supportive Statement			
Recommendations			

ABILITY TO		Meets Standard	Needs Improvement
☐	SATISFACTORY		
☐	UNSATISFACTORY		
3.1	Respond promptly to requests for services.	☐	☐
3.2	Provide needed direction, assistance, training, materials, and resources.	☐	☐
3.3	Express ideas and concepts clearly and concisely in both oral and written form; use language and medium appropriate for audience.	☐	☐
3.4	Establish and maintain cooperative and professional working relationships with students, families, staff, groups, public and private agency personnel.	☐	☐
3.5	Analyze data and situation(s), render judgment, make decisions and solve problems efficiently and effectively.	☐	☐
3.6	Plan, organize and conduct training and in-services, as needed.	☐	☐
3.7	Maintain and improve professional skills and knowledge.	☐	☐
3.8	Be flexible and receptive to change.	☐	☐
3.9	Interpret and apply education laws, codes, and regulations.	☐	☐
Supportive Statement			

Recommendations

II. OVERALL PERFORMANCE RATING

Any overall rating of "unsatisfactory evaluation" shall require the administrator and employee to confer and develop a written performance improvement plan on or before the last instructional day. The plan will be utilized in the subsequent school year. In the case of an unsatisfactory evaluation, the employee's performance shall be evaluated during the subsequent school year.

☐	**SATISFACTORY**
☐	**UNSATISFACTORY**

In signing this Performance Evaluation, the employee acknowledges having seen and discussed the report. The employee's signature does not necessarily indicate agreement with the conclusions of the rater. The employee has the right to make comments regarding this evaluation. These comments must be submitted in writing within 10 working days to the Human Resource office. Both report and comments will be filed in the employee's personnel file.

Name of Evaluator:		Date:
Signature of Evaluator:		
Name of Employee:		Date:
Signature of Employee:		



SCHOOL PSYCHOLOGIST GOAL SETTING FORM

Employee Name:	
Position:	Psychologist
School:	Click here
Evaluator Name:	
Date of Meeting:	
Assignment Status:	Click Here

Performance shall be evaluated based on the job duties and expectations of the position.

The following two goals and objectives will be mutually agreed to and established based on the Specific Performance Criteria enumerated in the Psychologist Performance Evaluation Report. In the event there is not mutual agreement, the evaluatee and evaluator will each select one (1) goal each. There shall be no more than one (1) goal selected from any one of the standard areas unless mutually agreed by the unit member and the evaluator.

Goal #1	
Notes or Comments	

Goal #2	
Notes or Comments	

Name of Evaluator:		Date:
Signature of Evaluator:		
Name of Employee:		Date:
Signature of Employee:		



SCHOOL PSYCHOLOGIST OBSERVATION/DISCUSSION FORM

Employee Name:	
Position:	Psychologist
School:	Click here
Evaluator Name:	
Evaluator Title:	
Discussion Timeframe:	
Date:	

Assignment Status	Click Here
Goal #1	
Goal #2	

Observation/Discussion Summary
[Detail a summary of key accomplishments, projects, tasks as it relates to the job description. Discuss progress towards goals]

** Note: It is understood that any of the following job duties or expectations may not be observed on any given observation*

	JOB DUTIES AND EXPECTATIONS	Observed/ Discussed
1.1	Conduct assessments of all students referred for special education consideration and interpret results to parents, teachers, and/or administrators as needed.	☐
1.2	Conduct assessments with referred students who may not qualify for special education services but are in need of assistance due to behavioral or perceptual problems. Evaluate educational strengths and weaknesses of student and recommend means of addressing identified student needs in the educational setting.	☐
1.3	Make recommendations in cases of exemption, non-promotion, acceleration, class assignment change and other cases upon request.	☐
1.4	Provides consultation and professional development to District personnel regarding legal obligations related to special education.	☐
1.5	Assist in development of systematic procedures for screening, referral, team assessment, program planning, placement, and follow-up for regular and special education students.	☐
1.6	Consult with administrators, parents, and teachers regarding students referred for psychological services other than special education. This may include conferences, observations, assessments through formal or informal testing, including specific recommendations to remediate concerns.	☐
1.7	Provide follow-up consultation for students referred who are placed in special education classes and for those that are not placed but are in need of some type of additional education, emotional, and/or	☐

	social educational assistance.	
1.8	Assist teachers in the development of effective Individual Educational Plans (IEPs) for students.	☐
1.9	Provide crisis counseling for students, parents, and teachers followed by referral to appropriate agencies as warranted.	☐
1.10	Attend professional development opportunities to keep updated on new psychological practices including assessment tools, techniques, consultation, and the latest research in effectively working with students.	☐
1.11	Provide and coordinate professional development and/or consultation for principals, teachers, parents, instructional assistants and clerical staff on a variety of topics such as student development, student behavior management, communication and social skills, environmental modifications, identification of students with special needs, and instructional strategies.	☐
1.12	Represents District at special education meetings.	☐
1.13	Participates in Student Study Team (SST) meetings.	☐
1.14	Other duties as assigned by the Superintendent or Special Education Director.	☐
Supportive Statement		
Recommendations		

