

MASTER CONTRACT BETWEEN

REDWOOD CITY SCHOOL DISTRICT

AND

REDWOOD CITY TEACHERS ASSOCIATION

REDWOOD CITY, CALIFORNIA

July 1, 2026 - June 30, 2029

Updated August 2026

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ARTICLE 1: TERM

This Agreement shall remain in full force and effect from the date of ratification by the Governing Board up to and including July 1, 2026 through June 30, 2028 school years, with agreement of both parties. For 2028-2029 school years, the parties may reopen Article 6 and two other articles.

RCTA	RCSD
 Amy Barstad, Lead Negotiator 5/28/26	 Wendy Kelly, Deputy Superintendent
 Brenna Geer, Teacher	 Rick Edson, CBO
 Erinn Washburn, Teacher	 Tina Mercer, Principal
 Kristy Herrera, Teacher	

ARTICLE 2: RECOGNITION

The Association shall be certified as the exclusive representative of a unit including all regular full-time certificated and part-time certificated teachers, summer school teachers, substitutes, home teachers, teacher interns, speech therapists, nurses, Child Development Center teachers, preschool teachers, resource teachers, counselors, outreach specialists, librarians, E.S.L. teachers, Bilingual Newcomer Center teachers, music teachers, special education teachers, adaptive P.E. teachers and excluding only those School District employees considered management, supervisory and confidential as excluded by the Act as outlined by PERB. Certificated management positions are those with superintendent in the title and those with one of the following in the title: director, coordinator, principal, supervisor, manager, administrative assistant, guidance consultant, and psychologist.

The District and the Union recognize the valuable contributions of international educators in enriching the educational experience of our students and enhancing cultural exchange. This article aims to ensure the respectful and fair treatment of international educators. and to provide a framework for adequate support to help them integrate into the District. their union and our community effectively. An international educator. for the purposes of this article. is a certificated educator recruited by RCSD or its agents/representatives, who is not a citizen of the United States. In order to provide ongoing educational services as a certificated employee of RCSD to students within RCSD.

ARTICLE 3: WORK YEAR

3.1 Beginning with the 2007-08 school year, the basic work year for all bargaining unit members shall be one hundred eighty (180) instructional days plus seven (7) preparation/in-service days. Teachers new to the District will work one hundred eighty (180) days plus eight (8) preparation/in-service days. Effective August 1, 2023, teachers new to the District will work one hundred eighty (180) days plus ten (10) preparation/in-service days for a total of 190 days. The basic work year for returning bargaining unit members shall be one hundred eighty (180) instructional days plus nine (9) preparation/in-service days for a total of 189 days.

3.2 The work calendars are attached as Appendix C.

ARTICLE 4: WORKING HOURS

4.1 Basic Requirements

- 4.1.1 The work day for bargaining unit members shall be seven (7) hours, excluding meetings scheduled pursuant to Section 4.2. This time shall include fifteen (15) minutes before class, a lunch period of which (40) forty minutes are duty free, and all breaks and recesses. The duty free lunch may be taken off campus when teachers notify personnel in the office. Bargaining unit members will remain at their work sites at least until after the last regular class is dismissed unless early departure is authorized by the supervisor. Bargaining unit members will not be required to be on duty with pupils in excess of two and one-half (2-1/2) hours without a ten (10) minute relief break. Such breaks will be arranged with the involvement of the site administrator. This provision is not intended to release teachers from assigned yard duty.
- 4.1.2 All references to Kindergarten include Transitional Kindergarten in the Contract.
- 4.1.3 Bargaining unit members shall receive compensation commensurate with their placement on the regular salary schedule for any professional obligation assigned by management, which requires the use of weekends, holidays, or regular vacation periods where attendance is necessary to the successful implementation of an assigned responsibility. This provision may be waived under certain circumstances as decided by the District and the Association to the mutual benefit of both parties.

4.2 Meetings

- 4.2.1 Bargaining unit members shall not be required to attend more than thirty (30) meetings per school year after the work day scheduled on Thursdays. These meetings will not exceed one and one-quarter (1-1/4) hours, unless it is counted as a double meeting and then can be up to two and a half hours. Unit

members will not be required to stay in meetings beyond 5:00 PM. Up to 10 meetings may be held as double meetings and may begin after student dismissal on Thursdays. Staff meetings will occur after the work day, except when at least 75% of the teachers vote to start earlier. At the first staff meeting of each school year, the site administration will direct the staff to vote and determine the meeting start time for the school year.

No other Principal directed staff meeting will be scheduled during the same week.

Back to School Night and Open House count in the total meeting count. If a professional development meeting exceeds the work day, the time after the work day will count towards a meeting. Any meeting called by the District for staff development for those teachers with three (3) years or less service in the District is allowed and will not count towards the 30 meeting allocation per year.

4.2.2 Meetings not counted in the total include the following:

4.2.2.1 Optional and voluntary meetings.

4.2.2.2 Meetings or staff development held during the employee work day.

4.2.2.3 Child Study (SST), 504 meetings and IEP meetings.

4.2.2.3.1 The Principal can direct teachers to attend staff development during the workday to further instructional practice. This is not considered a meeting. However, if the professional development exceeds the work day, the time after the work day will count towards a meeting.

4.2.2.4 For bargaining unit members who have excessive meeting requirements under this section, the Site Administrator will provide flexible application of the beginning and ending of the work day as set forth in Section 4.1.1 above in order to offset hours of excess meeting time. The arrival and departure times will be arranged through consultation with the individual teacher.

4.2.2.5 In lieu of this flexible time, unit members serving full- time on the School Site Council may receive one (1) PGE credit per year of service; and regular classroom teachers who attend required IEP meetings may receive PGE credit for IEP meeting time outside the regular contract day. Education Code 56341(b) states that the IEP team shall include a regular ed teacher if the pupil is or may be participating in the regular ed environment. The regular ed teacher shall, to the extent appropriate, participate in the development, review, and revision of the pupil's individualized education program.

4.2.3 District shall not schedule any meetings or activities which conflict with monthly scheduled RCTA/CTA/NEA Representative Council meetings. A schedule of RCTA/CTA/NEA Representative Council meetings will be given to Human

Resources and all Principals by the first work day for permanent members each school year in order to avoid Principal directed meetings on specific Mondays.

- 4.2.4 Bargaining unit members shall be given notice of required District/School in-service meetings at least five (5) working days prior to the meeting.
- 4.2.5 Effective August 2026, meetings scheduled during planning days before the first day of school in the fall shall be arranged so that bargaining unit members are guaranteed a minimum of two 7 hour days of uninterrupted preparation time. This will be completed by moving the Teacher workday from June to August.
- 4.2.6 Except for an emergency, the District will not schedule mandatory meetings on Fridays or on days preceding a holiday, and on Thursdays before report cards are due.
- 4.2.7 IEP and Section 504 Meetings – Bargaining unit members will be paid \$55 per hour, rounded to the nearest one-quarter hour for time the unit member is required to participate or to wait to participate in an IEP or Section 504 meeting after the end of the school site's seven (7) hour bargaining unit member workday.

Unit members will not be required to stay in an IEP or Section 504 meeting that continues beyond 5:00 p.m. If the unit member is invited and voluntarily agrees to stay beyond 5:00 p.m., the unit member will continue to be paid at the \$55 per hour rate.

4.3 Extra Duties

- 4.3.1 Bargaining unit members shall not be required to perform instructional or other duties for unreasonable periods of time without a break for personal needs.
- 4.3.2 A school site duty schedule shall be developed with staff participation at the school site and shall include before school duty and recess duty. Nurses and Special Day Class teachers will be excluded from the site duty schedule. All bargaining unit members assigned to less than full-time status will be required to perform duties prorated on the basis of duties assigned to full-time staff. Speech therapists will be required to assume their prorated share, unless their instructional program is substantially impaired.
- 4.3.3 Bargaining unit members shall be released from the work site to pursue work related activities during conference week whenever they do not have a conference scheduled, provided that an attempt has been made to arrange a conference with the parents or guardians of pupils assigned to the bargaining unit member and the site administrator has been notified.
- 4.3.4 Parent teacher conferences in the Fall shall take place with all parents. Parents must be invited back for Spring conferences if their child is academically, behaviorally, or socially at risk.

4.4 Emergency Situation

- 4.4.1 The principal shall relieve a bargaining unit member from designated professional working hours under conditions which could be classified as an emergency situation.

4.5 Minimum Days

- 4.5.1 The following days will be minimum days:

- Back to School Night
- Open House
- the last instructional day before Thanksgiving
- the last instructional day before winter break
- the last instructional day before mid-winter break
- the last instructional day before spring break
- the last instructional day in June

- 4.5.2 In addition the schools shall have up to fifteen (15) minimum days. These days are to be used for parent teacher conferences and/or school site staff development. The Principal can direct teachers to attend staff development during the workday to further instructional practice. This is not considered a meeting. However, if the professional development exceeds the work day, the time after the work day will count towards a meeting

- 4.5.3 On minimum days prior to winter break, spring break and the last day of school, teachers may leave after the last dismissal and supervision of students is complete.

4.6 Preparation Time

- 4.6.1 Upon the approval of the Superintendent or designee the District may provide release time from instructional duties for the purpose of enriching personal educational programs.
- 4.6.2 Early dismissal Thursdays created by lengthening instructional minutes on other days will be used for the following purposes, including but not limited to: individual teacher preparation, grade-level planning, teaming, departmental meetings, or analysis of student progress toward the established state and local standards.
- 4.6.3 Preparation time for individual classroom teachers will be two periods per full week for 1.0 FTE teachers in grades 6-8 in K-8 schools. The two periods combined shall be no less than eighty (80) minutes. Preparation time for individual 1.0 FTE classroom teachers in grades 1st-5th grades will be 80 minutes per week. Preparation time for 1.0 FTE classroom teachers in grades

TK-K will be 100 minutes per week. On weeks where there are more than one minimum day, preparation periods that are missed will not be made up. Prep time will be prorated for part time teachers.

- 4.6.4 Each teacher assigned to Retention/Supplemental instruction will receive one quarter hour of preparation for each hour of instruction time, paid at the established hourly rate for Retention/ Supplemental instruction, as outlined in Appendix G.

ARTICLE 5: LEAVE OF ABSENCE

5.1 Personal Illness And Injury Leave

- 5.1.1 Each full-time bargaining unit member shall be credited with one (1) day of illness/injury leave per month of District service, and days not used may be accumulated from year-to-year, and from district- to-district. These ten (10) days of leave shall be credited at the beginning of the school year. Unit members who work less than full time and/or less than a full school year shall be entitled to a proportionate amount of leave.

- 5.1.1.1 ESY or General Ed Summer School: RCSD bargaining unit members are entitled to one (1) day of illness/injury leave that may be used for illness during the current summer program.

- 5.1.2 At the beginning of the school year each bargaining unit member shall receive a written statement of accrued sick leave, including the sick leave entitlement for the year. A bargaining unit member may use the sick leave at any time during the school year for personal illness or injury, or for that of a dependent living in the same household.

- 5.1.3 For reasonable cause, the District may require the bargaining unit member to provide a statement from a physician, dentist, chiropractor, or practitioner in case of religious requirement, verifying the cause and condition of the illness, injury, or quarantine.

- 5.1.4 The District may require verification from a physician or practitioner in case of religious requirement, of the bargaining unit member's ability to perform responsibilities before returning to work due to an absence for disabling personal illness or injury.

- 5.1.5 **Extended Personal Illness Or Injury Leave**

- 5.1.5.1 When a unit member has exhausted all available sick leave, including the leave described in Section 5.1.1 and continues to be absent on account of illness or accident for an additional period of five school months, whether or not the absence arises out of or in the course of the employment of the unit member, the amount deducted from the salary due the unit member shall not exceed the sum that is actually paid a regular substitute employed to fill the absent unit member's position or, if no substitute was employed, the amount that would have been paid to a regular substitute if one had been employed. The sick leave

described in Section 5.1.1 and the five-month period described in this section shall run consecutively. A unit member shall not be provided more than one five-month period per illness or accident. If a school year terminates before the five-month period is exhausted, however, the unit member may take the balance of the five-month period in a subsequent school year. If a District retiree is the substitute, the additional amount paid to retiree shall not be deducted under this section.

5.1.5.2 Use of extended personal illness or injury leave shall require a statement of disability on the appropriate District form.

5.1.5.3 Reemployment List

When a unit member has exhausted all the available sick leave described in Sections 5.1.1, 5.1.5.1, and 5.15 and continues to be absent on account of illness or accident, and is not medically able to resume the duties of the unit member's position, the unit member shall be placed on a reemployment list. Probationary unit members shall be placed on the list for a period of twenty-four (24) months and permanent unit members shall be placed on the list for a period of thirty-nine (39) months. When the unit member is medically able to return during the 24 or 39 months, the District shall assign the unit member to a position for which the unit member is credentialed and qualified. If at the end of the 24 or 39-month period, the unit member is unable to perform the duties, the unit member shall be dismissed.

5.2 Industrial Accident Leave/Illness Leave

- 5.2.1 Bargaining unit members will be entitled to industrial accident leave according to the provisions of the Education Code for personal injury, which has qualified for workers' compensation under the provisions of the State Code.
- 5.2.2 Industrial accident leave shall not exceed sixty (60) days for the same industrial accident. The leave must be taken during the time when the schools of the District are required to be in session or when the bargaining unit member would have been performing work for the District. When an industrial accident or illness occurs at a time when the full 60 days will overlap into the next fiscal year, the employee shall be entitled to only that amount remaining at the end of the fiscal year in which the injury or illness occurred, for the same illness or injury (Ed Code 45192).
- 5.2.3 The District has the right to have the bargaining unit member examined by a physician designated by the District's insurance carrier. The physician will assist in determining the length of time during which the bargaining unit member will be temporarily unable to perform the assigned duties and the degree to which a disability is attributable to the injury involved. The District will pay all costs associated with such an examination.
- 5.2.4 For any days of absence from duty as a result of the same industrial accident,

the bargaining unit member shall endorse to the District any wage loss benefit check from the State Compensation Insurance Fund which would make the total compensation from both sources exceed one hundred percent (100%) of the amount the bargaining unit member would have received as salary had there been no industrial accident or illness.

- 5.2.5 If the bargaining unit member fails to endorse to the District any wage loss benefit check received on account of the industrial accident or illness, the District shall deduct from the bargaining unit member's salary warrant the amount of the benefit actually paid to and retained by the bargaining member.

5.3 Personal Necessity Leave

- 5.3.1 Any days of leave of absence for illness or injury allowed pursuant to Section 5.1.1 may be used by the employee at his/her necessity. No more than ten (10) days in any one (1) year may be used for this purpose. Vacation, recreation or social activities are inappropriate use of personal necessity leave. Personal Necessity for certificated staff can be taken for personal needs beyond the control of the individual unit member. Unit members must enter their absences in Frontline for any absence, for all or any portion of a workday.

5.4 Bereavement Leave

- 5.4.1 A bargaining unit member is entitled to a maximum of five (5) days of leave without loss of salary or sick leave deduction due to the death of any member of the immediate family.
- 5.4.2 An immediate family member is considered to be the following of either the bargaining unit member or spouse of the member: parent, grandparent, child, grandchild, spouse, parent of unit member's child, sibling, aunt, uncle, in-laws, domestic partner of the bargaining unit member, any person living in the immediate household and person acting as parental substitute.

5.5 Childhood Disease Leave

- 5.5.1 A bargaining unit member absent from service as a result of contracting mumps, scarlet fever, measles, tuberculosis, or chicken pox in the course of normal duties shall not lose compensation nor have compensation charged to personal illness or injury leave, except as limited below. Bargaining unit members who have a medically verified physical condition which renders them particularly endangered by exposure to the above diseases shall be covered by this leave provision. The leave with compensation shall extend for a period of no more than ten (10) school days, except in unusual circumstances which shall be verified in accordance with Sections 5.1.3 and 5.1.4.
- 5.5.2 District management shall determine that illness resulting from one of the above childhood diseases was actually related to the bargaining unit member's official responsibilities. The determination shall include, but not be limited to, a consideration of the incubation period of the disease and whether or not the disease exists within the school or class of the bargaining unit member.

5.6 Judicial Leave

- 5.6.1 Bargaining unit members shall be provided paid leave for regularly called jury duty and to appear as a witness in court, other than as a litigant, for reasons not brought about through the connivance or misconduct of the bargaining unit member.
- 5.6.2 The bargaining unit member shall submit a written request for an approved absence as soon as possible.
- 5.6.3 Jury or witness fees provided by the court to the bargaining unit member will be signed over to the District and the bargaining unit member will receive the full amount of salary due.
- 5.6.4 Leave with pay will be granted not to exceed the duration of the official order for participation and appearance.

5.7 Leave Without Pay For Child Bearing Preparation

- 5.7.1 Leave without pay or other benefits may be granted to a bargaining unit member for preparation for childbearing.
- 5.7.2 The bargaining unit member shall request such leave as soon as practicable, but under no circumstances less than thirty (30) days prior to the date on which the leave is to begin. The request shall be in writing and shall include a statement as to the dates the bargaining unit member wishes to begin and end the leave without pay.
- 5.7.3 The duration of the leave shall consist of no more than the remainder of the current school year.
- 5.7.4 The bargaining unit member is not entitled to the use of any accrued sick leave or other paid leave while on child bearing preparation leave.
- 5.7.5 If a bargaining unit member is on leave for child bearing preparation, and in the event of a miscarriage or death of the child subsequent to childbirth, the bargaining unit member may request an immediate assignment to a unit position. If there is a vacancy for which the bargaining unit member is qualified, the District will assign the bargaining unit member as soon as possible.
- 5.7.6 Bargaining unit members on unpaid leave may continue receiving fringe benefits at group rates by paying the premiums in accord with District requirements.
- 5.7.7 In order to receive credit for salary advancement, a bargaining unit member must work at least seventy-five percent (75%) of the number of days school is in session.

5.8 Pregnancy Disability, Leave For Adoption, Child Rearing, Child Bearing Preparation And Bonding With Infant

Leave For Pregnancy Disability

- 5.8.1 Bargaining unit members are entitled to use sick leave and sick leave differential as set forth in Section 5.1 for disabilities caused or contributed to by pregnancy, miscarriage, childbirth, and recovery therefrom, and shall be limited to those disabilities as set forth above. The length of such disability leave, including the date on which the leave shall commence and the date on which the duties are to be resumed, shall be determined by the bargaining unit member and the bargaining unit member's physician.
- 5.8.2 The District will require a medical verification and clearance to return to work as provided in Sections 5.1.3 and 5.1.4.
- 5.8.3 Bargaining unit members who are pregnant shall not lose compensation nor have compensation charged to personal illness or injury leave, if there are medically verified conditions in the workplace which would endanger the health of the mother or unborn child.