KNOWLEDGE OF		Observed/ Discussed
2.1	Federal and state laws, codes, regulations and requirements pertaining to areas of assigned responsibility for regular and special education.	☐
2.2	Professional and ethical standards and practices.	☐
2.3	Counseling techniques and methodology.	☐
2.4	Principles, practices, methods, and strategies applicable to special education curriculum development and strategies for implementation.	☐
2.5	Psychological and educational techniques, tests, materials, methods, theories, and trends in assessing and identifying a typical student learning and behavior characteristic.	☐
2.6	Public and private education programs and community resources for referrals.	☐
2.7	Current techniques in research and development in the field of psychological evaluation and the application of program evaluation methods.	☐
2.8	Behavior management theories and techniques.	☐
Supportive Statement		
Recommendations		

ABILITY TO		Observed/ Discussed
3.1	Counsel students and parents in individual and group situations.	☐
3.2	Responds promptly to requests of internal and external clients; provide needed directions, assistance, training, materials, and resources.	☐
3.3	Select appropriate assessment instruments and methods of assessment.	☐
3.4	Plan and case manage student program modification and intervention strategies.	☐
3.5	Provide psychological services for regular and special education students.	☐
3.6	Write coherent and comprehensive psychological reports	☐
3.7	Communicate effectively both orally and in writing.	☐
3.8	Make decisions in an objective, rational and competent manner.	☐
3.9	Facilitate team work.	☐
3.10	Demonstrate flexibility and creative problem solving.	☐
3.11	Establish effective working relationships with staff, district personnel, other agencies and the public.	☐
3.12	Maintain and improve professional skills and knowledge.	☐
3.13	Be flexible and receptive to change.	☐
Supportive Statement		
Recommendations		

Additional Comments

SCHOOL PSYCHOLOGIST EVALUATION FORM

Employee Name:	
Position:	Psychologist
School:	Click here
Evaluator Name:	
Evaluator Title:	
Date:	

Assignment Status	Click Here
Goal #1	
Goal #2	

I. SPECIFIC PERFORMANCE CRITERIA

Any rating of unsatisfactory shall be explained. Any area designated as "Needs Improvement" shall be addressed with a specific recommendation.

	JOB DUTIES AND EXPECTATIONS	Meets Standard	Needs Improvement
☐	SATISFACTORY		
☐	UNSATISFACTORY		
1.1	Conduct assessments of all students referred for special education consideration and interpret results to parents, teachers, and/or administrators as needed.	☐	☐
1.2	Conduct assessments with referred students who may not qualify for special education services but are in need of assistance due to behavioral or perceptual problems. Evaluate educational strengths and weaknesses of student and recommend means of addressing identified student needs in the educational setting.	☐	☐
1.3	Make recommendations in cases of exemption, non-promotion, acceleration, class assignment change and other cases upon request.	☐	☐
1.4	Provides consultation and professional development to District personnel regarding legal obligations related to special education.	☐	☐
1.5	Assist in development of systematic procedures for screening, referral, team assessment, program planning, placement, and follow-up for regular and special education students.	☐	☐
1.6	Consult with administrators, parents, and teachers regarding students referred for psychological services other than special education. This may include conferences, observations, assessments through formal or informal testing, including specific recommendations to remediate concerns.	☐	☐
1.7	Provide follow-up consultation for students referred who are placed in special education classes and for those that are not placed but are in need of some type of additional education, emotional, and/or social educational assistance.	☐	☐
1.8	Assist teachers in the development of effective Individual Educational Plans (IEPs) for students.	☐	☐
1.9	Provide crisis counseling for students, parents, and teachers followed by referral to	☐	☐

	appropriate agencies as warranted.		
1.10	Attend professional development opportunities to keep updated on new psychological practices including assessment tools, techniques, consultation, and the latest research in effectively working with students.	☐	☐
1.11	Provide and coordinate professional development and/or consultation for principals, teachers, parents, instructional assistants and clerical staff on a variety of topics such as student development, student behavior management, communication and social skills, environmental modifications, identification of students with special needs, and instructional strategies.	☐	☐
1.12	Represents District at special education meetings.	☐	☐
1.13	Participates in Student Study Team (SST) meetings.	☐	☐
1.14	Other duties as assigned by the Superintendent or Special Education Director.	☐	☐
Supportive Statement			
Recommendations			

KNOWLEDGE OF		Meets Standard	Needs Improvement
☐	SATISFACTORY		
☐	UNSATISFACTORY		
2.1	Federal and state laws, codes, regulations and requirements pertaining to areas of assigned responsibility for regular and special education.	☐	☐
2.2	Professional and ethical standards and practices.	☐	☐
2.3	Counseling techniques and methodology.	☐	☐
2.4	Principles, practices, methods and strategies applicable to special education curriculum development and strategies for implementation.	☐	☐
2.5	Psychological and educational techniques, tests, materials, methods, theories and trends in assessing and identifying a typical student learning and behavior characteristic.	☐	☐
2.6	Public and private education programs and community resources for referrals.	☐	☐
2.7	Current techniques in research and development in the field of psychological evaluation and the application of program evaluation methods.	☐	☐
2.8	Behavior management theories and techniques.	☐	☐
Supportive Statement			