5.9 Child Bonding Leave

- 5.9.1 Each bargaining unit member may be allowed up to twelve (12) weeks leave for purposes of child bonding occasioned by the birth of the unit member's child, or the placement of a child with the unit member in connection with the unit member's adoption or foster care of the child as provided by the CFRA.
- 5.9.2 Pursuant to the CFRA, child bonding leave must be completed within one year of the birth, adoption, or foster care placement of a child.
- 5.9.3 Pursuant to Education Code section 44977.5, in order to qualify for child bonding leave unit members' must have completed one year (twelve months of service) for the District, but are not required to have at least 1,250 hours of service during the previous one year (twelve months) period.
- 5.9.4 For mothers, the 12 week child bonding leave shall commence at the conclusion of any pregnancy disability leave.
- 5.9.5 For non-birthing parents, the 12 week child bonding leave shall commence on the first day of such leave and run concurrently with FMLA and CFRA.
- 5.9.6 Pursuant to Education Code section 44977.5, if a unit member exhausts his/her accumulated sick leave prior to expiration of the 12 week child bonding leave, s/he shall be entitled to differential pay as defined in 5.2.5.1 below for the balance of the 12 week period; however, for child bonding leave only the differential may not be less than fifty percent (50%) of the unit member's regular rate of pay or the amount reflected in 5.1.5.1 whichever is greater.
- 5.9.7 The minimum duration of child bonding leave shall be two weeks and the District may grant up to two requests for child bonding leave.
- 5.9.8 Where both parents are employees of the district, the two parents are entitled to their own period of up to twelve (12) workweeks of bonding leave.
- 5.9.9 The District must be provided with at least thirty (30) days prior notice of intent to take child bonding leave, except in the case of emergency.

- 5.9.10 This leave will run concurrently with leave rights under the Federal Family and Medical Leave Act (FMLA) and the California Family Rights Act (CFRA).

5.10 Leave Without Pay For Child Rearing

- 5.10.1 Leave without pay or other benefits shall be granted to any bargaining unit member who applies for such leave prior to going on pregnancy disability leave, prior to adoption of a child, or in the event of the bargaining unit member's spouse's death during childbirth. In all other cases, leave without pay or other benefits may be granted to a bargaining unit member for child rearing. The bargaining unit member will first utilize child bonding leave.
- 5.10.2 The bargaining unit member shall request such leave as soon as practicable, but under no circumstances less than thirty (30) days prior to the date on which the leave is to begin. The request shall be in writing and shall include a statement as to the dates the bargaining unit member wishes to begin and end the leave.
- 5.10.3 The duration of the leave of any bargaining unit member's birth, adoption, or foster care placement of a child shall consist of no more than the remainder of the current school year and may be extended for the following school year. An extension of the leave may be granted, not to exceed an additional twelve (12) months at the discretion of the Governing Board. Child rearing leaves may be granted in accordance with this section for a bargaining unit member with an older child.
- 5.10.4 If a bargaining unit member is on leave for child rearing, and in the event of the death of the child, the bargaining unit member may request an immediate assignment to a unit position. If there is a vacancy for which the bargaining unit member is qualified, the District will assign the bargaining unit member to a position as soon as possible.

5.11 Notification Procedure

- 5.11.1 The bargaining unit member shall notify the immediate supervisor as soon as possible in advance of all leaves and shall receive approval in advance of taking a leave, except for situations set forth in this Article below.
- 5.11.2 In case of an emergency leave, a bargaining unit member who finds it necessary to be absent from duty shall notify the immediate supervisor or designee during regular school hours, or the District absence platform after regular hours, but in no event later than 7:00 a.m. or one (1) hour prior to the start of school, whichever is earlier, on the day of the absence.
- 5.11.3 Bargaining unit members who plan to return on subsequent day(s), in the case of an emergency leave, shall notify the school site not later than one (1) hour prior to the end of the instructional day regarding their return to duty the following day. If bargaining unit members fail to notify the school of their intent to return to work the next day and the District employs a substitute for that day, bargaining unit members shall be charged the cost of the substitute.
- 5.11.4 The bargaining unit member shall report the nature of all absences to the

immediate supervisor on the appropriate District leave form. The District may require evidence of justification for taking any leave. Personal injury or illness leaves in excess of the allocated annual leave bank may require the unit member to provide documentation. Salaries shall be paid only for approved paid leaves which are used for stated purposes.

- 5.11.5 A bargaining unit member requesting a leave of a semester or more shall request the leave of the immediate supervisor in writing three (3) months before the proposed beginning date of the leave. Notification dates may be waived by the Superintendent or the Superintendent's designee for extenuating circumstances. The immediate supervisor shall make recommendations regarding leaves to the Superintendent or designee, who shall make recommendations to the Governing Board. The Governing Board shall make the final decisions regarding leaves.

5.12 Military Leave

- 5.12.1 Every bargaining unit member who enters the military of the United States or the State of California is entitled to military leave. The absence does not affect classifications and does not constitute a break in service. However, the absence does not count as part of the probationary period required as a condition precedent to classification as a permanent employee.
- 5.12.2 Within six (6) months after bargaining unit members honorably leave the service, they are entitled to their former position at a salary they would have received had they not been on military leave.
- 5.12.2.1 Bargaining unit members ordered into military service are entitled to one (1) month's pay from the District if one (1) year of service has been rendered in the District.
- 5.12.2.2 Members of the National Guard are entitled to leave without regard to the length of their public service in accordance with the State Education Code.

5.13 Other Leaves Without Pay

- 5.13.1 Upon recommendation of the Superintendent and approval by the Governing Board, leave without compensation, increment, or tenure credit may be granted for a period up to one (1) year to care for a member of the immediate family who is ill, for long-term illness of the bargaining unit member, for professional study or research or for other reasons approved by the Superintendent. Bargaining unit members on unpaid leave may continue receiving benefits at group rates by paying the premiums in accord with District requirements.
- 5.13.2 The request for a leave of absence and the response shall be in writing. Bargaining unit member granted leave shall be given a reasonable date to notify the Personnel Office of the intention to return.
- 5.13.3 Bargaining unit members who are elected to the United States Legislature or the California State Legislature shall be granted a leave without compensation or tenure credit. The bargaining unit member shall be entitled to return to the

position held at the time of the election, provided the bargaining unit member applies to the District for reinstatement within three (3) months of the expiration of the term of office. If the position so held has been abolished, the bargaining unit member is entitled to return to a position for which the bargaining unit member is certified.

5.14 Sabbatical Leave

5.14.1 The Governing Board may grant sabbatical leaves to bargaining unit members for purposes of study or travel. The leaves are subject to the following conditions:

5.14.1.1 Service sabbatical leave applicants must have served at least seven (7) consecutive years as full-time certificated employees of the District. (Qualifying service shall be interpreted as seventy five percent (75%) of the teaching days of a school year.)

5.14.2 Sabbatical leaves for Study Sabbatical leaves will be granted for the purpose of graduate study. A bargaining unit member shall complete at least twenty (20) semester units of study at an accredited collegiate institution which is related to the bargaining unit members' work assignment. Not less than eight (8) semester units shall be completed during either semester while on such a leave. These units shall be exclusive of correspondence courses and lower division courses. Transcripts or other evidence of completion shall be submitted to the Personnel Office within sixty (60) days after bargaining unit members' return to duty. If credit is to be claimed for salary classification (or increment), transcripts must be filed in accordance with the salary schedule requirements.

5.14.3 Sabbatical leaves for Travel Bargaining unit members on sabbatical leaves for travel shall remain in travel status at least three and one-half (3-1/2) months for each semester of leave granted.

5.14.3.1 The application for leave shall include, on the approved form, an itinerary of the proposed travel together with a statement concerning the proposed objectives of travel.

5.14.4 Application for sabbatical leave must be made to the Governing Board through the Superintendent and the Personnel Office on the District sabbatical leave application form. Application must be made prior to January 15th of each year to be effective the following school year.

5.14.4.1 All requests for sabbatical leave shall be reviewed by the Sabbatical Review Committee. The committee shall be composed of: Superintendent's designee as chair, one (1) building level administrator appointed by the Superintendent; one (1) other administrator from the District Office; and three (3) non-administrative certificated employees selected by the Association.

5.14.4.2 The committee shall forward recommendations for

sabbatical leaves to the Superintendent by February 1.

5.14.5 Number Of Persons Allowed Sabbatical Leave

The number of leaves granted to bargaining unit members during any given school year shall not exceed a total of three (3) full year leaves.

5.14.6 Length Of Sabbatical Leave

The period of the sabbatical leave shall be for one (1) semester or one (1) school year.

5.14.6.1 Compensation shall be sixty percent (60%) of the salary the bargaining unit member would have received had he/she remained in the service of the District for the period of the leave.

5.14.6.2 The District will assume the cost of the regular health and dental programs for bargaining unit members on sabbatical leave.

5.14.7 Return Following Sabbatical

5.14.7.1 Sabbatical leave shall be counted as equivalent experience on the salary schedule, and the employee shall be entitled to return to the same type of position as held when the leave was granted.

5.14.8 Incomplete Sabbatical Leave

Should injury or illness prevent a bargaining unit member from completing a sabbatical leave, the Sabbatical leave will be terminated and all provisions for illness/injury will apply.

5.14.9 Written Report

Each bargaining unit member who has been on sabbatical leave shall file with the Sabbatical Review Committee a written report no later than sixty (60) days after return to active duty.

5.14.10 District's Right to Disseminate Information:

The District shall retain the right to disseminate for the good of the District any information received as the result of any sabbatical leave.

5.14.11 Indemnification Bond:

The terms and conditions of the leave shall be agreed upon in writing, and shall include an indemnification bond for failure to successfully complete the sabbatical program or to render the necessary post-leave service, a stipulation to a post-leave service of not less than two (2) full years for a full year of leave, and one (1) full year for a one (1) semester leave; the description of the sabbatical program; and appropriate procedures as may be designated by the Superintendent. The bond shall provide payment to the District in case the service obligation is not met regardless of

reason.

5.15 Catastrophic Illness Or Injury

5.15.1 Bargaining unit members are permitted to donate eligible earned leave credit to another bargaining unit member when that person or a person of his or her family suffers from a catastrophic illness or injury if all of the following requirements are met:

- 5.15.1.1 A bargaining unit member who is, or whose family member is suffering from a catastrophic illness/injury must provide verification of that catastrophic injury/illness to the Personnel Office, catastrophic illness or injury means an illness or injury that is expected to incapacitate the employee for an extended period of time or that incapacitates a member of the employees' immediate family which incapacity requires the employee to take time off work for an extended period of time to care for that family member.
- 5.15.1.2 After the District determines that the bargaining unit member is unable to work due to employee's or his/hers family member's catastrophic illness/injury the District will approve the transfer of eligible leave.
- 5.15.1.3 The employee has exhausted all accrued and paid leave credits as provided in Section 5.2.1 and vacation leave if applicable but not including extended leave as provided in Section 5.2.5.1.
- 5.15.1.4 After a bargaining unit member has exhausted all his/hers paid leave, he/she can request another bargaining unit member to transfer their eligible leave credits.
- 5.15.1.5 The transfer must be in increments of seven (7) hours (1 day) and shall be designated on a District prescribed form and sent to the District for transfer.
- 5.15.1.6 All transfers of eligible leave credits are irrevocable.
- 5.15.1.7 An employee transferring leave cannot transfer more than fifty percent (50%) of his/her earned available leave in one school year.
- 5.15.1.8 The maximum amount of time that donated leave credits must be used cannot exceed twelve (12) consecutive calendar months.
- 5.15.1.9 A bargaining unit member using donated leave shall not accumulate credit for sick leave.

5.16 Family Leave

5.16.1 Bargaining unit members are entitled to unpaid leave to care for a seriously ill

member of the immediate family for up to twelve (12) weeks under the provisions of the Federal Family and Medical Leave Act (FMLA) and the California Family Rights Act (CFRA). The provisions of this leave shall be coordinated with the other leave provisions herein.

5.17 Reproductive Loss Leave

5.17.1 Reproductive Loss Leave (effective January 1, 2024)

Pursuant to California law (Gov. Code section 12945.6), eligible employees may take up to five days of reproductive loss leave following a miscarriage, unsuccessful assisted reproduction, failed adoption, failed surrogacy or stillbirth.

If an employee (or their partner as defined in Government Code section 12945.6) experiences more than one reproductive loss leave event within a 12-month period, the total amount of time taken shall not exceed 20 days within a 12-month period.

5.17.1.1 Leave taken for reproductive loss may be taken nonconsecutively.

5.17.1.2 Reproductive loss leave shall be completed within three months of the event entitling the employee to that leave under section 11.14.1.

5.17.2 Reproductive loss leave shall be unpaid except that the employee may use personal leave or accrued and available sick leave that is otherwise available to the employee.

5.17.3 For purposes of this section “eligible employee” means a person employed by the District for at least 30 days prior to the commencement of the leave.

ARTICLE 6: COMPENSATION

6.1 Salary Schedule

6.1.1 Non-BA+30 Placement

If a unit member is employed with less units than required for the BA+30 column, that unit member will not advance beyond step 5 of BA+30 until fully qualified for placement on that column.

6.1.2 Structural Changes To The Salary Schedule

Effective 7/1/24, a Step 25 shall be added across all columns of the 2024-25 salary schedule in an amount that is one-percent (1%) greater than Step 24.

6.1.3 Compensation

Compensation for 2025-26:

An increase of 2.85% to the 2024-25 salary schedule effective July 1,

2025.

Appendix A-1: Certificated Salary Schedule: Effective July 1, 2024 column AB+90, cells 10, 11 and 12 shall be populated with the appropriate annual compensation amount.

6.1.3.1 Compensation for the 2024-2025 and 2025-2026 school years shall be subject to reopener negotiation according to Article 1 (Term).

Two Year Compensation Agreement 2026-2028

Year 1 salary increase effective 7/1/26

Rows 1 and 2 are eliminated on the Certificated Teacher Salary Schedule

In creating the new salary schedule for 2026-27, remove most plateaus by adding 0.3% to certain cells in order to eliminate most plateaus.

\$2000 added to all cells in all rows of the CDC and SLP salary schedules

\$700 added to each cell starting in new Rows 11-23 of the Certificated Teacher Salary Schedule

Year 2 effective 7/1/27:

Add \$350 to the 2026-27 salary schedule for cells in Rows 1-10.

Add 3% to the 2026-27 salary schedule for cells in Rows 11-23.

Add 3% for CDC and SLP for cells in all rows on the salary schedule

6.1.4 The parties agree to a separate salary schedule for Speech and Language Pathologists, Deaf and Hard of Hearing and Teacher for the Visually Impaired effective July 1, 2023, which is attached as Appendix A2.

6.1.5 Stipends will be paid for those projects and activities that are directed by the District and are not part of the regular teaching responsibilities. Those stipends are listed in Appendix G, which is attached to this Agreement.

6.2 Salary

6.2.1 Placement Of Newly Employed Certificated Personnel

6.2.1.1 After July 1, 1998, one (1) step of credit will be allowed on the schedule for each year of experience gained in public schools during the fifteen (15) years prior to appointment to the Redwood City School District to a maximum of sixteen (16) steps, unless approved by the Governing Board to a step greater than sixteen (16). After July 1, 2000, full credit may be given for teaching in an accredited private school.

6.2.1.1.1 No credit will be allowed for experience prior to fifteen (15) years before the appointment. A year's experience is defined as in service at least seventy-five percent (75%) of the days school was

in session.

- 6.2.1.1.2 New employees without experience will be placed on the column in accordance with their earned units.
- 6.2.1.1.3 No more than fifteen (15) lower division credits can be applied toward salary advancement unless approved by the supervisor and Superintendent or designee.
- 6.2.1.1.4 Bargaining unit members, who resign from the District and are subsequently reemployed within thirty-nine (39) months, shall be granted full experience credit.
- 6.2.1.1.5 The District shall transfer accumulated sick leave from a previous California district for employees new to the District upon the employee's written request and within ninety (90) days after the first day of paid service.

6.2.1.2 Credit For Experience As A Substitute Teacher

Up to one (1) year of substitute teacher service will be allowed provided the experience totals at least seventy-five percent (75%) of the days school was in session during the year the service occurred. Experience must have been gained while the substitute teacher possessed a valid teaching credential for the State in which they taught.

- 6.2.1.3 Teachers may not serve in a temporary position for more than one (1) year before becoming probationary if a vacant position is available for which they are qualified. A vacant position is one not needed by a permanent bargaining unit member on leave or special assignment returning to a classroom teaching position.

6.2.2 Advancement On Salary Schedule

6.2.2.1 Requirements For Step Advance

- 6.2.2.1.1 Bargaining unit members shall advance one (1) step on the salary schedule for each year of satisfactory service to the District, not to exceed the maximum step placement for their column on the salary schedule.
- 6.2.2.1.2 For purposes of step calculations, a year of service is defined as being on active duty in the District at least seventy-five percent (75%) of the number of days school was in session.

6.2.2.2 Requirements For Column Advance

- 6.2.2.2.1 Bargaining unit members may move across the salary schedule for completing approved semester units of upper division and graduate courses at an accredited institution. Credit in unique instances approved by the Superintendent or designee may be granted for lower division courses which have direct application to the instructional needs of the students in the District.
- 6.2.2.2.2 In order to receive credit, units must be approved by the immediate supervisor and the Human Resources Officer. All units taken must be directly related to the teaching assignment currently held or prospectively held by the bargaining unit member. Unit credits may be disapproved if, in the opinion of the District, they are not sufficiently related to the position held by the bargaining unit member or sufficiently related to the position which may be prospectively held by the bargaining unit member.
- 6.2.2.2.3 Bargaining unit members who have completed the 12th step and have on file ninety (90) units by September 30 of the current school year, shall advance to column VII.
- 6.2.2.2.4 In order to qualify for this column the last fifteen (15) units must have been earned since January 1980. Units may be all college units or a combination of college units and P.G.E.C. units. As covered in Section 6.2.2.2.2 of the current Agreement all units must have received prior approval before credit can be granted by the District.

6.2.2.3 Filing for Credit

Bargaining unit members expecting to change columns on the salary schedule must notify the Human Resources Office in writing before July 1 and credit must be on file by September 30 for the upcoming school year. Those bargaining unit members not meeting these deadlines will not advance until the following school year. Approved credit or units will be accepted within 2 years of completing courses or service.

6.2.2.4 Transcripts

- 6.2.2.4.1 Transcripts of credit for any courses completed between July 1 and August 31, which are to be used in calculating the upcoming year's salary

must be filed with the in Personnel Office on or before September 30.

- 6.2.2.4.2 If, by September 30, the bargaining unit member is unable to submit supporting records or transcripts verifying units of study which are to apply toward reclassification, official notices in the form of a grade card or letter from the college or university shall be submitted. Such temporary verification shall be sufficient evidence to meet the above requirement. The bargaining unit member shall provide the official transcript or affidavit document to the District as soon as it becomes available.