Recommendations

ABILITY TO		Meets Standard	Needs Improvement
☐	SATISFACTORY		
☐	UNSATISFACTORY		
3.1	Counsel students and parents in individual and group situations.	☐	☐
3.2	Responds promptly to requests of internal and external clients; provide needed directions, assistance, training, materials and resources.	☐	☐
3.3	Select appropriate assessment instruments and methods of assessment.	☐	☐
3.4	Plan and case manage student program modification and intervention strategies.	☐	☐
3.5	Provide psychological services for regular and special education students.	☐	☐
3.6	Write coherent and comprehensive psychological reports	☐	☐
3.7	Communicate effectively both orally and in writing.	☐	☐
3.8	Make decisions in an objective, rational and competent manner.	☐	☐
3.9	Facilitate team work.	☐	☐
3.10	Demonstrate flexibility and creative problem solving.	☐	☐
3.11	Establish effective working relationships with staff, district personnel, other agencies and the public.	☐	☐
3.12	Maintain and improve professional skills and knowledge.	☐	☐
3.13	Be flexible and receptive to change.	☐	☐
Supportive Statement			
Recommendations			

II. OVERALL PERFORMANCE RATING

Any overall rating of "unsatisfactory evaluation" shall require the administrator and employee to confer and develop a written performance improvement plan on or before the last instructional day. The plan will be utilized in the subsequent school year. In the case of an unsatisfactory evaluation, the employee's performance shall be evaluated during the subsequent school year.

☐	SATISFACTORY
☐	UNSATISFACTORY

In signing this Performance Evaluation, the employee acknowledges having seen and discussed the report. The employee's signature does not necessarily indicate agreement with the conclusions of the rater. The employee has the right to make comments regarding this evaluation. These comments must be submitted in writing within 10 working days to the Human Resource office. Both report and comments will be filed in the employee's personnel file.

Name of Evaluator:		Date:
Signature of Evaluator:		
Name of Employee:		Date:
Signature of Employee:		



TOSA GOAL SETTING FORM

Employee Name:	
Position:	
Grade or Subject Area:	
School(s):	
Evaluator Name:	
Date of Meeting::	
Assignment Status:	Click Here

Performance shall be evaluated based on the job duties and expectations of the position.

The following two goals and objectives will be mutually agreed to and established based on the Specific Performance Criteria enumerated in the Performance Evaluation Report. In the event there is not mutual agreement, the evaluatee and evaluator will each select one (1) goal each. There shall be no more than one (1) goal selected from any one of the standard areas unless mutually agreed by the unit member and the evaluator.

Goal #1	
Notes or Comments	

Goal #2:	
Notes or Comments	

Name of Evaluator:		Date:
Signature of Evaluator:		
Name of Employee:		Date:
Signature of Employee:		



TOSA OBSERVATION/DISCUSSION FORM

Employee Name:	
Position:	Click Here
School(s):	
Evaluator Name:	
Date of Observation:	
Date of Post Conferences:	

Assignment Status	Click Here
Goal #1	
Goal #2:	

Observation/Discussion Summary
[Detail a summary of key accomplishments, projects, tasks as it relates to the job description so far]

Goal # 1:

Supportive Statement
Recommendations

Goal # 2:

Supportive Statement

Recommendations

Additional Comments

TEACHER EVALUATION FORM-TOSA

Employee Name:	
Position:	TOSA-
Grade or Subject Area:	
School:	
Evaluator Name:	
Date:	

Assignment Status	Click Here
Goal #1	Click Here
Goal #2:	Click Here

I. SPECIFIC PERFORMANCE CRITERIA

Each teacher's performance shall be evaluated based on the job description and expectations of the position. The teacher's performance will be rated as to whether or not the performance is satisfactory and meets the overall standard, or is unsatisfactory. Any rating of unsatisfactory shall be explained. Any area designated as "Needs Improvement" shall be addressed with a specific recommendation.

Goal #1		
☐	SATISFACTORY	
☐	UNSATISFACTORY	
Supportive Statement		
Recommendations		

Goal #2		
☐	SATISFACTORY	
☐	UNSATISFACTORY	
Supportive Statement		
Recommendations		

Other Job Duties		
☐	SATISFACTORY	
☐	UNSATISFACTORY	
Supportive Statement		
Recommendations		

II. OVERALL PERFORMANCE RATING

Any overall rating of "unsatisfactory evaluation" shall require the administrator and teacher to confer and develop a written performance improvement plan on or before the last instructional day. The plan will be utilized in the subsequent school year. In addition, the teacher shall be referred to the PAR program for assistance during the subsequent school year. In the case of an unsatisfactory evaluation, the teacher's performance shall be evaluated during the subsequent school year.

This teacher's overall performance:

☐	SATISFACTORY
☐	UNSATISFACTORY

In signing this evaluation, the employee acknowledges having seen and discussed the report. The employee's signature does not necessarily indicate agreement with the conclusions of the rater. The employee has the right to make comments regarding this evaluation. These comments must be submitted in writing within 10 working days to the Human Resource office. Both report and comments will be fi led in the employee's personnel file.

Name of Evaluator:		Date:
Signature of Evaluator:		
Name of Employee:		Date:
Signature of Employee:		



NURSE GOAL SETTING FORM

Employee Name:	
Position:	Nurse
School:	Click here
Evaluator Name:	
Date of Meeting:	
Assignment Status:	Click Here

Performance shall be evaluated based on the School Nurse Standards.

The following two goals and objectives will be mutually agreed to and established based on the Specific Performance Criteria enumerated in the Nurse Performance Evaluation Report. In the event there is not mutual agreement, the evaluatee and evaluator will each select one (1) goal each. There shall be no more than one (1) goal selected from any one of the standard areas unless mutually agreed by the unit member and the evaluator.

Standard	Click Here
Substandard	
Goal #1 Notes or Comments	

Standard	Click Here
Substandard	
Goal #2 Notes or Comments	

Name of Evaluator:		Date:
Signature of Evaluator:		
Name of Employee:		Date:
Signature of Employee:		

NURSE
OBSERVATION/DISCUSSION FORM

Employee Name:	
Position:	Nurse
School:	Click here
Evaluator Name:	
Evaluator Title:	
Discussion Timeframe:	
Date:	

Assignment Status	Click Here
Standard	Click Here
Goal	
Standard	Click Here
Goal	

Discussion Summary
[Detail a summary of key accomplishments, projects, tasks as it relates to the job description and or standards]

** Note: It is understood that any of the following substandards may not be observed on any given observation*

STANDARD 1 – HEALTH RECORDS AND COMPLIANCE		Discussed?
1.1	Reviews student health records in accordance with state and federal regulations.	☐
1.2	Reviews student health histories and emergency cares (completed by parents/legal guardian) for health concerns.	☐
1.3	Oversees development of health concerns lists and ensures information is input onto district database, ensures proper distribution of lists.	☐
1.4	Ensures review of health concerns list with site administration and staff as needed.	☐
1.5	Ensures compliance with district guidelines regarding procedures for medication at school.	☐
Supportive Statement		
Recommendations		

STANDARD 2 – COMMUNICATION		Discussed?
2.1	Oversees communication with teachers regarding students with specific health problems as necessary.	☐
2.2	Assesses, refers, follows-up on and counsels students, parents, and staff regarding health, medical, and social service needs (i.e. communicable diseases, child abuse, physical handicaps, emergencies, and medications).	☐
2.3	Makes appropriate referrals for students needing special services and attends IEP meetings as needed.	☐
Supportive Statement		
Recommendations		

STANDARD 3 –ENSURES COMPLIANCE WITH MANDATED SCREENING AND REPORTING REQUIREMENTS		Discussed?
3.1	Conducts and/or oversees mandated screenings (vision, hearing, and scoliosis).	☐
3.2	Maintains and/or oversees appropriate recordkeeping related to mandated screening results.	☐
3.3	Oversees/makes referrals for students needing professional evaluations as determined by screenings. Records actions as appropriate.	☐
3.4	Ensures follow-up on students referred for care. Reviews medical findings and records appropriately.	☐
3.5	Ensures submittal of annual hearing and scoliosis reports to the state as required.	☐
3.6	Compiles with and submits Health Services Annual Reports to necessary personnel, and others as required at the end of each school year.	☐
Supportive Statement		
Recommendations		

STANDARD 4 – TRAINING		Discussed?
4.1	Conducts CPR and First Aid training for Special Education classrooms staff and records appropriately.	☐
4.2	Conducts training and on-going monitoring of classroom staff in specific Specialized Physical health care procedures as outlined by the student's physician and according to state guidelines, and records appropriately.	☐
4.3	Provides staff training related to the administration and documentation of medication at school.	☐
Supportive Statement		

Recommendations

Additional Comments

NURSE EVALUATION FORM

Employee Name:	
Position:	Nurse
School:	Click here
Evaluator Name:	
Evaluator Title:	
Review Period:	
Date:	

Assignment Status:	Click Here
Standard	Click Here
Goal	
Standard	Click Here
Goal	

I. SPECIFIC PERFORMANCE CRITERIA

Any rating of unsatisfactory shall be explained. Any area designated as "Needs Improvement" shall be addressed with a specific recommendation.

STANDARD 1 – HEALTH RECORDS AND COMPLIANCE		Meets Standard	Needs Improvement
☐	SATISFACTORY		
☐	UNSATISFACTORY		
1.1	Reviews student health records in accordance with state and federal regulations.	☐	☐
1.2	Reviews student health histories and emergency cares (completed by parents/legal guardian) for health concerns.	☐	☐
1.3	Oversees development of health concerns lists and ensures information is input onto district database, ensures proper distribution of lists.	☐	☐
1.4	Ensures review of health concerns list with site administration and staff as needed.	☐	☐
1.5	Ensures compliance with district guidelines regarding procedures for medication at school.	☐	☐
Supportive Statement			
Recommendations			