6.2.2.5 Failure To Comply

Bargaining unit members who do not comply with the requirements for advancement on the salary schedule shall remain stationary on the schedule at the point where failure to comply begins until the deficiency is removed. After a deficiency is removed, the employee will advance on the schedule one (1) step at the beginning of the next school year and thereafter advance normally on the salary schedule.

6.3 Health And Dental Benefits

- 6.3.1 As a goal the District will attempt to provide all eligible employees with the best possible fringe benefits.
- 6.3.2 The benefits will be provided by participation in the PERS Health Benefits Program, PEMHCA (The Public Employees' Medical and Hospital Care Act); or through alternative insurance plans agreed to by the negotiating parties.
- 6.3.3 Subject to CalPERS rules and requirements, the CalPERS health benefits program will be available to a CalPERS qualified domestic partners of bargaining unit members to the same extent as the health benefits program is available to dependents of bargaining unit members under this Collective Agreement. Bargaining unit members are solely responsible for informing themselves about and complying with CalPERS requirements for establishing eligibility for domestic partner health coverage, enrolling a domestic partner in the benefits plan and canceling a domestic partner's coverage.
- 6.3.4 The District agrees to contribute the prevailing administrative fee per month per eligible full time unit member for each approved PERS health plan option. This amount shall be the District's basic unit member only medical benefits contribution. This basic contribution is required only to the extent it is mandated by law and only as long as the District participates in the PEMHCA plan.
- 6.3.5 The District shall provide to each eligible active full-time employee, a monthly contribution up to a maximum of: (1) the cost of the highest priced HMO available in the PERS Health Plan toward the single party premium in which the employee enrolls; and (2) the cost of the current vision single party premium.

The monthly basic contribution provided above in Section 6.3.4 is included within this maximum monthly contribution to medical insurance and the vision plan. The District shall provide a prorated contribution for each active part-time employee working half time or more toward the cost of fringe benefits. Unit members that were enrolled in the CalPERS PPO plan on June 1, 2004, will continue to receive a District contribution equal to the cost of the single PPO and the vision care.

6.3.6 Employees working less than one-half (1/2) time are not eligible for participation in PERS Health Plan.

6.3.6.1 Employees hired prior to 7/1/93 who work less than one half (1/2) time will receive the following benefits:

- full dental benefits;
- prorata single vision benefits;
- prorata single medical if an alternate medical plan is offered by the District.

6.3.6.2 Employees hired on or after 7/1/93 who work less than one-half (1/2) time will not be eligible for medical, vision, or dental benefits. All job postings for positions less than one-half (1/2) time will state benefit eligibility.

6.3.7 Each full-time bargaining unit member shall enroll in one of the District's health insurance programs or provide proof of other health insurance. If the bargaining unit member elects not to enroll in PERS or vision care, the benefit contribution shall be forfeited.

6.3.8 Any excess premium after the application of the District's contribution for basic and optional benefits described in Sections 6.3.2 and 6.3.3 shall be the sole responsibility of the bargaining unit member who shall authorize salary deduction of such cost as a condition of receipt of such benefit in accordance with Internal Revenue Code Section 125 requirements.

6.3.9 If the administrative and reserve costs charged by PERS exceeds one percent (1%), the District and the Association are in agreement that the District's payment of any additional cost is subject to renegotiation.

6.3.10 Temporary personnel who begin during September, and continue with unbroken service until the close of school in June, shall receive twelve (12) months of health and dental benefits equivalent to those of permanent unit members.

6.3.11 The District shall pay a contribution equal to the cost of the Delta Preferred Provider Dental Plan for employees and dependents. The Preferred Provider Plan will include a maximum of three thousand five hundred dollars (\$3,500) per year coverage effective January 1, 2025.

6.4 Retiree Fringe Benefits

- 6.4.1 The District agrees to contribute the lesser amount set by California Government Code Section 22892 per eligible retiree, per month. If the District and the Association agree to terminate participation in the PERS medical insurance plan, the District shall have no further obligation for payment of the basic contribution.
- 6.4.2 The District shall reimburse the retiree a supplemental amount equal to the difference between Section 6.4.1 and the least expensive single party premium rate of the four (4) most common PERS HMO's subscribed to by active employees, dental premium rate and 95/96 single party vision premium rate at the time of retirement, or a less expensive retiree selected PERS plan for the first and all subsequent years until Section 6.4.2.1.6 applies. Those unit members retiring after June 30, 2007, will be reimbursed the difference between the Section 6.4.1 amount and the current rate for the least expensive single-party medical, vision, and dental plans, for the years eligible until Section 6.4.2.1.6 applies.
- 6.4.2.1 To be eligible for the supplemental contribution amount in Section 6.4.2 above the retired employee must meet the following conditions.
- 6.4.2.1.1 The bargaining unit member must have reached a minimum age of at least fifty-five (55) years prior to retirement.
 - 6.4.2.1.2 The bargaining unit member must be in paid status or on approved leave at the time of the retirement.
 - 6.4.2.1.3 The bargaining unit member must have served the District for at least ten (10) consecutive years immediately prior to retirement, or have twenty (20) total years at the time of retirement. Bargaining unit members who are working in part-time status at time of retirement must additionally have fifteen (15) years of full-time service (not equivalency) in order to receive the benefits of full-time bargaining unit members.
 - 6.4.2.1.4 The retired bargaining unit member must be retired under the provision of the State Teachers Retirement System.
 - 6.4.2.1.5 The retired bargaining unit member must have been enrolled in a health insurance plan while an active employee.
 - 6.4.2.1.6 The District shall pay such contribution for the retiree until death of the retiree, or the retiree is

eligible for participation in the U.S. Government Medicare program, or the retiree is eligible for health premiums through other employment, or, the retiree reaches the age of sixty-five (65) whichever of the events occurs first.

- 6.4.3 All retirees (between age fifty-five (55) and up to the age of sixty-five (65) retired prior to 9/1/93) have the option to purchase vision plan through the District.
- 6.4.4 Retirees over age sixty-five (65) may elect vision coverage only through California Retired Teachers Association (CRTA).
- 6.4.5 Retired employees will be reimbursed each month the difference between dental cost, vision cost, and the amount in Section 6.4.2 if applicable.
- 6.4.6 If the retiree elects not to enroll in the PERS Health Plan, and District Delta Dental Plan and the Vision Plan, the amount in Sections 6.4.1 and 6.4.2 will be forfeited.
- 6.4.7 If the administrative and reserve costs charged by PERS exceeds one percent (1%), the District and the Association are in agreement that the District's payment of any additional cost is subject to renegotiation.
- 6.4.8 Subject to the rules and requirements of CalPERS, coverage will be available to CalPERS qualified domestic partners of retirees to the same extent as each plan is available to dependents of eligible retirees under this collective bargaining agreement. Retirees are solely responsible for informing themselves about and complying with each plan's requirements for establishing eligibility for domestic partner health coverage, enrolling a domestic partner in the benefits plan and canceling a domestic partner's coverage.

6.5 Salary Schedule Implementation

- 6.5.1 Probationary and permanent bargaining unit members may select eleven (11) or twelve (12) equal salary payments by August 15 of each year. Once bargaining unit members select an option they will remain with the method selected for a period of at least one (1) year. Newly employed bargaining unit members shall make this selection at the time of employment.
- 6.5.2 The annual salaries set forth in this Agreement shall be paid in eleven or twelve (11 or 12) equal installments, payable on the last working day of each month with appropriate deductions.

6.6 Property Reimbursement

The District shall establish a pool of six thousand dollars (\$6,000) to reimburse bargaining unit members for losses of personal property/teaching materials/equipment on District sites, approved and recorded with site administrator.

6.7 Pre-Retirement/Part-Time Employment

- 6.7.1 A unit member may reduce the amount of employment prior to retirement and

receive service credit the unit member would have received in STRS as if the member had been employed on a full-time basis, provided the below provisions and those of Education Code Section 22713, or its successor, are fully met.

6.7.2 In order to qualify, the unit member must:

- have reached age fifty-five (55) prior to the school year or term in which the reduction in workload starts;
- have been employed full-time in a unit position for at least ten years, five of which immediately preceded the reduced service without a break in service;
- have proposed in writing by February 15 a reduced employment assignment for the following school year that meets the District's instructional needs in terms of the amount of reduced workload and the ability to obtain a qualified partner for sharing an assignment.

6.7.3 The option of part-time employment must be requested in writing by the unit member, and once granted, can be revoked only with the mutual consent of the District and the unit member. The District may deny a request if the reduced employment does not meet the instructional needs of the District.

6.7.4 The unit member may participate in the program for no more than five years, or until age 65, whichever occurs first.

6.7.5 The unit member shall make contributions to the STRS in the amount that would have been contributed had the member worked full-time. The District shall also contribute to the STRS at the rate required by the plan amendment based on the amount that would have been contributed had the member worked full-time.

6.7.6 The participant's salary will be reduced to the pro-rated share of full-time pay; but the health benefits contribution will be the same as if employed full-time.

6.7.7 Participation in this benefit is limited to five individuals at any one time. If more applications are received than slots available, then selection will be based upon seniority from the qualified proposals.

6.8 Overnight Field Trips

Bargaining unit members who are assigned to overnight field trips shall be paid two hundred and fifty dollars (\$250) per work night in addition to their regular pay.

6.9 Summer/Intersession School Pay

The summer school rate shall be as provided in Appendix G. Compensation shall be paid in one installment, the last calendar working day of July. Social Security will be reported according to law.

6.10 Payroll Deductions

6.10.1 Mandatory Deductions:

6.10.1.1 Federal Income Withholding Tax;

- 6.10.1.2 State Income Withholding Tax;
- 6.10.1.3 State Teachers Retirement System (or PERS);
- 6.10.1.4 Social Security deductions;
- 6.10.1.5 Deductions for absence for personal reasons not covered by sick leave;
- 6.10.1.6 Overpayments;
- 6.10.1.7 Medicare deductions for bargaining unit members when applicable;
- 6.10.1.8 RCTA dues for members who elect to become members of RCTA.

6.10.2 Optional deductions are those deductions the bargaining unit member may elect to have taken from gross earnings. These must be initiated in writing by the bargaining unit member. Such authorizations shall remain in effect continuously until the District receives from the bargaining unit member a written notice withdrawing the authorization for particular deductions.

6.10.2.1 Group Insurance

6.10.2.2 Credit Union

6.10.2.3 Tax Sheltered Annuity

6.10.2.4 NEA/PAC

6.10.2.5 Foundation for Assistance to California Teachers (FACT)

6.10.2.6 IRS 125 (Premium Conversion)

6.10.3 The District shall process all modifications of payroll deductions and notify bargaining unit members within fifteen (15) days as to when modification will take effect.

6.10.4 The District shall provide information pertaining to District paid group 11 insurance plans, and make available the name of appropriate contact persons for optional plans.

6.11 Substitute Compensation

6.11.1 Substitute salaries shall be reviewed annually by the District, and may be adjusted upon mutual written agreement between the parties in a memorandum of understanding.

6.11.2 Substitutes who have achieved long-term status by serving in one (1) classroom for at least twenty (20) days may be allowed to take one (1) day of unpaid sick leave up to a total of three (3) days for each multiple of twenty (20) days in the same classroom. These unpaid sick leave days shall not be carried forward to other assignments.

- 6.11.3 If, at the start of the year, or after the year has begun, when new classes are established, a substitute is required to do all the preparation for beginning a class, the compensation that will begin on the first day of such service will be the same as that of a long-term substitute during the time the substitute remains in unbroken service in that classroom.
- 6.11.4 In lieu of substitute pay, utilizing a classroom teacher to substitute is a last resort. If a regular K-5 classroom teacher is required to combine another teacher's students or give up their prep, in lieu of employing a substitute teacher, the teacher with the affected change will receive the pay that would have been provided to the substitute teacher. This pay will be prorated accordingly between teachers per subject (TK-5) per day or as necessary based on the number of instructional periods of content per day. For classroom teachers in grades 6-8, the substitute calculation will be based solely on \$.88 per instructional minute that a teacher is teaching students. If the daily sub pay changes, then the pay rate of \$.88 per minute will be recalculated accordingly.

6.12 Mileage Reimbursement

In the event a bargaining unit member's assignment requires travel in a personal vehicle between school or for outdoor education as a requirement of the position, the bargaining unit member will be reimbursed at an amount equivalent to the IRS allowance for business travel. Other mileage must have prior approval of the Superintendent or designee.

ARTICLE 7: ORGANIZATIONAL SECURITY

7.1 Terms And Provisions Of Organizational Security

- 7.1.1 All bargaining unit members who elect to be members of the RCTA/CTA/NEA ("RCTA") shall pay membership dues as determined by the RCTA. These dues will be automatically deducted from salaries.
- 7.1.2 Current members are required to continue membership under terms and conditions established by RCTA.

ARTICLE 8: CLASS SIZE

8.1 Class size is defined as the total number of students per class or contacts per day that are served by a teacher. Within ten (10) school days after the first day of instruction, classes shall be organized to remain within the established limits and to promote equitable class sizes within grade levels at each site. Classes will be reasonably balanced within grade levels. Individual class sizes shall not exceed the following:

8.1.1 TK Class Size

- The staffing ratio for TK will be staffed according to the law

8.1.2 K-2 Class Size

8.1.2.1

No individual K-2 class shall exceed 28 and the District will strive

to enroll students at 25:1.

- Beginning the 2027-28 school year, Kindergarten classrooms will be limited to 25 students
- Beginning the 2028-29 school year, First grade classrooms will be limited to 25 students
- Beginning the 2029-30 school year, Second grade classrooms will be limited to 25 students

8.1.3 3-5 Class Size

- 3rd-31 students
- 4th-31 students
- 5th-31 students

8.1.4 Should a waiver be sought for class size/daily student contact a unit member submits a request for a waiver to the class size limit listed in section 8.1 of this Agreement by submitting a request to the site Principal. A copy of the request is submitted at the same time to the RCTA President and the Human Resources Department. The Association will consider the request on the merits and in good faith for approval by the RCTA President.

8.2 The following class size shall prevail for grades seven (7) and eight (8) and grade six (6) when included in the middle schools.

8.2.1 The total number of pupil contacts per day assigned to a given bargaining unit member shall not exceed the aggregate of one hundred seventy (170), except for physical education, which shall not exceed 190. No class may exceed thirty-five (35) except for special programs defined below. If an individual class size must exceed thirty-five (35), the principal and the individual teacher will review all the options and develop a plan prior to exceeding thirty-five (35). Under no circumstances will an assigned class size exceed forty (40) pupils.

8.3 Maximum Class Size For Special Programs

8.3.1 Special education teachers, speech therapists, librarians, nurses, and counselors, when such positions are authorized by District management, shall be assigned in addition to regular classroom personnel.

8.3.2 Prior to the implementation of the class loads for the programs listed in Sections 8.3.3 and 8.3.4, the District will notify the Association President of the proposed loadings in order that the Association may properly advise the effected bargaining unit members.

8.3.3 Class sizes for band, instrumental music, choral music, and other performing groups may fluctuate according to the needs of the individual school and the District. In general, class loading for these programs will be determined by the District management in consultation with the appropriate bargaining unit members.

8.3.4 Maximum class sizes for special education programs and case loads for

specialists shall be determined by state guidelines. When such do not exist, or when the actual loading factors will be less than that established by the state, then the final class sizes or specialists' loading factors shall be determined by District management in consultation with the appropriate bargaining unit members.

8.3.5 As delineated by the California Education Code, instructional minutes, individual services, and Special Day Class placement are determined by the Individual Education Plan (IEP). Within these guidelines, whenever possible the District will make every effort to make the goals listed below:

- SDC preschool - 8 students in the A.M.; 8 students in the P.M.
- K-2 - 10
- 3-5 - 12
- 6-8 - 14

8.4 Special Situations

8.4.1 Teacher initiated regrouping for instructional purposes, such as ELD or Reading Intervention, PE, or electives, may exceed maximum class size for a portion of the day.

8.4.2 District management shall have the right to alter the maximum class size in an emergency situation after all alternatives have been exhausted. Emergency situations extending beyond five (5) consecutive work days will be dealt with through the waiver process in Article 17.

8.4.3 Exceptions to class size may be made at individual school sites, not to exceed State caps, to meet specific needs outlined in their school site plan and agreed to in a side letter effective on a year-to-year basis. The side letter agreement must address the specific reasons why the class size configuration will be different and that there has been agreement of the School Site Council. The side letter will be signed by the Site Council Chair, the Principal, and the RCTA President.

8.4.4 Workload Related To Exceptional Circumstances

The purpose of this Article is to ensure assignments will be allocated equitably across unit members within grade levels at each site to provide additional support in those Exceptional Circumstances where assignment is not equitable as listed in RCTA Contract 8.4.4.1 below:

8.4.4.1 Exceptional Circumstances are defined as follows when one or more of the following is met:

- 8.4.4.1.1 Assignment necessitates significantly increased planning time in comparison to class size at grade levels at each site;
- 8.4.4.1.2 Increased demands on physical space to

accommodate equipment required by student;

8.4.4.1.3 Increased meeting time and/or support needed to accommodate needs of student(s) in comparison to class size at grade level and at each site; or

8.4.4.1.4 Other Exceptional Circumstances mutually agreed upon by District and requesting teacher

8.4.4.2 When a general education unit member identifies that Exceptional Circumstances exist, the unit member shall approach and discuss the concern with the Site Administrator. The Site Administrator will problem solve the concern and determine an appropriate remedy. Should the unit member not be satisfied with the remedy determined by the Principal, the unit member shall apply for Exceptional Circumstances by submitting paperwork to Human Resources with a copy to their Principal. At no time shall the unit member receive two simultaneous remedies. The Principal shall consult with the Deputy Superintendent and Director of Special Education, and unit member shall be notified whether the application or Exceptional Circumstances is accepted or denied and rationale. If accepted, then the unit member shall receive one of the following remedies. Remedies will be prorated to the origination date of the Exceptional Circumstance.

- 1) An annual stipend of \$750
- 2) Additional release time of at least one day per month; a maximum of 10 release days per year
- 3) Other relief at unit member's discretion with similar costs which alleviates the Exceptional Circumstances such as aide time, training as designated by the teacher; **or**
- 4) Additional professional development to support assigned students.

If District and unit member disagree on the request for Exceptional Circumstances, unit member may request review by the Superintendent or Superintendent's designee. Such request for review shall be accompanied by rationale why application should be accepted with support by the unit member's Principal. The decision of the Superintendent or Superintendent's designee shall be final.

ARTICLE 9: EVALUATION

9.1 Frequency

9.1.1 District management shall evaluate temporary and probationary bargaining unit teachers at least once during each semester.

9.1.2 Personnel identified as permanent, with satisfactory evaluations, will have an evaluation at least every second year. At the request of the permanent bargaining unit member or discretion of the supervisor, bargaining unit members may be evaluated each year.