STANDARD 2 – COMMUNICATION		Meets Standard	Needs Improvement
☐	SATISFACTORY		
☐	UNSATISFACTORY		
2.1	Oversees communication with teachers regarding students with specific health problems as necessary.	☐	☐
2.2	Assesses, refers, follows-up on and counsels students, parents, and staff regarding health, medical, and social service needs (i.e. communicable diseases, child abuse, physical handicaps, emergencies, and medications).	☐	☐
2.3	Makes appropriate referrals for students needing special services and attends IEP meetings as needed.	☐	☐
Supportive Statement			
Recommendations			

STANDARD 3 –ENSURES COMPLIANCE WITH MANDATED SCREENING AND REPORTING REQUIREMENTS		Meets Standard	Needs Improvement
☐	SATISFACTORY		
☐	UNSATISFACTORY		
3.1	Conducts and/or oversees mandated screenings (vision, hearing, and scoliosis).	☐	☐
3.2	Maintains and/or oversees appropriate recordkeeping related to mandated screening results.	☐	☐
3.3	Oversees/makes referrals for students needing professional evaluations as determined by screenings. Records actions as appropriate.	☐	☐
3.4	Ensures follow-up on students referred for care. Reviews medical findings and records appropriately.	☐	☐
3.5	Ensures submittal of annual hearing and scoliosis reports to the state as required.	☐	☐
3.6	Complies with and submits Health Services Annual Reports to necessary personnel, and others as required at the end of each school year.	☐	☐
Supportive Statement			
Recommendations			

STANDARD 4 – TRAINING	Meets Standard	Needs Improvement

☐	**SATISFACTORY**		
☐	**UNSATISFACTORY**		
4.1	Oversees implementation of CPR and First Aid training for necessary staff.	☐	☐
4.2	Conducts training and on-going monitoring of classroom staff in specific Specialized Physical health care procedures as outlined by the student's physician and according to state guidelines, and records appropriately.	☐	☐
4.3	Provides staff training related to the administration and documentation of medication at school.	☐	☐
Supportive Statement			
Recommendations			

II. OVERALL PERFORMANCE RATING

Any overall rating of "unsatisfactory evaluation" shall require the administrator and employee to confer and develop a written performance improvement plan on or before the last instructional day. The plan will be utilized in the subsequent school year. In the case of an unsatisfactory evaluation, the employee's performance shall be evaluated during the subsequent school year.

☐	**SATISFACTORY**
☐	**UNSATISFACTORY**

In signing this Performance Evaluation, the employee acknowledges having seen and discussed the report. The employee's signature does not necessarily indicate agreement with the conclusions of the rater. The employee has the right to make comments regarding this evaluation. These comments must be submitted in writing within 10 working days to the Human Resource office. Both report and comments will be filed in the employee's personnel file.

Name of Evaluator:		Date:
Signature of Evaluator:		
Name of Employee:		Date:
Signature of Employee:		

MEMORANDUM OF UNDERSTANDING
BETWEEN ROSELAND SCHOOL DISTRICT AND ROSELAND EDUCATORS ASSOCIATION
REGARDING OUTSOURCING BARGAINING UNIT MEMBER WORK
FOR 2024-2025 and 2025-2026

Article II - Recognition

The District recognizes that the duties and work performed by the certificated employees in the bargaining unit described in Article II shall be performed only by Unit Members and shall not be subcontracted or otherwise transferred out of the bargaining unit, with the exception of the following;

- A position remains unfilled after the posting period concludes.

The District will consult with REA before contracting for services.

This MOU shall expire on June 30, 2026 unless extended by mutual agreement of the parties.

For the District	2/21/25 Date	For the Association	2/21/25 Date

MEMORANDUM OF UNDERSTANDING

May 8, 2025

BETWEEN ROSELAND SCHOOL DISTRICT AND ROSELAND EDUCATORS ASSOCIATION REGARDING UNIT MEMBER PREPARATION TIME AND CLASS SIZE FOR GRADES 7-8 FOR 2025-2027

In the interest of maintaining preparation time for 7-8 teachers while addressing budget constraints, the parties agree to the following:

- In addition to Wednesday preparation and planning time, Unit members in grades 7 and 8 will receive an additional one-hundred and sixty (160) minutes of preparation time each week.
- Every effort will be made to not exceed a 32:1 student/teacher ratio.
- When class size in grades 7 and 8 exceeds 30 students, the Unit Member will be compensated for each student exceeding the limit:
    - Two check-in periods per year, one in the fall, with payment in December, and one in the spring, with payment in May.
    - Three dollars ($3.00) per student per class period per day, excluding any period in which a teacher is released from instructional duties for preparation purposes, when the class size exceeds more than 30 students per class period.
- Physical Education classes shall not exceed 40 students. When PE class size exceeds 40 students, the Unit Member will be compensated at the same rate on the same schedule as described above.

This MOU expires June 30, 2027, unless otherwise agreed by the parties in writing. This MOU shall not be precedential and shall create no past practice.

5/8/25
For the District Date

5/8/25
For the Association Date

MEMORANDUM OF UNDERSTANDING

BETWEEN ROSELAND SCHOOL DISTRICT AND ROSELAND EDUCATORS ASSOCIATION REGARDING the ACCELERATED SCHOOLS PROJECT (ASP) FOR 2025-2026

This Memorandum of Understanding ("MOU") is agreed to by RSD and REA to codify that the foundation of the Roseland Public Schools educational program is the Accelerated Schools Project.