9.1.3 A unit member with permanent status may be evaluated every four (4) years if

that individual has been employed in the District for at least ten (10) years, has been certified as “highly qualified” according to state and federal procedures, has achieved an overall “satisfactory” rating in the previous evaluation, and has obtained the written agreement of the evaluator. This designation must be put in writing and placed on file with the District Personnel Office. A unit member may be removed from this frequency of evaluation upon the request of either the unit member or the evaluator.

Bargaining unit members with an overall unsatisfactory evaluation shall receive, upon request, another evaluation and written evaluation by the same or a different evaluator. When any permanent unit member has received an “overall unsatisfactory” summary evaluation, the unit member shall be evaluated annually until a satisfactory evaluation is achieved, or the teacher is separated from the District.

9.2 Evaluation Criteria

The evaluation shall be based on the following criteria:

- 9.2.1 The progress of students toward District-established achievement standards, and applicable state-adopted academic content standards as measured by state adopted criterion referenced assessments and other multiple measures.
- 9.2.2 The performance of non-instructional duties and responsibilities normally associated with the bargaining unit member’s assignment. (See California Standards for the Teaching Profession, Standard “7”.)
- 9.2.3 Adherence to curricular objectives. (See CSTP Standards “3” and “4”.)
- 9.2.4 The establishment and maintenance of a suitable learning environment, including pupil control, within the scope of the bargaining unit member’s responsibilities. (See CSTP Standard “2”.)
- 9.2.5 Instructional techniques and strategies. (See CSTP Standards “1,” “3,” and “4”.)
- 9.2.6 The above criteria shall be supplemented by the California Standards for the Teaching Profession (CSTP) which together with the first criterion shall constitute the standards for the evaluation of the unit member. The references to CSTP are listed above parenthetically.
- 9.2.7 Evaluation of the above factors shall be mitigated by unusual circumstances over which the bargaining unit member has no control. A unit member is responsible only for those aspects of the instructional program under the unit members control or responsibility, and the evaluation of a unit member is limited to the responsibilities for subject areas within the teacher’s credential, authorizations or approved waivers.
- 9.2.8 Evaluations shall not include the use of publishers’ norms established by standardized tests.
- 9.2.9 For non-instructional unit member, the evaluation shall be based on the performance of job duties and responsibilities contained in the job description.

The District will revise the evaluation form for non-instructional personnel, which shall be attached as Appendix D5.

9.3 Procedures And Timelines

9.3.1 Evaluator

The evaluator shall be the bargaining unit member's immediate supervisor and/or any certificated employee who is designated as District management.

9.3.2 Preliminary Conference Meeting

Each principal will discuss evaluation procedures during the first three (3) weeks of the beginning of school during a staff meeting. All teachers will have a copy of the electronic evaluation instruments. In order to support teachers in CSTP 6, the teacher and supervisor will meet over the course of the year to reflect and discuss the teacher's growth goals.

9.3.3 Classroom Observations And Data Collection

The annual evaluation shall be on-going in nature, and shall consist of data collection and classroom and workplace observation.↵

9.3.3.1 The Formal Evaluation: The immediate supervisor or their designee must conduct at least one thirty (30) minute formal classroom evaluation, followed by a presentation and discussion of the written formal evaluation results within seven (7) working days. Classroom evaluations will be scheduled within a mutually agreed upon time frame.

9.3.4 "Overall Unsatisfactory," "Action Plan," Progress Report," And "Improvement Memorandum" For Permanent Unit Members

9.3.4.1 A supervisor must mark "overall unsatisfactory" at the end of the evaluation tool in order for the evaluation to be marked overall unsatisfactory. The supervisor shall provide ongoing written feedback of a deficiency prior to an evaluation.

9.3.4.2 An Action Plan, specifying the area(s) of deficiency and identifying the supervisor's recommendations to help the individual improve performance, must accompany any evaluation for a permanent unit member that contains an "overall unsatisfactory" rating.

9.3.4.3 A permanent unit member who has been rated in the prior summary evaluation as "overall unsatisfactory" will receive at least one Progress Report by mid-year, and a second Progress Report by April 1.

9.3.4.4 A permanent unit member's summary evaluation that contains an "unsatisfactory" in one or two evaluation categories, must be accompanied with an Improvement Memorandum that describes the reason for the "unsatisfactory" designation.

9.3.5 Special Timelines For Temporary And Probationary Unit Members

With temporary and probationary bargaining unit members, the evaluator will present the first written evaluation and discuss the matter no later than November 10. The second written evaluation will be presented and discussed no later than February 10.

9.3.6 Summary Evaluation

The evaluator will complete all evaluations for permanent members no later than thirty (30) school days before the end of the school year in which the evaluation takes place.

9.3.7 Referral To PAR Program

Any permanent teacher who receives an “overall unsatisfactory” evaluation rating in the summary evaluation in the areas of subject matter knowledge, or teaching strategies, or teaching methods as defined in Section 18.2.6 of this Agreement, must be referred to the PAR Program.

9.3.8 Teacher Signature, Right To Attach A Response And Right To A Meeting

The bargaining unit member must sign the evaluation, signifying only that the bargaining unit member has read the document, and has been provided the opportunity of attaching a written response that shall become part of the permanent record. Bargaining unit members may write on the evaluation form that a statement will be attached, and may take up to ten (10) school days to complete the statement if the unit member wishes the response to be discussed in the meeting with the evaluator before the last day of the teacher work year.

Nothing in this Section 9.3.8 will be construed as a limitation upon a unit member’s ability to respond to an unsatisfactory evaluation and to have that response attached to the Summary Evaluation form.

9.3.9 Use Of Complaints

The evaluator shall not refer to any complaint or an incident from a complaint unless the evaluator has conducted an appropriate and thorough investigation of the complaint. Complaints or allegations regarding a bargaining unit member that may influence the performance evaluation shall be discussed with the bargaining unit member after proper investigation by the evaluator. The evaluator’s conclusions are to be based on facts and observations that are ascertainable and available to the individual being evaluated.

9.3.10 The forms shall be attached as Appendix D and consist of:

- Evaluation document Option I and Option II;
- Alternate Year Evaluation Form (every other year if qualifications are met); and
- a form for Non-instructional Personnel specified in Section 9.2.9.

9.3.11 The administration and bargaining unit members will work together in an

atmosphere of professionalism and mutual respect.

ARTICLE 10: PERSONNEL FILES

- 10.1 A District personnel file shall be maintained in the Personnel Office for every bargaining unit member of the District. These files are the property of the District.
- 10.2 All materials made a part of the file shall be dated for date of incident, date of origin or composition, as well as the date material is received for the personnel file. Such material shall also be signed by the originator of the material.
- 10.3 Material in personnel files of bargaining unit members, which may serve as a basis for affecting the status of employment is to be made available upon request for the inspection of the affected bargaining unit member. The bargaining unit member may not inspect the material obtained prior to employment, material prepared by identifiable examination committee members, or material obtained in connection with a promotional examination.
- 10.4 Except as stipulated in Section 10.4 above, information of a derogatory nature shall not be entered or filed in any personnel record unless and until the bargaining unit members are given notice and opportunities to preview and comment on the material. Bargaining unit members shall have the right to enter, and have attached to any derogatory statements, comments with regard to the information for inclusion in a file. A review shall take place during normal business hours and bargaining unit members shall be released from duty for this purpose without salary deduction. In no case shall release from duty interfere with the regular instructional program. In addition, bargaining unit members must be informed specifically through written communication by the supervisors or persons initiating the placement of derogatory material in the file of the following: (1) the date that the material was sent for inclusion in the personnel file; and (2) any communication to the Personnel Office accompanying the material.
- 10.5 No material or copies of material from a personnel file will leave the Personnel Office unless accompanied by the District's Personnel Officer or ordered through a judicial process.
- 10.6 Authorized administrative personnel who have responsibilities for evaluating bargaining unit members shall have access to the files of those bargaining unit members under their supervision. Bargaining unit members shall have the right to be accompanied by individuals of their choosing when reviewing their personnel files and shall have the right to show the contents of files to the individuals. In addition, files shall be made available to a designated representative at the written request of individual bargaining unit members; the Governing Board when requesting a specific record to review as a body; the District's legal counsel when acting under the direction of the Governing Board, Superintendent and/or Personnel Officer; or a legal agency which issued a subpoena for the file.
- 10.7 Copies of the actual material sent to the Personnel Office for inclusion in the file must be sent to the bargaining unit member.
- 10.8 A Personnel File Use Record shall be attached to the front of the personnel file. The Use Record shall have provisions for recording date file was used, name of individual using file and material checked out of file with date of return noted. The above information shall be recorded on the Personnel File Use Record each time the file is used unless it is routine use by the Human Resource Department.

- 10.9 Site working files, whether digital or hard copy, will be forwarded to the District's Personnel Office or destroyed at the end of the probationary period or final evaluations.

ARTICLE 11: DISTRICT ASSIGNMENTS AND TRANSFERS

11.1 Timeline For Preliminary Assignments And Vacancies

- 11.1.1 An annual questionnaire will be sent December 15th and must be completed and returned within 30 days to determine future vacancies and the assignment preferences of bargaining unit members. Unit members must complete this questionnaire. Ed Code 44842. (a) outlines the requirement to report any separation by employees from the District by June 30th of the current school year.
- 11.1.2 Beginning in February of each year, the site administrator shall make preliminary assignments of all the staff that have indicated intent to return for the following school year, except for those with temporary status. These preliminary assignments shall be completed no later than February 28, and shall be done according to Sections 11.2 through 11.6 of this Article. Teachers may also be moved to open vacancies at the same school site after February 28 in accordance with 11.4.
- 11.1.3 No later than March 15 of each school year, after all the assignments have been made, except for the teachers of temporary status, the District shall post a list of the known vacancies, which are anticipated for the following school year. Supplemental lists shall be posted periodically as vacancies occur over the next 30 calendar days. Positions held by unit members of temporary status will be considered as vacancies for purposes of posting and filling. Unit members may submit applications for any vacancy according to the terms of the posting. The selection of an applicant to fill a vacancy shall be conducted according to Section 11.7 of this Article.
- 11.1.4 The posting and filing of vacancies according to Section 11.7 shall be completed by March 10 of each school year. After March 10, the District will fill any vacancy from the list of qualified applicants without priority given to Section 11.7 criteria.
- 11.1.5 Prior to March 10 currently employed bargaining unit members will be given priority over those employed from outside the District in filling vacancies provided a current bargaining unit member possesses the necessary certification and qualifications for the vacancy. If more than one (1) current qualified bargaining unit member applies for a vacant position, seniority in the district will be the determining factor after all criteria in Section 11.7 have been met.
- 11.1.6 Vacancies will be posted during the summer vacation period. The Association shall also receive the District publications and vacancy postings on a regular basis. A current unit member will be considered on an equal basis with any outside job applicant during this period, taking into account the disruption of any transfer to the instructional program.

11.1.7 11.1.1 through 11.1.6 does not apply to hard to fill positions (all special education, bilingual/dual immersion, single subject ELA, science, and Math positions). Beginning February 1 of the school year, the District will provide notice to unit members of hard to fill vacancies and then commence hiring either internally or externally.

11.2 Assignment Change Definition

An assignment change at the elementary level consists of the movement of a bargaining unit member from teaching responsibilities in one grade level to another grade level in the same school.

An assignment change at the middle school level is the movement of a bargaining unit member from teaching responsibilities in one department to another department or from one grade level to another.

11.3 Annual Assignment Notification.

Changes in a bargaining unit member's assignment in a school will be determined by the principal. When assignment changes must be made within a school, the principal shall take the following steps:

- 11.3.1 Involve and consult with the staff about the necessity for changing assignments.
- 11.3.2 Before a decision is made, consult with bargaining unit members directly affected by the change.
- 11.3.3 Weigh possible options available prior to making a decision about assignment changes.
- 11.3.4 Consult thoroughly with individual bargaining unit members who must make a change.
- 11.3.5 Upon request of a bargaining unit member who is being assigned contrary to the bargaining unit member's wishes, the reasons for the change will be provided in writing.

11.4 Criteria For Assignment

In making a decision about the changing of a bargaining unit member's assignment, the principal shall consider the following:

- 11.4.1 The basis of certification and/or major and minor subject areas of the affected bargaining unit members.
- 11.4.2 Recent experience of the affected bargaining unit members.
- 11.4.3 Program needs in the school.
- 11.4.4 Reassignment will not exceed two (2) grade levels from the grade presently taught by the affected bargaining unit member. In situations involving combination classes, the bargaining unit member will identify at the beginning of the year the grade level of primary strength for purposes of this provision. If exceptions to this provision must be made, a written rationale will be provided.
- 11.4.5 If two (2) or more bargaining unit members are judged by the principal to be

equally appropriate, after applying all the above factors, for a change in assignment the teacher with greater seniority will be given first choice.

11.4.6 Combination Classes

- A. The District will make all efforts to avoid combination classes at all schools. If combo classes cannot be avoided, then teachers at the affected grade levels may rotate responsibility of combo classes on a yearly basis as designated in section 11.4.4 and 11.4.5. All general education teachers teaching combo classes will be provided a monthly stipend as outlined in Appendix G.
- B. Classroom SDC and RSP Teachers will be provided a monthly stipend as outlined in Appendix G.

11.5 School Assignment Procedure

The following schedule will be used in the school assignment procedure:

- 11.5.1 The principal or department head will consult with probationary and permanent bargaining unit members whose assignment is proposed to be changed.
- 11.5.2 In the event that changes in building assignments are proposed after the close of the school year, the affected probationary and permanent bargaining unit members shall be mailed notification at their permanent address on file with the District. Teachers given assignment changes after the start of school shall receive two (2) days of release time prior to assuming the new assignment. Additional time may be granted under unusual circumstances.
- 11.5.3 Bargaining unit members, including substitutes, required to set up new classrooms after students have returned to school and instruction has begun shall have a minimum of two (2) preparation days.

11.6 Review Procedures

Upon request of a probationary and/or a permanent bargaining unit member, the Superintendent or designee and the affected bargaining unit member and/or a representative of choice shall promptly review any change in assignment.

11.7 Posting And Filling Of Vacancies For Voluntary Transfers

- 11.7.1 In order to be considered for a posted vacancy, an applicant must meet the minimum qualifications for the position and any other elements listed in the posting. Unit members of temporary status must apply for a position to be considered, including the position currently held. Any teacher of temporary status who does not apply for a vacancy, or who is not selected for a vacancy by the time the posting and filling process is completed, will be assigned or released by the District.
- 11.7.2 If there are two or more applicants for one vacancy, the decision if made before March 10 shall be based on the following criteria:
 - 11.7.2.1 certification and/or major and minor subject areas of the

bargaining unit member;

11.7.2.2 recent experience of the bargaining unit member;

11.7.2.3 program needs in the school;

11.7.2.4 whether a bargaining unit member has been involuntarily transferred within the prior year; and

11.7.2.5 if two (2) or more bargaining unit members are judged by the principal to be equal after applying all the above criteria, then length of service within the District will be the deciding factor. After March 10, the decision will be based solely on the unit members' qualifications for the position.

11.7.3 Upon request of a bargaining unit member who has not been selected for a vacancy, the District will provide the reason in writing.

11.8 District Initiated Involuntary Transfers

11.8.1 Involuntary transfer of bargaining unit members may be necessary:

- to equalize the teaching load;
- to compensate for changes in enrollment;
- to meet instructional requirements; or
- for just cause.

Such transfers shall be initiated only by the Superintendent or designee.

11.8.2 In cases of involuntary transfers, all parties concerned with the transfers under consideration shall be consulted. Before action is taken the District will discuss alternatives and attempt to obtain the mutual consent of affected probationary and permanent teachers.

11.8.3 The specific reasons for transfers of probationary and/or a permanent bargaining unit members shall be set forth in writing so that those affected will have a clear statement of the reasons.

The selection of a unit member for involuntary transfer from a school site to equalize the teaching load, or to compensate for changes in enrollment, or to meet instructional requirements, shall be based upon:

- relevant credential and/or major and minor course work; and
- recency of teaching experience; and
- whether a unit member has been involuntary transferred within the prior year.

If two or more bargaining unit members are judged by the District to be equal after applying the above criteria, then the earliest date of hire within the District will be the deciding factor.

- 11.8.4 Probationary and permanent bargaining unit members being transferred shall have the right to apply for any available teaching position within the District. If such a bargaining unit member is denied the applied-for position, a written rationale for such denial shall be provided upon request.
- 11.8.5 Probationary and permanent bargaining unit members being transferred shall be given an opportunity to visit schools where open positions exist, providing there is no disruption of the instructional program. If at all possible, such visitations shall be arranged during the instructional day.
- 11.8.6 If any probationary or permanent bargaining unit members involved in an involuntary transfer wish to appeal the decision, a review shall be held with the Superintendent or designee upon request. A bargaining unit member has the right to Association representation at a review hearing.
- 11.8.7 Probationary and permanent unit members being transferred will receive reasonable advance notice of the transfer in order to allow as much time as possible for the teacher to make the transition, probationary and permanent bargaining unit members transferred after the start of the school year shall be given five (5) school days notice before the actual transfer occurs, and up to five (5) days release time for the move to another site. The bargaining unit member shall submit a written request on a District approved form to the Human Resources Department which shall include the nature of the moving assistance desired and the amount of release time necessary.
- 11.8.8 Involuntarily transferred probationary and permanent bargaining unit members shall not be given a similar transfer for a period of at least two (2) years.
- 11.8.9 District management may transfer a bargaining unit member to any certificated position for which the bargaining unit member is credentialed by the State of California.

11.9 Selection Process For Retention/Supplemental Instruction

Teachers will be selected on the basis of an interview for teaching in the program. The District will interview and select teachers in the following order:

- teachers at the grade level at the school site;
- teachers at the school site;
- teachers at other District sites;
- non-District applicants.

ARTICLE 12: CALIFORNIA STATE PRESCHOOL PROGRAM TEACHER

12.1 California State Preschool Program (CSPP) bargaining unit members shall be covered by all articles of the Collective Agreement with the exceptions noted below. In addition, this article shall apply exclusively to The California State Preschool Program (CSPP) bargaining unit members and shall not affect any other member of the bargaining unit. Matters covered in this article shall supersede any article found elsewhere in this Agreement covering the same or substantially similar

subject matter.

12.1.1 Agreement articles not applicable to The California State Preschool Program (CSPP) bargaining unit members include the following:

- 4.1.1 (Workday)
- 4.1.2 (Instructional minutes)
- 4.3 (Extra duties)
- 4.3.3 (Conference release time)
- 4.5 (Minimum days)
- 4.6 (Early Dismissal and Time Grants)
- 5.14 (Sabbatical)
- 6.1 (Salary Schedule)
- 6.2 (Salary)
- 6.5 (11 or 12 payments)
- 6.8 (Outdoor Education)
- 6.9 (Summer School)
- 6.11 (Substitute Compensation)

12.2 Definitions

- 12.2.1 A California State Preschool Program Teacher is a bargaining unit member who holds a California Child Development Teacher Permit or a standard elementary teaching credential, and is employed by the Redwood City School District.
- 12.2.2 Day: For the purpose of this article, day shall be any day the California State Preschool Program (CSPP) is open for children and/or any day that a California State Preschool Program (CSPP) teacher is required to provide service to the Center.
- 12.2.3 Work Year: The work year for the California State Preschool Program (CSPP) teachers shall be 208 or 185 days, beginning July 1 and ending June 30.