Roseland Public Schools utilizes the ASP vision, principles, values and process to accelerate the achievement of all students by developing accelerated learning environments and empowering learners through academic rigor and inquiry-based instruction.

In our Accelerated Schools, all members of our school community are invited to share in the leadership of the school. The parents, the students, school staff members, and community members develop the vision for our schools, understand its challenges, and work together to achieve its goals. Accelerated Schools are based on the following three principles:

- **Unity of Purpose**– The whole school community decides on the goals for the school which become the target for everyone's efforts. Everyone in the school is pulling in the same direction.

- **Empowerment Coupled with Responsibility**- All members of the school community help to make important educational decisions, share responsibility for implementing those decisions, and share responsibility for the outcome of those decisions.

- **Building on Strengths**- There is a commitment to looking for and building on each person's strengths in the school community.

The following values are embedded and supported in our Accelerated Schools and have led to acceleration.

- **Equity** – Accommodations are provided so that all students can learn and have access to a high quality education.

- **Participation** – Everyone is informed and students, parents, the school staff, and community members are invited to participate in the Accelerated Schools transformation process. Everyone's ideas count.

- **Communication and Collaboration** – The entire school community collaboratively works toward a shared purpose by meeting, talking, and learning from each other's experiences.

- **Community Spirit** – The school staff, parents, students, district employees and local community members build connections to serve all students.

- **Reflection** – In transforming the school, the school community takes time to reflect, to do research, to work together and to share ideas.

- **Experimentation** – The school community explores, designs, tests, implements, and analyzes effectiveness of programs as a result of communicating about and reflecting upon the school's challenges.

- **Trust** – Teachers, parents, support staff, administrators, district office, community members, and students come to believe in each other, support one another and focus on each other's strengths.

- **Risk-taking** – The school community promotes a safe environment for informed risk-taking.

- **Community expertise** – The resources necessary for excellence are found within the school community.

- **Respect** – Each member of the school community shows regard for the work of others by being open to diverse ideas and points of view.

Rather than focusing on a particular grade, curriculum, or approach to teaching, our accelerated school communities have used a systematic process, encompassing collaborative and informed decision-making, to transform our schools. The transformation begins when our entire school communities take a deep look into our present situation through a process called taking stock. In addition, our entire school community forges a shared vision of what we want our schools to be — the kind of dream schools that everyone would want for their own children. By comparing the vision to the present situation, our school community identifies priority challenge areas. Our school communities then set about to address those priority challenge areas, working through an accelerated schools decision-making model using the Inquiry Process. The Inquiry Process is a systematic method that helps school communities clearly understand problems, find and implement solutions, and assess their results.

In accelerated schools, the best of what we know about education — that which is usually reserved for gifted and talented students — is shared with all students. Members of the school community work together to transform every classroom into a powerful learning environment, where students and teachers are encouraged to think creatively and explore their interests, and where they are given the capacity and the encouragement to achieve at high levels. Accelerated schools seek out, acknowledge, and build upon every child's natural curiosity, encouraging students to construct knowledge through exploration and discovery, and to see connections between school activities and their lives outside the classroom. All of these learning experiences require imaginative thinking, complex reasoning, and problem-solving.

The entire accelerated school community makes learning relevant by building on children's strengths in a systematic way. Each accelerated school creates its own evolving set of powerful learning experiences based on its own unique needs, strengths, and vision.

The components of Powerful Learning are:

Inclusive:

- Every student is engaged in differentiated content, process and products based upon her/his needs, interests, and strengths in order to accelerate learning.
- Students demonstrate their learning using a variety of learning styles and intelligences.
- Assessment is used to determine a variety of instructional approaches in each unit and lesson.
- The school and each teacher provide opportunities for students to extend and accelerate their learning, to assess their work and to follow-up on individual interests.
- All students participate in enriched and challenging learning experiences.

Authentic:

- Every student demonstrates his/her learning through the creation of authentic products and performances.
- Learning applies to student real-life situations or issues.
- Teachers assess the learner's life experiences, knowledge, goals, and interests and use this data to design learning activities.
- Instruction includes and makes use of the cultural and family traditions of the students and/or community.
- Instruction includes the vocabulary, methods, and.or activities of the work world or the discipline.
- Teachers take advantage of teachable moments.
- Students reflect on their work and learn from their mistakes.
- The school exhibits and celebrates student learning with the community.

Interactive:

- Every student is engaged in interactive and collaborative activities to share knowledge and expertise or to complete projects.
- Teachers' dialogue with students develops critical thinking.
- Students constructively critique their own and each other's work.
- Students interact with a learning community that exists in and outside the school through field-base experiences and/or technology.
- Teachers build family-student interaction into the learning and assessment practice.

Continuous:

- Prior knowledge is assessed in order to engage every student in instructional activities and make connections between various subjects and contexts.
- Teachers integrate state, district, and/or school standards to plan curriculum.
- Throughout the school, there is a spiraling strand of curriculum from one year to the next that builds on prior knowledge in order to deepen the levels of student thinking.