12.3 The hours of employment for California State Preschool Program (CSPP) bargaining unit members shall be either

- a) eight (8) hours for 208 work day employees, including a minimum of a forty (40) minute duty free lunch period and two (2) ten (10) minute rest breaks or,
- b) seven (7) hours for 185 work day employees, including a minimum of a forty (40) minute duty free lunch period and two (2) ten (10) minute rest breaks.

12.4 Additional time may be required beyond these minimum hours for on-site and District meetings and other duties related to professional responsibilities.

12.4.1 No more than one meeting per week will be held during Center hours.

12.4.2 Joint staff meetings will be held every other month unless there is mutual consent between the director and bargaining unit members.

12.5 California State Preschool Program (CSPP) bargaining unit members shall receive \$30 per hour for special duties assigned by management over and above Sections 12.4.1 and 12.4.2 which requires the use of weekends, holidays or time when the California State Preschool Program (CSPP) is closed. Management will attempt to make such assignments on a voluntary basis.

12.6 Pupil/teacher ratio for the California State Preschool Program (CSPP) shall conform to the Title 5 Child Care Regulations.

12.7 The compensation package given to bargaining unit members in the California State Preschool Program (CSPP) shall be the same as for other bargaining unit members. Compensation paid bargaining unit members who are designated as California State Preschool Program (CSPP) employees shall receive compensation according to the CSPP salary schedule.

12.7.1 A substitute shall be paid one hundred and thirty-five (\$135) per day for service in California State Preschool Program (CSPP).

12.7.2 Upon completion of ten (10) years, and twenty (20) years with the District, a longevity increment of five hundred dollars (\$500) shall be paid on the Salary Schedule B.

12.8 District management will evaluate all California State Preschool Program (CSPP) bargaining unit members in accordance with Article IX for other RCTA bargaining unit members.

12.9 Transfer of bargaining unit members between California State Preschool Program (CSPP) sites may become necessary to equalize teaching load, to compensate for changes in enrollment, or for educationally related reasons. Such transfers shall be initiated by management.

12.10 Even though transfer and assignments are addressed in CSPP Article XII, the unit contract Sections 11.5 and 11.8 shall apply with the possible exception of Section 11.8.8 which shall apply unless the District must use space occupied by the CSPP program for a regular classroom because of enrollment increases in a school. In effecting transfers of California State Preschool Program (CSPP) bargaining unit members between sites, the following procedures will be used:

12.10.1 California State Preschool Program (CSPP) bargaining unit members may request a change from one California State Preschool Program (CSPP) site to another and shall be given preferred consideration if a position becomes available at the requested site.

12.10.2 In cases of involuntary transfers, all parties concerned with the transfers shall be consulted. An effort shall be made to obtain the mutual consent of all parties affected before action is taken.

12.10.3 If any of the parties involved in a transfer wish to appeal the decision, a review shall be held with the Superintendent or designee upon request. A

bargaining unit member has the right to representation at a review hearing.

12.11 After all earned illness or injury leave as provided in Section 5.2.1 at full pay has been used and additional absence due to illness or injury is necessary, the bargaining unit member shall receive that amount of pay which is the difference between the bargaining unit member's salary and the amount paid to a substitute employed at the appropriate substitute rate up to a total of five (5) months in each school year inclusive of accumulated illness or injury leave. However, in no case shall the bargaining unit member receive less than fifty percent (50%) of the regular salary.

12.12 If attendance at a conference is requested and approved by the director, all fees, travel, meals, lodging, substitute time, will be paid by the California State Preschool Program (CSPP). No reimbursements will be made without receipts.

12.13 Before placement of an instructional aide in the California State Preschool Program (CSPP), every attempt will be made to involve the receiving teacher and obtain their approval.

12.14 Summer Teachers

California State Preschool Program (CSPP) Summer school assignments shall be made by offering them by seniority to employees assigned to work 208 days. If assignments are not filled then they will be offered by seniority to employees assigned to work 185 days.

ARTICLE 13: CERTIFICATED JOB SHARING

13.1 General Provisions

13.1.1 Entry into the job sharing program shall be voluntary and at the request of the bargaining unit member.

13.1.2 Each job sharing arrangement shall be for one (1) year and for at least fifty percent (50%) of the contract year, and the bargaining unit members may request to continue in the program following approved procedures.

13.1.3 If a bargaining unit member elects to return to full-time teaching, the bargaining unit member will be provided the first available full-time position for which qualified.

13.1.4 Former full-time bargaining unit members will maintain their positions of seniority and will progress on the salary schedule as if they were full-time bargaining unit members.

13.1.5 Contributions by both the employee and the District to STRS and health benefits shall be proportionate to the time served and salary earned.

13.1.6 If at all possible, the participants will serve as substitutes for one another.

13.2 To initiate a job sharing arrangement the bargaining unit member must do the following:

13.2.1 Find a partner with a mutually agreeable classroom philosophy that is acceptable and consistent.

13.2.2 Job-sharing partners together develop a general plan that includes the

following:

13.2.2.1 How the individual strengths and enthusiasms will be used to the best advantage.

13.2.2.2 How tasks, schedules and the curriculum program will be implemented.

13.2.2.3 How a reliable plan for communicating with each other, students, staff and parents will be implemented.

13.3 The proposal will be approved by the principal of the school and the District with bargaining unit members involved.

13.4 The Superintendent will recommend approved proposals to the Board.

13.5 The proposals become effective after Governing Board approval.

13.6 Upon request by a bargaining unit member, the Personnel Officer will provide written rationale for any proposal not recommended to the Superintendent and Governing Board.

ARTICLE 14: TEACHER SAFETY AND TEACHING CONDITIONS

14.1 Safety Conditions And Procedures

14.1.1 The District shall provide and maintain teaching and work areas which are safe, clean, and not hazardous to the teacher's health. The District shall be responsible for developing and dispersing safety regulations throughout the District.

14.1.2 All bargaining unit members shall assist in maintaining safe and clean conditions in their teaching or work areas of responsibility.

14.1.3 Bargaining unit members shall not be required to work under unsatisfactory or hazardous conditions or to perform tasks, which endanger their health or safety.

14.1.4 All bargaining unit members shall report to the school office any practice, condition, or person, which poses a threat to the health or safety of any person associated with the District.

14.2 Safety Notice And Filing Procedure

14.2.1 Bargaining unit members will report unsafe or hazardous conditions to the designated office or district personnel. The District will acknowledge receipt of the report within three (3) work days. The bargaining unit member will send a copy of the initial report to the Association as necessary.

14.2.2 The District will investigate the reported condition and file a written response to the bargaining unit member. The District will provide the employee with a progress report within ten (10) work days of the receipt of the initial report. That response will include the conclusions regarding the condition and any recommended remedies if an unsafe or hazardous condition is found to exist. A copy of this report will be sent to the Association at the time of sending to the

unit member upon request.

14.3 Student Discipline And Unit Member Safety

14.3.1 Unit Members' Obligation

Bargaining unit members will follow the provisions of District policies and regulations regarding student discipline, suspensions and expulsions.

14.3.2 Uniform Student Discipline Policy

School-wide discipline policy and administrative regulations will be implemented uniformly by Site administrators and unit members. As soon as administratively practicable after the signing of this Agreement, the school site will also publish a handbook which includes a student discipline policy. These documents will be published electronically and/or in hard copy annually.

14.3.3 Enforcement Of The Discipline Policy

The District and the Association acknowledge that for all students, the site administrators and teaching staff are responsible for implementing the student discipline policies. To this end, school administrators will:

- a. Annually publish the school discipline policy to students, parents, and staff;
- b. Affirmatively support and assist the teachers in enforcing the discipline policy; and
- c. Encourage parental involvement in the enforcement of the discipline rules and regulations.

14.3.4 Student Suspension By Teachers

A teacher may suspend any student from the teacher's class for any of the acts enumerated in Education Code Sections 48900 and 48910 for the day of the suspension and the day following. The teacher shall immediately report the suspension to the responsible administrator for appropriate action. As soon as possible, the teacher shall ask the student's parents or guardian to attend a parent-teacher conference regarding the suspension. The student shall not be returned to the class from which the student was suspended, during the period of the suspension, without the concurrence of that class' teacher and the administrator.

The acts referred to in the Education Code sections cited above are as follows:

- Violence/Threats: Causing or threatening physical injury.
- Substance Abuse: Possessing, selling, or being under the influence of drugs, alcohol, or intoxicants (even marijuana on campus).
- Property Crimes: Damaging or stealing school or private property.
- Weapons: Possessing firearms (with rare exceptions), knives, or explosives.
- Sexual Misconduct: Committing sexual assault or battery.
- Tobacco/Nicotine: Possessing or using tobacco/nicotine products (except prescribed meds).
- Defiance/Profanity: Habitual profanity or vulgarity.

- Bullying: Engaging in bullying, including impersonation for bullying.
- Imitation Firearms: Possessing imitation firearms that look real

14.3.5 Cyberbullying

The District will provide assistance within the District's purview and jurisdiction and consistent with District policy and the law, to unit members who report and have been or are subject to cyberbullying. For the purpose of this section, cyber bullying includes the electronic/digital transmission of information in any format (e.g., text, sound, images) which may meet the legal definition of harassment, threats, defamation/slander or invasion of privacy in the public school setting. If the District determines a unit member has been subjected to any of the conduct described above, either the District or the Association may request a meeting to review the supports available to the affected member. In cases where the unit member's safety is deemed at risk, the District shall take action within the District's purview and jurisdiction under state and federal law.

14.3.6 Harassment/Threats via Use of District Technology

14.3.6.1 The District shall, pursuant to Board policy and state and federal law, take steps to prevent harassment and threats against employees in the use of District electronic/digital systems and platforms.

14.3.6.1.1 Unit members are encouraged to report unsafe conditions related to harassment or threats in the use of District electronic/digital systems and platforms in writing to their immediate supervisor or to Human Resources, If the District concludes such threats have not occurred, the District will offer a meeting to the unit member to explain its determination.

14.3.6.1.2 If the District determines a unit member is being harassed or threatened due to their employment in the use of District electronic/digital systems and platforms, either the District or the Association may request a meeting to review the supports available to the affected member. In cases where the unit member's safety is deemed at risk, the District shall take action within the District's purview and jurisdiction under state and federal law.

14.3.7 Notification To Teachers

Per Ed Code 49079, the Site or District administration shall inform unit members of every student who has caused or attempted to cause serious bodily injury or injury to another person, based on any written records that the District maintains or receives from a law enforcement agency, another district, or transferred within the district. The Site Administrator will communicate to the affected unit members within 48 hours of a suspension of the incident.

The site Administrator shall inform unit members of student suspensions for any student with whom that unit member works directly. All suspensions (as per Education

Code Section 48900) will be recorded in the Student Information System within 14 days. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil. A reentry plan is to be created and shared to all unit members who have the student before the student returns to class.

The Site or District Administrator shall inform teachers of any pupil(s) that has engaged in or is suspected to have engaged in any act for which the student has been or could have been suspended during the current school year or previous 3 years.

Any information received by a unit member pursuant to this provision shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the unit member.

Unit members will immediately report cases of verbal/non-verbal threats of violence and/or physical assault and/or harassment suffered by them in connection with their employment. This report will be submitted to their immediate supervisor who will take appropriate action. Required forms must be submitted as soon as possible and forms can be found in the school office or in the staff handbook.

14.4 Internal Communication System For Emergencies

A communication system which allows bargaining unit members to notify the school office in cases of emergency shall be operating in each school during the hours of employment, including Open House and Back-to-School nights and the scheduled conference evenings for bargaining unit members. An administrator and one other employee will be designated to answer emergency calls.

14.5 Worksite Facilities And Work Stations

- 14.5.1 Bargaining unit members shall have access to their assigned work area during the hours when the school and/or school office is closed and shall have access to a telephone. A work area shall be defined as at least a serviceable desk and chair and a file cabinet, if requested.
- 14.5.2 Site administrators shall not relocate bargaining unit members work stations before attempting to consult with those directly affected.
- 14.5.3 No mechanical or electronic device will be used to record procedures in the class unless the bargaining unit member is informed and approves.
- 14.5.4 The District shall provide well lighted and clean employee restrooms, separate from student restrooms, with provisions for handicapped personnel, if needed.
- 14.5.5 Within one (1) work day of receiving a written notice from a unit member, the site administrator will acknowledge in writing the receipt of the heating or cooling complaint.
- 14.5.6 The District will address any excessive heating or cooling equipment malfunctions as soon as practicable after the affected unit member notifies the site administrator. The site administrator will notify the unit member if the solution to the problem requires an alteration or replacement of the heating or cooling equipment.

14.6 Instructional Equipment, Materials, And Supplies

14.6.1 Instructional materials and strategies used by bargaining unit members in the District shall reflect the multi-ethnic nature of our society.

14.6.2 A standard supply list will be provided to all bargaining unit members which defines the basic classroom equipment by primary, intermediate and upper grades. The standard list will be used for equally distributing materials and equipment in the District.

14.6.3 Staff members with the principal at each site shall determine the appropriate uses of word processing, duplicating and copy machines.

14.7 Interruptions which affect students' opportunity to learn will be kept to a minimum.

14.8 At each site, weekly notification shall be given to bargaining unit members of scheduled events which impact the educational programs.

14.9 Complaints Affecting Unit Member's Status

14.9.1 Discriminations Laws And Exclusions

This article does not apply to sexual harassment complaints; or to complaints of discrimination based on race, religion, national origin, sex, age, marital status, physical handicap, or sexual orientation, which are subject to Board policy and state and federal law; or to complaints covered by law under the District's Uniform Complaint Procedure; or to any complaint involving criminal activity.

14.9.2 Complaints By Parents, Guardians, Or Other District Staff

14.9.2.1 District Complaint Procedures

All formal complaints by parents, guardians, 6-8 grade students, or other District employees against a unit member must follow either the District's *Complaints Concerning the Schools* policy (BP 1312) or the District's *Concerns and Complaints Regarding School Personnel* policy (BP1312.1). Any change in the above policies that affect working conditions for unit members will not be made unless the District first provides the Association with notice of the proposed change.

(See Appendix H for *Concerns and Complaints Regarding School Personnel/Policy* form.)

14.9.2.2 Investigation Procedures

14.9.2.2.1 Before the onset of the formal investigation, the unit member will be notified of the nature of the complaint.

14.9.2.2.2 No adverse action against the unit member shall be based on any initial complaint or allegation.

14.9.2.2.3 The District may take appropriate action based on the results of an investigation conducted according to the

established District complaint procedures.

14.9.2.2.4 Any investigation relied upon by the District shall require, at a minimum: that the unit member is provided the

- opportunity to meet with the investigator and provide evidence;
- That the unit member be entitled to Association representation during any investigatory interview; and
- the investigator makes findings and provides written conclusions to the unit member.

14.9.3 Placement In Personnel File Upon Adverse Action And Right Of Response

All documents relating to complaints shall be placed in a separate file and not in the unit member's personnel file, unless adverse action is taken as a result of the investigation. The unit member shall then have the right to prepare a written response to the investigator's report leading to the adverse action, and attach the response to the appropriate document in the personnel file, within ten (10) working days of receipt of the investigator's report.

ARTICLE 15: GRIEVANCE PROCEDURE

15.1 Definition

15.1.1 Grievance: An allegation by a bargaining unit member or members or the Association that someone has been adversely affected by a violation, misapplication, or misinterpretation of the specific provisions of the contract.

15.1.2 Grievant: A grievant is a bargaining unit member or members of the Association or representative thereof covered by the terms of this Agreement who make(s) a grievance claim.

15.1.3 Representative: A representative is the person selected by the grievant to assist in the grievance process.

15.1.4 Day: A day is any day when bargaining unit members are required to report for duty as part of the regular contract. Exceptions may be made by mutual consent.

15.1.5 Association: Association means the Redwood City Teachers Association/CTA/NEA.

15.2 Procedure For Grievance

15.2.1 Except by mutual agreement, failure by the employer at any level to communicate a decision within the specified time limit shall permit the grievant to proceed to the next level. Except by mutual agreement, failure by the grievant, at any level, to appeal a grievance to the next level within the specified time will be deemed acceptance of the decision as rendered.

15.2.2 Indicated time allotments for specific steps in the time limits may be

extended by mutual agreement of both parties.

- 15.2.3 The grievant is encouraged to attend all stages of the grievance process, but must attend the Informal Stage and Level I Stage unless by mutual agreement the grievant is excused. At all other stages, the grievant must indicate in writing the desire to be excused from the process.
- 15.2.4 Upon mutual consent, timelines will be accelerated for a grievance filed preceding long vacation periods, such as summer, so that the grievance may be adjudicated without undue delay.
- 15.2.5 All documents, communications and records dealing with the processing of a grievance will be filed in a separate grievance file and will not be kept in the personnel file of any participant.
- 15.2.6 A bargaining unit member may be represented by the Association at any level of the grievance proceeding.
- 15.2.7 When Level I, II, or III hearings are scheduled by management during the work day, the grievant, one representative and necessary witnesses will receive time off without loss of compensation for the purpose of processing the grievance. Both the grievant and the representative will be allowed up to four (4) hours of release time during the work day for the purpose of obtaining information about a filed grievance for Levels I and II, and up to eight (8) hours of release time for Level III, providing the release time does not occur during the instructional day.
- 15.2.8 The Association president or authorized designee may file a grievance where provisions of the contract are being violated. The president shall follow the informal stage before submission of the grievance at Level II.
- 15.2.9 All decisions rendered at the Informal Stage, Levels I and II of the grievance procedure will be in writing setting forth the decision and the reasons and will be transmitted promptly by the District to parties directly concerned and to the Association. Time limits for appeal provided the grievant in each level shall begin the day following receipt of a written decision.
- 15.2.10 In a case where an aggrieved bargaining unit member has no assigned immediate supervisor, the grievance will commence at Level II.
- 15.2.11 Forms necessary for processing and filing grievances will be developed in joint consultation by management and the exclusive representative.

15.3 Informal Stage

- 15.3.1 Bargaining unit members shall present in writing a potential contract dispute within forty-five (45) days of its occurrence to the immediate supervisor who shall discuss the matter with the bargaining unit member. The immediate supervisor shall render a determination in writing to parties directly concerned and to the Association and Human Resources on a form to be provided by the District, to the administrator with immediate administrative responsibilities for

the position to which the complainant is assigned regarding the matter under discussion within seven (7) days after its initial presentation. If the matter is not satisfactorily resolved at this stage, the bargaining unit member may proceed to the appropriate formal stage of the grievance procedure.

15.4 Level I – Immediate Supervisor

15.4.1 If satisfactory resolution of the grievance is not resolved at the informal stage, within seven (7) days after the conclusion of the informal stage, the grievant shall present the grievance, in writing, on a form to be provided by the District, to the administrator with immediate administrative responsibilities for the position to which the complainant is assigned. Copies shall be sent to the representative(s) and the Association.

15.4.2 By mutual agreement, the District and the Association may arrange for a joint conference involving all affected personnel.

15.4.3 The immediate supervisor shall communicate the decision to the bargaining unit member in writing within seven (7) days of receipt of the Level I grievance.

15.5 Level II – The Superintendent Or Designee

15.5.1 If the grievance is not resolved, the grievant shall appeal, in writing, the Level I decision to the Superintendent or designee within seven (7) days after the final response. If no response has been made to Level I, the grievant shall file the Level II appeal within ten (10) days after filing the Level I grievance. Copies of the appeal and accompanying statements shall be forwarded simultaneously by the grievant to the other party to the complaint and to the Association.

15.5.2 The Superintendent or designee shall confer with the grievant and communicate the decision to the grievant in writing within seven (7) days of the receipt of the Level II grievance. A copy shall be provided to the immediate supervisor and the Association.

15.6 Level III – Arbitration

15.6.1 If the grievance is not resolved at Level II, the grievant shall, within seven (7) days of the Level II response, submit a request in writing to the Superintendent for arbitration of the dispute.

15.6.2 At any level prior to the arbitration level an effort will be made in resolving the grievance through a mediation process. The mediator will be obtained through the Alternative Dispute Resolution Committee of the San Mateo County Bar Association or from the State Conciliation Service. Any party to the dispute has the right to this service at any level of the grievance process, but a mediator must be utilized prior to going to arbitration. The mediation process will be conducted in conformance with the Alternative Dispute Resolution Committee procedures. The cost of mediation will be borne equally by the Association and the District.

15.6.3 When a grievance is submitted to binding arbitration, the Voluntary Labor

Arbitration Rules will be followed.

15.6.4 The fees and expenses of arbitration shall be borne equally by the District and the grievant. All other expenses shall be borne by the party incurring them.

15.6.5 After the hearing and both parties have had an opportunity to make written arguments, the Arbitrator shall submit in writing to all parties the findings and recommendations within thirty (30) days. The arbitrator's award shall be final and binding on both parties.

ARTICLE 16: ASSOCIATION RIGHTS

16.1 Association Business

16.1.1 The Association will be a part of any decision that directly or indirectly affects the bargaining unit members.

16.1.2 All Association business will be conducted by bargaining unit members or Association officials outside established work hours as defined in Article IV with the exception of designated lunch periods, rest periods and release time as provided below.

16.1.3 This section is not intended to limit general informal dialogues among individual bargaining unit members.

16.1.4 President Released Time

16.1.4.1 The RCTA President shall be released from assigned duties in order to perform duties related to the representation of unit members. This release shall be at the rate of .5 FTE per day each day.

16.1.4.2 The RCTA President released time described in Section 16.1.3.1 above shall be in addition to the released time provided in this Agreement.

16.1.4.3 RCTA shall reimburse the District for the salary and fringe benefits paid to the substitute or temporary teacher hired to replace the RCTA President at the rate of .5 FTE per day.

16.1.4.4 The parties agree to meet regularly at mutually agreeable times and places to discuss matters of mutual interest. The parties also agree to meet and negotiate in good faith concerning any change in the RCTA President's released time.

16.2 Other Association Leaves

16.2.1 Twenty-five (25) days of released time at the Association's expense will be provided for organizational matters. The Association shall reimburse the District the actual cost of the substitute teacher hired to replace the unit member. In addition, a unit member may attend a regional, state, or national convention if there is no expense to the District. Otherwise, the unit member's attendance will count against the

Association's 25 days of released time.

16.2.2 Released time in addition to the twenty-five (25) days may be granted at the discretion of the Superintendent or designee.

16.2.3 A bargaining unit member who is an officer of a state, regional, or national educational organization, or who has been elected by the local organization to represent the organization at a state, regional, or national level, will be entitled to leave. The individual or the organization responsible for the leave shall reimburse the District the actual cost of the salary and benefits for the released time.

16.3 District Committees

The teaching staff, including a bargaining unit representative chosen by the Association, will be involved in District-wide committees directly affecting certificated personnel.

16.4 Contracts

The District will provide one hundred (100) copies of the contract to the Association thirty (30) days after the contract is ratified by the Governing Board. Personnel Officer will provide each newly hired bargaining unit member a copy of the contract at the time of employment.

16.5 Non-Discrimination For Association Activities

Neither the District nor the Association will discriminate or take reprisals against any bargaining unit member with respect to his/her involvement in the Association, or initiating or processing of any grievance or complaint under this agreement.

16.6 Released Time For Negotiations

The bargaining unit's negotiating team shall be allowed reasonable released time for five (5) bargaining unit members to attend negotiation sessions or impasse proceedings.

Any Association use of the District's electronic mail system shall comply with the established rules and protocols.

16.7 Unit Member Information

By September 1 of each year, the District will provide the Association with all unit member information (name; job title; department; work, home and personal cell numbers if on file; personal e-mail if on file; home address) of all bargaining unit personnel.

16.7.1 New Employee Orientation

Before the student instructional year, Redwood City School District provides a new certificated employee orientation for all of the new certificated employees hired for the upcoming school year. At this orientation, and as indicated on the orientation agenda, RCTA representatives are invited and given up to an hour within the orientation to address and communicate with the new certificated staff.

When a new certificated employee is hired after the initial certificated employee orientation meeting, the new employee information (described in 16.7) will be forwarded to the bargaining unit's president within thirty (30) days of the new

unit member's hire date or by the first pay period of the month following date of hire to schedule a time for orientation as agreed upon with the principal/department supervisor. This process will occur at any time throughout the duty year. RCTA shall be provided up to an hour of release time for travel and attendance during the work day for these orientations.

16.8 Artificial Intelligence

It is the District's intent to use Artificial Intelligence as a tool to augment and support, not replace, staff in the performance of their duties and responsibilities. Artificial Intelligence should be used ethically and transparently by all staff, with careful consideration of potential biases, and in compliance with all applicable intellectual property and copyright laws.

ARTICLE 17: WAIVER PROCESS

17.1 Procedure For Waiver Of Collective Agreement Provision

The request for a waiver should be forwarded from RCTA to the Superintendent if the Association is requesting the waiver, and from the Superintendent to the RCTA President if the District is requesting the waiver. A waiver request shall include at least the following:

17.1.1 The specific provision of the Collective Bargaining Agreement to be waived.

17.1.2 The replacement language which will be in effect in place of the waived language.

17.1.3 Expiration date of waiver and an exclusive number.

17.2 Waiver Approval

The party receiving the request for a waiver will respond in writing within 20 calendar days. The waiver does not become effective until the waiver is approved in writing by the Association and the Governing Board.

ARTICLE 18: Peer Assistance Review (PAR)

18.1 Purpose

18.1.1 The Peer Assistance and Review Program allows exemplary teachers to assist certain permanent teachers in the areas of subject matter knowledge, teaching strategies, and teaching methods.

18.1.2 The extent of the Program's assistance and review depends on whether the participating teacher is a volunteer permanent teacher or a permanent teacher who has received an overall unsatisfactory evaluation in the areas covered by Sections 9.2.3, 9.2.4, and 9.2.5 of the Collective Agreement ("Agreement"). The Program's assistance shall be provided through Consulting Teachers as described in detail in this Article. This assistance shall not involve the participation in nor the conducting of the annual evaluation of certificated unit members as set forth in Article 9 of the Agreement and Education Code 44660, et seq.

18.1.3 The Program resources shall be utilized in the following priority: first, for Participating Teachers with an overall unsatisfactory evaluation and for

Voluntary Participating Teachers and staff development as determined by the Joint Panel.

18.2 Definitions For Purposes Of This Document

18.2.1 "Classroom Teacher" Or "Teacher"

Any permanent member of the certificated bargaining unit who is covered by the certificated evaluation, Article 9 of the Agreement.

18.2.2 "Participating Teacher"

A permanent unit member who either volunteers or is required by this Agreement to participate in the Program.

18.2.3 "Consulting Teacher"

An exemplary teacher meeting the requirements of Section 18.2.1 to provide Program assistance to a Participating Teacher, or a retired teacher with temporary status working with permanent teachers.

18.2.4 "Voluntary Participating Teacher"

Any unit member with permanent status wanting to engage in a professional growth activity utilizing a Consulting Teacher's assistance or the resources of the Program.

18.2.5 "Participating Teacher With An Overall Unsatisfactory Evaluation"

A unit member with permanent status whose most recent performance evaluation contained an overall unsatisfactory evaluation in the areas of subject matter knowledge, teaching strategies, or teaching methods as specifically designated by Sections 9.2.3, 9.2.4, and 9.2.5 of the Agreement and the final evaluation forms. On the evaluation form, 3 of the 4 categories, Sections 1 through 4, must be marked "unsatisfactory."

18.2.6 "Principal," "Evaluating Principal," or "Evaluator"

The certificated administrator appointed by the District to evaluate a certificated teacher under Article 9 of the Agreement.

18.2.7 "Joint Panel"

Refers to the panel described in Section 18.4.1.

18.3. Program Outline

18.3.1 For Participating Teachers With An Unsatisfactory Evaluation

18.3.1.1 Any permanent teacher with an overall unsatisfactory evaluation must participate in the Program.

18.3.1.2 The Consulting Teacher's assistance and review shall focus on the specific areas recommended for improvement by the Participating Teacher's evaluator after the Participating

Teacher receives the unsatisfactory rating in the areas specified in Sections 9 of the Agreement.

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

18.3.1.2.2 At the beginning of the academic year, the Principal, the Participating Teacher, and the Consulting Teacher assigned to the Participating Teacher shall meet and discuss the recommended areas of improvement outlined by the Principal and the types of assistance that should be provided by the Consulting teacher set forth in Section 18.4.2 below. These three individuals shall meet again once at the mid- point of the academic year, and again before the deadline listed in Section 18.3.1.3 below in order to discuss the assistance provided by the Consulting Teacher.

18.3.1.2.3 The Consulting Teacher and the evaluating Principal are expected to establish a cooperative relationship and shall coordinate and align the assistance provided to the Participating Teacher.

18.3.1.3 Before April 1 of each year, the Consulting Teacher shall complete a written report describing the teacher's participation in the Program consisting solely of: (1) a description of the assistance provided to the Participating Teacher; and (2) a description of the results of the assistance provided. This report shall be submitted to the Joint Panel, with a copy also submitted to the Participating Teacher and the Principal.

18.3.1.4 The results of the teacher's participation in the Program shall be made available as part of the Participating Teacher's annual evaluation.

18.3.1.5 After receiving the report, the District shall determine whether the Participating Teacher will benefit from continued participation in the Program.

18.3.1.6 The teacher will continue participating in the Program until the District determines the teacher no longer benefits from participation in the Program, or the teacher receives a satisfactory evaluation. The District retains the sole authority to determine whether the Participating Teacher has been able to demonstrate satisfactory performance as measured by the annual performance evaluation.

18.3.1.7 The Consulting Teacher shall conduct multiple classroom observations of each Participating Teacher.

18.3.1.8 The Consulting Teacher's report on the participation in the Program, as defined in Section 18.3.1.3 above, shall be made available to the District for placement in the Participating Teacher's personnel file by either the Principal or the Participating Teacher.

18.3.3 For Voluntary Participating Teachers

18.3.3.1 Permanent teachers may volunteer to participate in Peer Assistance through any program approved by the Joint Panel that involves collaborative efforts to improve instruction and learning.

18.3.3.2 The Joint Panel will actively seek to establish a volunteer program that will encourage individual teacher growth and excellence through the use of the Program's resources.

18.3.3.3 Because permanent teachers with satisfactory performance are not legally mandated to participate in the Program, neither the Consulting Teacher nor the Panel will make written reports regarding voluntary teachers, nor forward to the Board the names of volunteer teacher who participated in the Program.

18.4 Governance And Program Structure

18.4.1 Joint Panel

18.4.1.1 The PAR Program will be administered by a Joint Panel consisting of seven members, four certificated classroom teachers elected by the certificated classroom teachers in an election conducted by the Association, and three administrators appointed by the District. Qualifications for the teacher representatives shall be the same as those for Consulting Teachers. A Panel member's term shall be three years. The Association President shall be one of the Panel members. Any replacement panel member will begin a new term, beginning with the fiscal year following the appointment. The panel shall establish a procedure for selecting the Chair. The term of the Chair shall be one year, and the position shall alternate between the Association and the District. The Chair shall be a full voting member of the Panel.

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

18.4.1.3 The Joint Panel's primary responsibilities are to establish the annual Program and budget, and to select and oversee the Consulting Teachers. In addition, the Panel is responsible for:

18.4.1.3.1 Submitting to the Governing Board and the Association

an annual evaluation of the overall impact and effectiveness of the Program, as well as recommendations for improvement in the Program;

18.4.1.3.2 Submitting to the Governing Board recommendations regarding those Participating teachers referred to the Program due to an unsatisfactory evaluation, including forwarding the names of any individuals who, after sustained assistance, are unable to demonstrate satisfactory improvement resulting from participation in the Peer Assistance Program;

18.4.1.3.3 Approving the assignment of the Consulting Teachers to teachers with permanent status;

18.4.1.3.4 Reviewing Consulting Teachers' reports on teachers with permanent status referred to the Program because of unsatisfactory evaluations;

18.4.1.3.5 Evaluating the effectiveness of the Consulting Teachers in the role of Consulting Teacher;

18.4.1.3.6 Coordinating with the District to provide training for Consulting Teachers, for Panel members, and where appropriate, for Participating Teachers;

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

18.4.1.3.8 Establishing internal operating procedures and regulations necessary to carry out the requirements of the Education Code and this document.

18.4.1.4 The Panel shall use the following procedure for establishing the annual Program plan and budget:

18.4.1.4.1 By May 1 of each fiscal year, the Panel will establish a Program and budget for the succeeding year, which will include:

- (a) The estimated state revenues for the Program;
- (b) the estimated expenditures, involving:
 - projected number of Participating Teachers,
 - projected number of Consulting Teachers needed to service the projected need,
 - released time for the Panel and Consulting Teachers,

- pay for Panel members and Consulting Teachers that is consistent with the pay parameters established by the negotiating parties,
- projected costs for training, administrative overhead, and if necessary, legal and consulting assistance.

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

18.4.2 Consulting Teachers

18.4.2.1 Minimum qualifications for Consulting Teacher:

- 18.4.2.1.1 a credentialed classroom teacher with permanent status or retired teacher, with a minimum of at least three years of recent teaching experience in the District;
- 18.4.2.1.2 demonstrated exemplary teaching ability, consistent with the District's framework for Effective Teaching;
- 18.4.2.1.3 demonstrated ability to work cooperatively and effectively with other teachers and administrators, demonstrated leadership skills.

18.4.2.2 Consulting Teacher positions shall be filled by the District posting the position. Each applicant will be required to submit a completed application, which shall include at least three references from individuals who have direct knowledge of the applicant's abilities for the position. A reference from a Principal is preferred, although not necessary. All applications and references will be treated with confidentiality and will not be disclosed except as required by law. The Joint Panel will make the selection, which will be forwarded to the Superintendent. The Panel's procedures for selecting Consulting Teachers shall include provisions for classroom observation of Consulting Teacher candidates.

18.4.2.3 The Joint Panel will assign Consulting Teachers to teachers of permanent status. Within the first six weeks of the regular school year, either the Consulting Teacher or the Participating Teacher may request in writing an assignment change for good reasons. The Participating Teacher shall be allowed only one change per year.

18.4.2.4 A Consulting Teacher's term may be four or more consecutive years.

18.4.2.5 If a Consulting Teacher is assigned outside the classroom, after completing service as a Consulting Teacher, the teacher shall be returned to a regular teaching assignment at the beginning of the following school year according to the Agreement. The District will attempt to return the teacher to a position similar to the one the teacher held before assuming the Consulting Teacher position.

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

18.4.3.1 providing consultative assistance to improve in the specific areas targeted by the evaluating Principal or the District Teaching Standards;

18.4.3.2 meeting and consulting with the Principal, principal designee, or Joint Panel regarding the nature of the assistance being provided;

18.4.3.3 observing the Participating Teacher during periods of classroom instruction;

18.4.3.4 facilitating the Participating Teacher's access to specific training in the specified teaching techniques or in designated subject matter;

18.4.3.5 demonstrating teaching for the Participating Teacher and/or arranging opportunities for the Participating Teacher to observe other teachers.

18.5 Other Provisions

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

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

18.5.3 Records

18.5.3.1 All documents and information relating to the participation in this Program will be regarded as a personnel matter and subject to the personnel record exemption of the California Public Records Act (Government Code Section 6250, et seq.). The annual evaluation of the Program's impact, excluding any information on

identifiable individuals, shall be subject to disclosure under the Public Records Act.

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

18.5.3.3 All the documents for the Program will be filed by the Personnel Office separately from the individual personnel records, except as set forth in Section 18.3.1.8 above.

ARTICLE 19: DISTRICT RIGHTS

19.1 It is agreed that, except as modified by this Agreement, the Redwood City School District retains authority to direct, manage, and control to the full extent of the law. This authority includes the right of the District to:

19.1.1 determine its organization;

19.1.2 direct the work of its employees;

19.1.3 determine the times and hours of operations;

19.1.4 determine the kinds and levels of services to be provided;

19.1.5 establish its educational policies, goals, and objectives;

19.1.6 insure the rights and educational opportunities of students;

19.1.7 determine the number and kinds of personnel required;

19.1.8 transfer personnel;

19.1.9 maintain the efficiency of District operations;

19.1.10 determine the curriculum;

19.1.11 build, move, or modify facilities;

19.1.12 establish budget procedures and determine budgetary allocations;

19.1.13 determine the method of raising revenue; and

19.1.14 take action on any matter in the event of an emergency as defined by law.

19.2 The Governing Board retains the right to hire, classify, assign, evaluate, promote, and terminate bargaining unit members subject to the provisions of the law and this Agreement.

19.3 The District may institute a process for parent reaction and feedback regarding the services provided by employees. Such procedure shall be instituted on forms developed by the District.

19.4 Article XVII enumerating, but not limiting District rights, shall not be subject to the grievance procedure, Article XV. The Article does not limit the filing of grievances by bargaining unit members for violations of other articles within the Agreement.

ARTICLE 20: CONCERTED ACTIVITIES

20.1 The Association and the Governing Board agree that differences between the District and the exclusive representative shall be settled by peaceful means as provided in the Agreement.

20.2 The Association will not engage in, instigate, or condone any strike, picketing, work stoppage, or any concerted refusal to perform work duties by bargaining unit members as required in this Agreement.