Learner-centered:

- Every student is empowered to make choices in her/his learning.
- Students' strengths and interests are identified and used to plan instruction and curriculum.
- Students are involved in the planning of instruction.
- Most of the displays around the school are student work that shows originality, creativity. and higher-order thinking.
- Classrooms are set up so each learner can independently access and use materials, books, equipment, and reference materials.
- Learners are guided to manage time and resources effectively.

The RSD and REA jointly commit to promote, support, embrace, and utilize the Accelerated Schools Project during the 2025-2026 school year and look forward to renewing this MOU each year thereafter.

This MOU expires June 30, 2026.

2/28/25
For the District Date

2/28/25
For the Association Date

MEMORANDUM OF UNDERSTANDING

BETWEEN ROSELAND SCHOOL DISTRICT AND ROSELAND EDUCATORS ASSOCIATION REGARDING ASSOCIATION RELEASE TIME FOR 2025-2026

Article VII- ASSOCIATION RIGHTS

8. The Association President and/or their designee(s) will be permitted up to a total of no more than ten (10) days of release time with pay for the purpose of conducting Association business. These 10 days shall be shared between the Association President and their designee(s).These hours shall be separate from those provided under Article 5.

This MOU will expire June 30, 2026, unless otherwise agreed to by the parties in writing.

Jenny Y 2/28/25

For the District Date

C. Crocker 2/25/25

For the Association Date

MEMORANDUM OF UNDERSTANDING
BETWEEN ROSELAND SCHOOL DISTRICT AND ROSELAND EDUCATORS ASSOCIATION
REGARDING ROSELAND DISTRICT SIGNING BONUS FOR 2025-2026

To address recruitment challenges and enhance the District's ability to attract qualified candidates, the District may, at its discretion, offer a signing bonus for positions deemed hard to fill.

A position may be designated as "hard to fill" if the District is unable to secure a qualified candidate within the established recruitment and posting timeline. Once this determination is made, the District may elect to offer a signing bonus to incentivize qualified candidates to accept the position.

If the District, in its discretion as detailed above, determines to offer a signing bonus, the bonus amounts shall be as set forth below for the 2025-2026 school year.

	Credential Type & Signing Bonus Amount*		
	Fully Credentialed	**Intern**	**Permit**
"Hard to Fill" positions	$6000	$5000	$4000
"Hard to Fill" Bilingual Authorization	$8000		

*An individual may receive a signing bonus in only one category.

Until the time that the CTC develops a bilingual authorization for CTC credentialed counselors and psychologists, school counselors or psychologists, nurses, behaviorists, or other District-identified staff not eligible for a bilingual authorization through the CTC, individuals hired into those positions who have a bachelors or higher-level degree in a world language other than English, or who have passed the two subtests of a CSET World Language authorization test identified by the District, will also be eligible for the $8,000 one-time signing bonus.

**Signing bonus: Upon acceptance of an offer and commencement of paid service with the District, newly hired certificated Unit Members as defined above, shall receive a one-time signing bonus to be paid in one-third (1/3) increments in September, January, and May.

The bonus amount will be prorated from the date of issuance of the credential, intern credential, or authorizing permit for the subject(s) hired to teach. A temporary certificate (TCC) or 30 day sub permit does not qualify for the bonus.

This MOU expires June 30, 2026, unless otherwise agreed by the parties in writing. This MOU shall not be precedential.

Jenny Y 2/28/25
For the District Date

C. Crocker 2/28/25
For the Association Date

MEMORANDUM OF UNDERSTANDING
BETWEEN ROSELAND SCHOOL DISTRICT AND ROSELAND EDUCATORS ASSOCIATION
REGARDING UNIT MEMBER HOURS AND ADJUNCT DUTIES TK-6 and RAMS 7-8 FOR 2025-2026

This MOU supersedes Section 1.1 only (but not Section 1.1.1-1.1.4) of Article XV - Hours and Adjunct Duties for the duration of this MOU and shall be included as part of the Tentative Agreement between the Parties for the 2025-2026 collective bargaining year. The Roseland Collegiate Prep Grades 7-8 Wednesday Time MOU dated February 28, 2025 remains in effect and is not superseded by this MOU.

ARTICLE XV - HOURS AND ADJUNCT DUTIES

1.1. For TK-8 and SDC PreK, minimum days on Wednesdays, from student release time to the end of contract time, will be utilized for preparation time and District-directed Time, which includes both School as a Whole (SAW) meetings and Student Achievement Time (SAT). The time shall be divided as follows:

For Wednesdays, the time for TK-6 will be distributed according to the chart below:

	Week 1	Week 2	Week 3	Week 4	Week 5 *happens 2x in the year (Oct/April)***
10 min	Passing	Passing	Passing	Passing	Prep
60 min	SAT/SAW	SAT/SAW	SAT/SAW	SAT/SAW	Prep
50 min	Prep	SAT/SAW	Prep	Prep	Prep

For Wednesdays, the time for RAMS 7-8 will be distributed according to the chart below:

	Week 1	Week 2	Week 3	Week 4	Week 5 happens 2x in the year (Oct/April)**
5 min	Passing	Passing	Passing	Passing	Prep
55 min	SAT/SAW	SAT/SAW	SAT/SAW	SAT/SAW	Prep
40 min	Prep	SAT/SAW	Prep	Prep	Prep

** The 5th Wednesday in October shall be set aside for completing mandatory employee trainings, which will be due at the end of the fifth week in October. Trainings may be completed on another date at Unit Member's discretion, provided they are completed by the deadline.