20.3 The Association will not comply with requests from other organizations within the District to engage in a strike.

20.4 The Governing Board will not authorize or permit any lockout of a bargaining unit member.

ARTICLE 21: SAVINGS PROVISION

If any provision of this Agreement is held to be contrary to law by a court of competent jurisdiction, adjustments in the provisions that affect the contract will be negotiated into conformity with the law. All other provisions will continue in full force and effect.

ARTICLE 22: DISCIPLINE

22.1 Just Cause/Due Process

22.1.1 The District may discipline a unit member only for just cause. Discipline shall conform to the principles and procedures of progressive discipline.

22.1.2 This Article is intended, for the purpose of suspension, to replace the provisions of Education Code Section 44944, but shall not apply to suspensions pursuant to Education Code Sections 44939, 44940 or 44942. Discipline under this Article shall not include dismissal or suspensions for more than fifteen (15) working days.

22.2 Progressive Discipline

The principles and procedures of progressive discipline will be applied except where the serious nature of the offense requires bypassing progressive steps. Whether the serious nature of the offense required bypassing progressive discipline steps may be submitted to the grievance procedure under Article XV as described herein. If the recommended disciplinary action is suspension, then section 22.3.5 shall apply (appeal directly to arbitration). Progressive Discipline steps will include the following:

22.2.1 Verbal Warning: Verbal counseling/warning may result in a post-conference summary memorandum. The post-conference summary memorandum will not be placed in the unit member's personnel file. However, it may be placed in unit member's personnel file if attached to written reprimand, Notice of Suspension, or documents issued under the Education Code.

22.2.2 Written Warning

22.2.2.1 Written warnings will not be used unless the unit member has been verbally warned about similar actions within the last twenty four (24) months. Written warnings will not be placed in the unit member's file. However, it may be placed in unit

member's personnel file if attached to written reprimand, Notice of Suspension, or documents issued under the Education Code.

22.2.3 Written Reprimand

22.2.3.1 The administrator shall deliver the written reprimand personally to the unit member. The unit member will sign the written reprimand to acknowledge receipt; however, this shall not constitute any admission of or agreement to the matters set forth in the written reprimand. The unit member shall be afforded the opportunity to review and discuss the written reprimand with the issuing administrator at the time of delivery or within seven (7) workdays. Thereafter, the administrator shall decide within five (5) workdays whether to finalize the written reprimand. A copy of the finalized document shall be placed in the unit member's personnel file (subject to section 22.2.3.2). This decision shall be communicated to the unit member within the same five (5) workday time frame. The unit member may file a written rebuttal for attachment to the finalized written reprimand if done within twenty (20) workdays of receipt of the finalized written reprimand or the conference with the administrator, whichever is later. This timeline shall be extended to be ten (10) workdays after the Human Resources Administrator's decision if section 22.2.3.2 is revoked.

22.2.3.2 If it has been decided that the written reprimand will be issued, a unit member may request a conference with the Human Resources Administrator. This conference shall take place within seven (7) workdays of the issuing administrator's decision, unless the timeline is unable to be met by the Human Resources Administrator. The Human Resources Administrator's decision regarding disposition of the written reprimand shall be made with five (5) days of the conference and shall be final, unless 1) the written reprimand was the first disciplinary step and 2) the unit member chooses to challenge the bypassing of the progressive disciplines steps as specified above. In such case, the unit member may file, within seven (7) workdays of the Human Resources Administrator's decision, an appeal directly to the Superintendent, which shall be considered a Level II grievance under Article XV, section 15.4.

22.2.4 Suspension

22.2.4.1 In all instances the length of a suspension shall not exceed fifteen (15) workdays. Subject to Article 22.1 above, suspension will not be used unless the unit member has received a written reprimand about similar actions within the last twenty-four months

22.2.4.2 Notice of suspension will be made in writing and served in person or by certificated mail upon the unit member by the Superintendent or designee. A copy will be concurrently provided to the union President; however, inadvertent failure to comply with this requirement shall not constitute reason to affect ultimate disciplinary action, if any.

22.3 Notice of Suspension

The notice shall contain:

- 22.3.1 A statement of the specific act(s), infraction(s) or omission(s) upon which the action is based;
- 22.3.2 Where applicable, the Education Code section, policy, rule, regulation, or directive violated;
- 22.3.3 The penalty proposed and effective date;
- 22.3.4 Copies of the documentary evidence upon which the recommendation is based; and
- 22.3.5 A statement of the unit member's right to challenge the proposed suspension by requesting a hearing within fifteen (15) workdays from the date the notice is served, pursuant to arbitration procedures of Article XV, Grievance Procedure, of this Agreement subject to section 22.4.1 below.

22.4 Arbitration

- 22.4.1 Verbal warnings, written warnings and written reprimand may not be submitted to arbitration other than within the context of a suspension hearing or regarding whether the serious nature of the offense required bypassing progressive discipline steps directly to a written reprimand as described herein. Suspensions may be appealed directly to final and binding arbitration under the grievance procedure in Article XV, Grievance Procedure, of the Agreement commencing with section 15.6. The suspension will not be imposed until the arbitrator's decision is rendered, except for just cause necessitating the immediate removal of the unit member from the worksite, in which case the unit member shall be placed on administrative leave with pay pending the outcome of the arbitration.
- 22.4.2 A unit member who has received a Notice of Suspension may request a conference with the Superintendent, or his designee, prior to the suspension hearing, with the intent of seeking resolution other than suspension. The conference shall take place within ten (10) workdays of the unit member's request.

22.5 Confidentiality

All information or proceedings regarding any actions or proposed actions pursuant to this Article will be kept confidential by the parties to the extent permitted by law.

22.6 Education Code

- 22.6.1 This Article shall not reduce the rights of permanent bargaining unit members contained in Education Code Section 44932 (Grounds for dismissal of permanent employees) and Section 44944 (Conduct of hearing; decision; expenses and costs).
- 22.6.2 Nothing in this Article precludes or in any manner affects or reduces the

District's right to initiate and pursue dismissal proceedings under the Education Code.

Written Reprimand Timeline

Written reprimand delivered. Unit member has 7 days to review and discuss with admin. Administrator has 5 days to decide whether to finalize the reprimand, place in unit member's personnel file and communicate that decision to unit member. Unit member has 7 days to request and hold conference with HR administrator regarding disposition of the written reprimand.

ARTICLE 23: DEFINITIONS

Pilot is defined as a provision which operates for a school year and at the conclusion the parties negotiate to determine what, if any, of the changes will remain in the collective bargaining agreement.

ARTICLE 24: COMPLETION OF MEET AND NEGOTIATE

24.1 This Agreement constitutes the entire Agreement between the parties and concludes meet and negotiate on any item, whether included in the Agreement or not, for the term of this Agreement. All matters not specifically enumerated within the provisions of this contract shall be deemed to be the sole decision of the Governing Board.

24.2 This Agreement shall remain in full force and effect up to and including June 30, 2020. With agreement of both parties, contractual issues may be raised at any time for the mutual benefit of both parties during the term of this Agreement. In addition, for 2019- 20 the parties will reopen 8.4.4 Exceptional Circumstances and one non-economic article.

24.3 The District agrees to have regular meetings with RCTA leadership on a consulting basis to ensure there is good communication on all issues of concern to bargaining unit members.

This Agreement is effective July 1, 2026 and will continue through June 30, 2029.

APPENDIX A-1: CERTIFICATED SALARY SCHEDULE

REDWOOD CITY SCHOOL DISTRICT
Salary Schedule for Certificated Employees
Effective July 1, 2026

	COL. III	COL. III	COL. IV	COL. V	COL. VI	COL. VII
STEP	AB+30 (NC)*	AB + 30	AB + 45	AB + 60	AB + 75	AB + 90
1	\$67,842	\$71,150	\$74,639	\$78,103	\$81,814	
2	\$67,842	\$74,450	\$78,119	\$81,792	\$85,680	
3	\$71,150	\$77,764	\$81,604	\$85,460	\$89,532	
4	\$74,450	\$81,067	\$85,089	\$89,106	\$93,367	
5	\$77,764	\$84,371	\$88,600	\$92,790	\$97,235	
6		\$87,714	\$92,077	\$96,450	\$101,077	
7		\$91,000	\$95,558	\$100,138	\$104,944	
8		\$94,296	\$99,056	\$103,791	\$108,783	
9		\$97,639	\$102,547	\$107,442	\$112,625	\$117,737
10		\$97,639	\$106,030	\$111,131	\$116,480	\$121,622
11		\$98,339	\$106,730	\$111,831	\$117,180	\$126,336
12		\$98,634	\$107,050	\$112,166	\$117,532	\$126,715
13		\$98,930	\$107,371	\$112,503	\$117,884	\$127,095
14		\$99,660	\$108,052	\$113,152	\$118,510	\$127,665
15		\$99,959	\$108,376	\$113,491	\$118,866	\$128,048
16		\$100,259	\$108,701	\$113,832	\$119,222	\$128,432
17		\$100,560	\$109,027	\$114,173	\$119,580	\$128,817
18		\$100,985	\$109,375	\$114,516	\$119,939	\$129,563
19		\$101,288	\$109,703	\$114,859	\$120,298	\$129,952
20		\$101,592	\$110,032	\$115,204	\$120,659	\$130,342
21		\$101,897	\$110,362	\$115,550	\$121,021	\$130,733
22		\$104,354	\$112,913	\$118,118	\$123,578	\$135,385
23		\$105,381	\$114,024	\$119,280	\$124,794	\$136,718
24						
25						

Master's Degree - \$2,000 per Master's Degree National Board Certification (NBTPS) - \$2,000
 Doctorate - \$2,000 per Doctorate ASHA Certificate of Clinical Competence - \$2,000
 BCLAD Classroom Stipend - \$2,750
 Combination Class Stipend - \$2,750
 SDC/RSP Classroom Stipend - \$2,750

* N/C = Non Credentialed

Note: This salary schedule is based on 189 working days for returning employees, and 190 days for newly hired employees

REDWOOD CITY SCHOOL DISTRICT
Salary Schedule for Certificated Employees
Effective July 1, 2027

	COL. III	COL. III	COL. IV	COL. V	COL. VI	COL. VII
STEP	AB+30 (NC)*	AB + 30	AB + 45	AB + 60	AB + 75	AB + 90
1	\$67,842	\$71,500	\$74,989	\$78,453	\$82,164	
2	\$67,842	\$74,800	\$78,469	\$82,142	\$86,030	
3	\$71,150	\$78,114	\$81,954	\$85,810	\$89,882	
4	\$74,450	\$81,417	\$85,439	\$89,456	\$93,717	
5	\$77,764	\$84,721	\$88,950	\$93,140	\$97,585	
6		\$88,064	\$92,427	\$96,800	\$101,427	
7		\$91,350	\$95,908	\$100,488	\$105,294	
8		\$94,646	\$99,406	\$104,141	\$109,133	
9		\$97,989	\$102,897	\$107,792	\$112,975	\$118,087
10		\$97,989	\$106,380	\$111,481	\$116,830	\$121,972
11		\$101,289	\$109,932	\$115,186	\$120,695	\$130,126
12		\$101,593	\$110,262	\$115,531	\$121,057	\$130,516
13		\$101,898	\$110,592	\$115,878	\$121,421	\$130,908
14		\$102,650	\$111,294	\$116,547	\$122,065	\$131,495
15		\$102,958	\$111,627	\$116,896	\$122,431	\$131,889
16		\$103,267	\$111,962	\$117,247	\$122,799	\$132,285
17		\$103,576	\$112,298	\$117,599	\$123,167	\$132,682
18		\$104,015	\$112,656	\$117,951	\$123,537	\$133,450
19		\$104,327	\$112,994	\$118,305	\$123,907	\$133,850
20		\$104,640	\$113,333	\$118,660	\$124,279	\$134,252
21		\$104,953	\$113,673	\$119,016	\$124,652	\$134,655
22		\$107,485	\$116,300	\$121,661	\$127,285	\$139,446
23		\$108,542	\$117,445	\$122,859	\$128,538	\$140,820

Master's Degree - \$2,000 per Master's Degree National Board Certification (NBTPS) - \$2,000
 Doctorate - \$2,000 per Doctorate ASHA Certificate of Clinical Competence - \$2,000
 BCLAD Classroom Stipend - \$2,750
 Combination Class Stipend - \$2,750
 SDC/RSP Classroom Stipend - \$2,750

* N/C = Non Credentialed

Note: This salary schedule is based on 189 working days for returning employees, and 190 days for newly hired employees

All current Salary Schedules can be found on the Redwood City School District website under Departments – Human Resources – Salary Schedules.

APPENDIX A-2: SPEECH & LANGUAGE PATHOLOGIST SALARY SCHEDULE

Redwood City School District
SLP Salary Schedule / DHH Teacher / Teacher for the Visually Impaired
Effective July 1, 2026

	1	2	3	4	5
	AB+30	AB+45	AB+60	AB+75	AB+90
	Class 1	Class 2	Class 3	Class 4	Class 5
1	92,589	94,401	96,250	98,134	100,539
2	94,401	96,250	98,134	100,057	102,508
3	96,250	98,134	100,057	102,018	104,519
4	98,134	100,057	102,018	104,019	106,569
5	100,057	102,018	104,019	106,060	108,661
6	102,018	104,019	106,060	108,140	110,794
7	104,019	106,060	108,140	110,263	112,970
8	104,019	108,140	110,263	112,428	115,188
9	104,019	110,263	112,428	114,637	117,453
10	104,019	110,263	114,637	116,890	119,762
11	104,019	110,263	114,637	119,187	122,117
12	106,060	110,263	114,637	119,187	124,520
13	106,060	112,428	114,637	119,187	124,520
14	106,060	112,428	116,890	119,187	124,520
15	106,060	112,428	116,890	121,531	126,970
16	108,140	114,637	116,890	121,531	126,970
17	108,140	114,637	116,890	121,531	126,970
18	108,140	114,637	119,187	121,531	126,970
19	108,140	114,637	119,187	123,923	129,469
20	110,263	116,890	119,187	123,923	129,469
21	110,263	116,890	119,187	123,923	129,469
22	110,263	116,890	119,187	123,923	129,469
23	110,263	116,890	119,187	126,360	132,019
24	110,263	116,890	119,187	126,360	132,019

Master's Degree (Each)	\$2,000
Doctorate (Each)	\$2,000
ASHA Certification	\$2,000

Redwood City School District
SLP Salary Schedule / DHH Teacher / Teacher for the Visually Impaired
Effective July 1, 2027

	1	2	3	4	5
	AB+30	AB+45	AB+60	AB+75	AB+90
	Class 1	Class 2	Class 3	Class 4	Class 5
1	95,367	97,233	99,138	101,078	103,555
2	97,233	99,138	101,078	103,059	105,583
3	99,138	101,078	103,059	105,079	107,655
4	101,078	103,059	105,079	107,140	109,766
5	103,059	105,079	107,140	109,242	111,921
6	105,079	107,140	109,242	111,384	114,118
7	107,140	109,242	111,384	113,571	116,359
8	107,140	111,384	113,571	115,801	118,644
9	107,140	113,571	115,801	118,076	120,977
10	107,140	113,571	118,076	120,397	123,355
11	107,140	113,571	118,076	122,763	125,781
12	109,242	113,571	118,076	122,763	128,256
13	109,242	115,801	118,076	122,763	128,256
14	109,242	115,801	120,397	122,763	128,256
15	109,242	115,801	120,397	125,177	130,779
16	111,384	118,076	120,397	125,177	130,779
17	111,384	118,076	120,397	125,177	130,779
18	111,384	118,076	122,763	125,177	130,779
19	111,384	118,076	122,763	127,641	133,353
20	113,571	120,397	122,763	127,641	133,353
21	113,571	120,397	122,763	127,641	133,353
22	113,571	120,397	122,763	127,641	133,353
23	113,571	120,397	122,763	130,151	135,980
24	113,571	120,397	122,763	130,151	135,980

Master's Degree (Each)	\$2,000
Doctorate (Each)	\$2,000
ASHA Certification	\$2,000

All current Salary Schedules can be found on the Redwood City School District website under Departments – Human Resources – Salary Schedules.

APPENDIX B-1: CHILD DEVELOPMENT CENTER SALARY SCHEDULE 185 DAYS

REDWOOD CITY SCHOOL DISTRICT
Salary Schedule of Certificated Employees
Child Development - Preschool (185 days)
Effective July 1, 2026

STEP	CLASS I	CLASS II	CLASS III	CLASS IV	CLASS V	CLASS VI
	Provisional with up to 89 Units	90 Units	BA Degree	BA + 15	BA + 30*	E.C. SPECIALIST**
1	37,499	40,804	44,101	47,410	50,714	
2	39,149	42,445	45,753	49,057	52,355	SEE BELOW
3	40,804	44,101	47,410	50,714	54,011	
4	42,445	45,753	49,057	52,355	55,655	
5	44,101	47,410	50,714	54,011	57,311	
6	45,753	49,057	52,355	55,655	58,962	
7	47,410	50,714	54,011	57,311	60,607	

* The 30 units above the BA Degree must be in the area of early childhood education or related to it or include a Kindergarten, Primary General Elementary, or Full Standard Teaching Credential

**EC Specialist is placed on the teachers' Salary Schedule at a level commensurate with experience and training. Although compensation level is calculated from the teachers' salary schedule work year, benefits and other conditions associated with the Child Development Center apply to this position with no proration in salary.

<u>Longevity:</u>		Master's Degree - \$2,000 per Master's De
10 Years	\$500	Doctorate - \$2,000 per Doc
20 Years	\$500	

REDWOOD CITY SCHOOL DISTRICT
Salary Schedule of Certificated Employees
Child Development - Preschool (185 days)
Effective July 1, 2027

CLASS I						
	Provisional					
STEP	with up to	CLASS II	CLASS III	CLASS IV	CLASS V	CLASS VI
	89 Units	90 Units	BA Degree	BA + 15	BA + 30*	E.C. SPECIALIST**
1	38,624	42,028	45,424	48,832	52,235	
2	40,323	43,718	47,126	50,529	53,926	SEE BELOW
3	42,028	45,424	48,832	52,235	55,631	
4	43,718	47,126	50,529	53,926	57,325	
5	45,424	48,832	52,235	55,631	59,030	
6	47,126	50,529	53,926	57,325	60,731	
7	48,832	52,235	55,631	59,030	62,425	

* The 30 units above the BA Degree must be in the area of early childhood education or related to it or include a Kindergarten, Primary General Elementary, or Full Standard Teaching Credential

** EC Specialist is placed on the teachers' Salary Schedule at a level commensurate with experience and training. Although compensation level is calculated from the teachers' salary schedule work year, benefits and other conditions associated with the Child Development Center apply to this position with no proration in salary.