***Should a scheduling conflict arise in a given week, the district and REA agree to collaborate regarding necessary scheduling changes to ensure an equivalent amount of prep time and district directed time is maintained.

This MOU shall expire on June 30, 2026 unless extended by mutual agreement of the parties.

For the District	Date	For the Association	Date

MEMORANDUM OF UNDERSTANDING

BETWEEN ROSELAND SCHOOL DISTRICT AND ROSELAND EDUCATORS ASSOCIATION REGARDING UNIT MEMBER WEDNESDAY TIME FOR Roseland Collegiate Prep GRADES 7-8 FOR 2025-2026

To help facilitate time management, staff meetings, trainings, and collaboration opportunities between RCP middle school staff and RCP high school staff, as well as school site administrators, RCP 7th and 8th grade unit members will extend their Wednesday workdays on every other week in exchange for shortened Wednesdays on alternate weeks. The time in which the alternating Wednesdays are extended will be equivalent to the time of the shortened Wednesdays.

During the minimum day schedule on Wednesdays, following student release, the district and Unit Members will share the use of Wednesday time on a rotating schedule. Wednesday early release time will be divided equally between District-directed SAW time, Student Achievement Time and Preparation Time.

Wednesday schedules that include extended workdays and shortened days to accomplish the above will be developed in consultation with RCP unit members.

This MOU expires June 30, 2026, unless otherwise agreed by the parties in writing. This MOU shall not be precedential.

Jenny Y 2/28/25

For the District Date

C. Crocker 2/28/25

For the Association Date

MEMORANDUM OF UNDERSTANDING

BETWEEN ROSELAND SCHOOL DISTRICT AND ROSELAND EDUCATORS ASSOCIATION REGARDING ASSOCIATION PRESIDENT RELEASE TIME FOR 2025-2026 SCHOOL YEAR

The Roseland School District ("District") and the Roseland Educators Association ("Association"), collectively known as the "Parties," enter into this Memorandum of Understanding ("MOU") for the purpose of granting release time to the Association President for the 2025-2026 school year.

California Education Code section 44987 and Government Code 3558.8 require districts to grant any employee a requested leave of absence for a full-time, part-time, periodic, or intermittent period, without loss of compensation, for the purpose of enabling the employee to serve as an elected officer of any local public employee organization.

The Parties agree that the Association President shall be released for 20% of their regular work year for the 2025-2026 school year. This release shall be for one (1) day per week, up to thirty-six (36) total days, for union business in their capacity as an elected officer of the Association. This release time shall be in accordance with the following parameters:

1. The Association President shall take the release day on the same day each week, which shall be a Tuesday or Thursday.
2. The Association President will notify the Superintendent and site principal of their release day of choice, per number 1, and will submit a leave request for said days. Should the Association President need to change their release day in a given week, they will notify their site principal and submit a modified leave request.
3. The Association President shall conduct union business on their weekly release day.
4. The Association President shall make themselves available to District administrators on their release days, for consultation regarding Association and District business.
5. The Association President shall be responsible for creating instructional plans for their release days and collaborating with substitute teacher(s) to ensure continuity of classroom instruction.
6. The Association President shall not take a release day during state testing (SBAC).

7. The Association President shall work collaboratively with their immediate supervisor regarding scheduling of parent conferences and the Association President may change their release day as needed during parent conference week.

The California Teachers Association ("CTA") shall reimburse the District for all compensation, including salary and statutory benefits, paid to the Association President on account of the leave, in accordance with Education Code section 44987. The District will bill said amounts monthly to the Association. The Association agrees to pay billed amounts within thirty (30) days of receiving each bill, and in no instance will more than two (2) months' billing remain unpaid by the Association.

The leave provided under this section is in addition to union leave negotiated and agreed upon as stated in the Association Release Time for 2025-2026 Memorandum of Understanding (MOU).

This MOU shall expire on June 30, 2026, unless mutually agreed upon by the Parties and shall not be precedential.

Jenny Y 2/28/25
For the District Date

C Crocker 2/28/25
For the Association Date

MEMORANDUM OF UNDERSTANDING

BETWEEN ROSELAND SCHOOL DISTRICT AND ROSELAND EDUCATORS ASSOCIATION REGARDING MAINSTREAMING TK-6 STUDENTS FOR 2025-2026

In an effort to support mainstreaming and inclusion, any Transitional Kindergarten through Sixth-grade SDC student who is mainstreamed in a general education class for sixty (60) minutes or more per day in core subjects (language arts, math, science, and social studies), shall count towards the class size count for both the SDC and the general education class. The intention shall be to not exceed hard caps, however, hard cap limits shall not apply.

This MOU will expire June 30, 2026, unless otherwise agreed to by the parties in writing. This MOU is non-precedent setting and creates no past practice.

5/8/25
For the District Date

C Crocker 5/8/25
For the Association Date