Longevity:

10 Years \$500
20 Years \$500

Master's Degree - \$2,000 per Master's De
Doctorate - \$2,000 per Doc

**All current Salary Schedules can be found on the Redwood City School District website
under Departments – Human Resources – Salary Schedules**

APPENDIX B-2: CHILD DEVELOPMENT CENTER SALARY SCHEDULE 208 DAYS

REDWOOD CITY SCHOOL DISTRICT
Salary Schedule of Certificated Employees
Child Development - Preschool (208 days)
Effective July 1, 2026

STEP	CLASS I	CLASS II	CLASS III	CLASS IV	CLASS V	CLASS VI
	Provisional with up to 89 Units	90 Units	BA Degree	BA + 15	BA + 30*	E.C. SPECIALIST**
1	47,616	51,858	56,096	60,347	64,593	
2	49,736	53,971	58,216	62,461	66,703	SEE BELOW
3	51,858	56,096	60,347	64,593	68,835	
4	53,971	58,216	62,461	66,703	70,941	
5	56,096	60,347	64,593	68,835	73,069	
6	58,216	62,461	66,703	70,941	75,195	
7	60,347	64,593	68,835	73,069	77,306	

include a Kindergarten, Primary General Elementary, or Full Standard Teaching Credential

training. Although compensation level is calculated from the teachers' salary schedule work year,

Longevity:

10 Years \$500
 20 Years \$500

Master's Degree - \$2,000 per Master's De
 Doctorate - \$2,000 per Doc

***8-hour base day

Board Approval: August 10, 2026

REDWOOD CITY SCHOOL DISTRICT
Salary Schedule of Certificated Employees
Child Development - Preschool (208 days)
Effective July 1, 2027

CLASS I						
Provisional						
STEP	with up to 89 Units	CLASS II 90 Units	CLASS III BA Degree	CLASS IV BA + 15	CLASS V BA + 30*	CLASS VI E.C. SPECIALIST**
1	49,044	53,414	57,779	62,157	66,531	
2	51,228	55,590	59,962	64,335	68,704	SEE BELOW
3	53,414	57,779	62,157	66,531	70,900	
4	55,590	59,962	64,335	68,704	73,069	
5	57,779	62,157	66,531	70,900	75,261	
6	59,962	64,335	68,704	73,069	77,451	
7	62,157	66,531	70,900	75,261	79,625	

include a Kindergarten, Primary General Elementary, or Full Standard Teaching Credential

training. Although compensation level is calculated from the teachers' salary schedule work year,

Longevity:

10 Years \$500
20 Years \$500

Master's Degree - \$2,000 per Master's De
Doctorate - \$2,000 per Doc

***8-hour base day

Board Approval: August 10, 2026

All current Salary Schedules can be found on the Redwood City School District website under Departments – Human Resources – Salary Schedules.

APPENDIX C:2026-27 CALENDARS

2026-2027 Work Calendar

July 2026						
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August 2026						
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September 2026						
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October 2026						
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November 2026						
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December 2026						
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						13

RCTA Certificated	
Returning SLP, DHH, VI	187 Work days
New hire SLP, DHH, VI	188 Work days

Aug 5	First work day New Hires
Aug 6	First work day returning staff
Aug 7-11	Planning/Development Days
Aug 12	First Day of School for Students
Sep 7	Labor Day Holiday
Sep 28	Planning day/No school for students
Oct 12	Indigenous Peoples' Day Holiday
Nov 11	Veterans Day Holiday
Nov 25	Non work day/No school for students
Nov 26-27	Thanksgiving Holiday
Dec 18 - Jan 1	Winter Break
Jan 4	Planning day/No school for students
Jan 18	Martin Luther King, Jr. Day Holiday
Feb 15-19	February Break
Mar 1	Planning day/No school for students
Mar 22	In Lieu of Lincoln's Day Holiday
Apr 12-16	Spring Break
May 31	Memorial Day
Jun 4	Last day for students
Jun 4	Last work day

Events	
Sep 29 - Oct 2	Parent Teacher Conference Week
Mar 15-19	Parent Teacher Conference Week

	First work day New hires
	First work day Returning staff
	First and last day of school
	Planning/Development days
	Holidays
	School Closed / Non Work Days

January 2027						
S	M	T	W	T	F	S
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February 2027						
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March 2027						
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April 2027						
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May 2027						
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June 2027						
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188

2026-2027 Work Calendar

July 2026						
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August 2026						
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September 2026						
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October 2026						
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November 2026						
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December 2026						
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26	27	28	29	30	31	
						13

RCTA Certificated	
Returning Teacher & School Nurse (RN)	189 Work days
New Hire Teacher & School Nurse (RN)	190 Work days

Aug 3	First work day New Hires
Aug 4	First work day returning staff
Aug 5-11	Planning/Development Days
Aug 12	First Day of School for Students
Sep 7	Labor Day Holiday
Sep 28	Planning day/No school for students
Oct 12	Indigenous Peoples' Day Holiday
Nov 11	Veterans Day Holiday
Nov 25	Non work day/No school for students
Nov 26-27	Thanksgiving Holiday
Dec 18 - Jan 1	Winter Break
Jan 4	Planning day/No school for students
Jan 18	Martin Luther King, Jr. Day Holiday
Feb 15-19	February Break
Mar 1	Planning day/No school for students
Mar 22	In Lieu of Lincoln's Day Holiday
Apr 12-16	Spring Break
May 31	Memorial Day
Jun 4	Last day for students
Jun 4	Last work day

Events	
Sep 29 - Oct 2	Parent Teacher Conference Week
Mar 15-19	Parent Teacher Conference Week

	First work day New hires
	First work day Returning staff
	First and last day of school
	Planning/Development days
	Holidays
	School Closed / Non Work Days

January 2027						
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February 2027						
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March 2027						
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April 2027						
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May 2027						
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2026-2027 Work Calendar

July 2026						
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August 2026						
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September 2026						
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October 2026						
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November 2026						
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December 2026						
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RCTA Certificated	
Retiree Teacher	
185 Work days	

Aug 10	First work day
Aug 11	Planning/Development Day
Aug 12	First Day of School for Students
Sep 7	Labor Day Holiday
Sep 28	Planning day/No school for students
Sep 29 - Oct 2	Parent Teacher Conference Week
Oct 12	Indigenous Peoples' Day Holiday
Nov 11	Veterans Day Holiday
Nov 25	Non work day/No school for students
Nov 26-27	Thanksgiving Holiday
Dec 18 - Jan 1	Winter Break
Jan 4	Planning day/No school for students
Jan 18	Martin Luther King, Jr. Day Holiday
Feb 15-19	February Break
Mar 1	Planning day/No school for students
Mar 15-19	Parent Teacher Conference Week
Mar 22	In Lieu of Lincoln's Day Holiday
Apr 12-16	Spring Break
May 31	Memorial Day
Jun 4	Last day for students
Jun 4	Last work day

Events	
Sep 29 - Oct 2	Parent Teacher Conference Week
Mar 15-19	Parent Teacher Conference Week

	First work day New hires
	First work day Returning staff
	First and last day of school
	Planning/Development days
	Holidays
	School Closed / Non Work Days

January 2027						
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February 2027						
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March 2027						
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April 2027						
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May 2027						
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June 2027						
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185

2026-2027 Work Calendar

July 2026						
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September 2026						
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October 2026						
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November 2026						
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December 2026						
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RCTA Certificated	
Staff Development	
207 Work days	
Jul 27	First work day
Aug 12	First Day of School for Students
Sep 7	Labor Day Holiday
Sep 28	Planning day/No school for students
Oct 12	Indigenous Peoples' Day Holiday
Nov 11	Veterans Day Holiday
Nov 25	Non work day/No school for students
Nov 26-27	Thanksgiving Holiday
Dec 18 - Jan 1	Winter Break
Jan 4	Planning day/No school for students
Jan 18	Martin Luther King, Jr. Day Holiday
Feb 15-19	February Break
Mar 1	Planning day/No school for students
Mar 22	In Lieu of Lincoln's Day Holiday
Apr 12-16	Spring Break
May 31	Memorial Day
Jun 4	Last day for students
Jun 18	Juneteenth Day Holiday
Jun 23	Last work day
Events	
Sep 29 - Oct 2	Parent Teacher Conference Week
Mar 15-19	Parent Teacher Conference Week
First work day New hires First work day Returning staff First and last day of school Planning/Development days Holidays School Closed / Non Work Days	

January 2027						
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February 2027						
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March 2027						
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April 2027						
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May 2027						
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16						

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APPENDIX D: TEACHER EVALUATION FORMS

Evaluation Options for Permanent Unit members

Option I

 OPTION I	TENURED TEACHER EVALUATION
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TEACHER NAME:	Last: First:
LOCATION:	
GRADE & COURSE TITLE:	
DATE OF REVIEW:	
REVIEWER NAME:	

This alternative option (Option I) must be based on the six standards of the CSTP. Unit members and evaluators will mutually select two standards from the CSTP to use as a focus for one of the following options. All six standards will, however, be kept in mind and generally addressed.

**CSTP STANDARD 1:
ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING.**

Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student's participation, engagement, connection, and sense of belonging.

SCORE KEY: *U=Unsatisfactory (0), DBP=Developing Beginning Practice (1), S=Satisfactory (2), IMP=Integrating Mature Practice(3), NO=Not Observed.*

U (0)	DBP (1)	S (2)	IMP (3)	NO
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Element 1A: Focus on Students. Teachers 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.

Element 1B: Knowledge of Students. Teachers 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.

Element 1C: Student Backgrounds and Family engagement. Teachers 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.

Element 1D: Diversity and Equity. Teachers are 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.

Average Score:

COMMENTS:

CSTP STANDARD 2:

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

Teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency, voice, identity, and development and promotes equity and inclusivity.

SCORE KEY: <i>U=Unsatisfactory (0), DBP=Developing Beginning Practice (1), S=Satisfactory (2), IMP=Integrating Mature Practice(3), NO=Not Observed.</i>	U (0)	DBP (1)	S (2)	IMP (3)	NO
Element 2A: Learning Environment. Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student’s academic and social–emotional growth.					
Element 2B: Student Behavior. Teachers 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.					
Element 2C: Organizational and Resource Management. Teachers 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.					
Element 2D: Inclusive Environment. Teachers 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.					
Average Score:					
COMMENTS:					

CSTP STANDARD 3: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING					
Teachers integrate content, processes, materials, and resources into coherent, culturally relevant, and equitable curricula that engages and challenges students to develop the academic and social–emotional knowledge and skills required to become competent and resourceful learners.					
SCORE KEY: <i>U=Unsatisfactory (0), DBP=Developing Beginning Practice (1), S=Satisfactory (2), IMP=Integrating Mature Practice(3), NO=Not Observed.</i>	U (0)	DBP (1)	S (2)	IMP (3)	NO

Element 3A: Knowledge of Subject Matter and Pedagogy. Teachers 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.					
Element 3B: Connecting Subject Matter to Real-World Contexts. Teachers engage students in real-world applications and leverage students’ unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.					
Element 3C: Curriculum and Resources for Specific Students and Student Groups. Teachers 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.					
Element 3D: Content and Skills across Subjects. Teachers 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.					
Element 3E: Curriculum Materials and Resources. Teachers 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.					
Average Score:					
COMMENTS:					

**CSTP STANDARD 4:
PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS**

Teachers set a purposeful direction for instruction and learning activities, intentionally planning and enacting challenging and relevant learning experiences that foster each student’s academic and

social–emotional development.						
<u>SCORE KEY:</u> <i>U=Unsatisfactory (0), DBP=Developing Beginning Practice (1), S=Satisfactory (2), IMP=Integrating Mature Practice(3), NO=Not Observed.</i>	U (0)	DBP (1)	S (2)	IMP (3)	NO	
<u>Element 4A: Planning Instruction for Student Learning.</u> Teachers 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.						
<u>Element 4B: Designing and Developing Instruction for Student Learning.</u> Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.						
<u>Element 4C: Facilitating Instruction for Student Learning.</u> Teachers 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.						
<u>Element 4D: Adapting Instruction for Student Learning.</u> Teachers 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.						
Average Score:						
COMMENTS:						

CSTP STANDARD 5: ASSESSING STUDENTS FOR LEARNING
Teachers employ equitable assessment practices to help identify students’ interests and abilities, to reveal what they know and can do, and to determine what students need to learn. Teachers use varied assessment information to advance and monitor student progress as well as to guide their

own and students’ actions to improve learning experiences and outcomes.					
<u>SCORE KEY:</u> <i>U=Unsatisfactory (0), DBP=Developing Beginning Practice (1), S=Satisfactory (2), IMP=Integrating Mature Practice(3), NO=Not Observed.</i>	U (0)	DBP (1)	S (2)	IMP (3)	NO
<u>Element 5A: Understanding and Using Assessments.</u> Teachers 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.					
<u>Element 5B: Interpreting and Using Assessment Data to Inform Student Learning.</u> Teachers 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.					
<u>Element 5C: Communication of Assessment and Data.</u> Teachers 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.					
<u>Element 5D: Assessment for Continuous Improvement.</u> Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.					
Average Score:					
COMMENTS:					

**CSTP STANDARD 6:
DEVELOPING AS A PROFESSIONAL EDUCATOR**

Teachers develop as effective and caring professional educators by engaging in relevant and

high-quality professional learning experiences that increase their teaching capacities, leadership development, and personal well-being. Doing so enables teachers to support each student to learn and thrive.

SCORE KEY: <i>U=Unsatisfactory (0), DBP=Developing Beginning Practice (1), S=Satisfactory (2), IMP=Integrating Mature Practice(3), NO=Not Observed.</i>	U (0)	DBP (1)	S (2)	IMP (3)	NO
Element 6A: Reflection on Practice. Teachers continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.					
Element 6B: Focused Professional Learning. Teachers 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.					
Element 6C: Collaboration with Colleagues. Teachers 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.					
Element 6D: Collaboration with Families, Guardians, and the Community. Teachers 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.					
Element 6E: Ethical Conduct and Professional Responsibilities. Teachers 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.					
Element 6F: Activating Access and Equity. Teachers 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.					
Element 6G: Personal Growth and Well-Being. Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.					

Average Score:	
COMMENTS:	

STANDARD 7: OTHER			
SCORE KEY: U=Unsatisfactory (0), S=Satisfactory (1), NS=Not Scored	U (0)	S (1)	NS
7.1: Maintains a professional record of punctuality and attendance.			
7.2: Adheres to school site policies and directives.			
7.3: Abides by adopted Board of Education policies and procedures.			
7.4: Assumes and completes school-related assignments (e.g. yard supervision, etc.)			
7.5: Meets professional standards in personal appearance and grooming.			
7.6: Provides necessary plans and materials for a substitute.			
Average Score:			
COMMENTS:			

OVERALL EVALUATION

OVERALL RATING: Satisfactory/Consistent Application of Standards, Overall Unsatisfactory

An “overall unsatisfactory” summary evaluation for permanent unit members shall consist of three or more of the seven CSTP evaluation categories being marked “unsatisfactory” on the evaluation form. To be marked “unsatisfactory” for a category, the majority of the items under that category must be marked “unsatisfactory”.

☐ **ACTION PLAN:**

An Action Plan, specifying the area(s) of deficiency and identifying the supervisor’s recommendations to help the individual improve performance, must accompany any evaluation for a permanent unit member that contains an “overall unsatisfactory” rating. The evaluator shall provide written notice of a deficiency that may lead to an overall unsatisfactory evaluation by no later than April 1 in the evaluation year.

☐ **PAR REFERRAL:**

Any permanent teacher who receives an “overall unsatisfactory” rating in the summary evaluation in the areas of subject matter knowledge, teaching strategies, or teaching methods. These areas are defined by Standards 1 through 4 of the evaluation form and 3 of the 4 standards must be marked “unsatisfactory”. These teachers must be referred to the PAR Program.

My signature acknowledges this document was presented to me on the date below. It does not mean that I agree to the content of the document and I reserve my right to attach a rebuttal to this document.

Employee Signature:

Date:

Reviewer Signature:

Date:



EST. 1895
REDWOOD CITY
SCHOOL DISTRICT

TEMPORARY/PROBATIONARY TEACHER EVALUATION

TEACHER NAME:	Last: First:
LOCATION:	
GRADE & COURSE TITLE:	
DATE OF REVIEW:	
REVIEWER NAME:	

CSTP STANDARD 1:
ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING.

Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student’s participation, engagement, connection, and sense of belonging.

SCORE KEY: *U=Unsatisfactory (0), DBP=Developing Beginning Practice (1), S=Satisfactory (2), IMP=Integrating Mature Practice(3), NO=Not Observed.*

U (0)	DBP (1)	S (2)	IMP (3)	NO
----------	------------	-------	------------	----

Element 1A: Focus on Students. Teachers 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.

Element 1B: Knowledge of Students. Teachers 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.

Element 1C: Student Backgrounds and Family engagement. Teachers 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.

Element 1D: Diversity and Equity. Teachers are 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.

Average Score:

COMMENTS:

CSTP STANDARD 2:

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

Teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency, voice, identity, and development and promotes equity and inclusivity.

SCORE KEY: U=Unsatisfactory (0), DBP=Developing Beginning Practice (1), S=Satisfactory (2), IMP=Integrating Mature Practice(3), NO=Not Observed.

U (0)	DBP (1)	S (2)	IMP (3)	NO
----------	------------	-------	------------	----

Element 2A: Learning Environment. Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social-emotional growth.

Element 2B: Student Behavior. Teachers 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.

Element 2C: Organizational and Resource Management. Teachers 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.

Element 2D: Inclusive Environment. Teachers 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.

Average Score:

COMMENTS:

CSTP STANDARD 3: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

Teachers integrate content, processes, materials, and resources into coherent, culturally relevant, and equitable curricula that engages and challenges students to develop the academic and

social–emotional knowledge and skills required to become competent and resourceful learners.

SCORE KEY: *U=Unsatisfactory (0), DBP=Developing Beginning Practice (1), S=Satisfactory (2), IMP=Integrating Mature Practice(3), NO=Not Observed.*

**U
(0)**

**DBP
(1)**

S (2)

**IMP
(3)**

NO

Element 3A: Knowledge of Subject Matter and Pedagogy. Teachers 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.

Element 3B: Connecting Subject Matter to Real-World Contexts. Teachers engage students in real-world applications and leverage students’ unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.

Element 3C: Curriculum and Resources for Specific Students and Student Groups. Teachers 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.

Element 3D: Content and Skills across Subjects. Teachers 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.

Element 3E: Curriculum Materials and Resources. Teachers 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.

Average Score:

COMMENTS:

**CSTP STANDARD 4:
PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL**

STUDENTS

Teachers set a purposeful direction for instruction and learning activities, intentionally planning and enacting challenging and relevant learning experiences that foster each student's academic and social-emotional development.

SCORE KEY: *U=Unsatisfactory (0), DBP=Developing Beginning Practice (1), S=Satisfactory (2), IMP=Integrating Mature Practice(3), NO=Not Observed.*

U (0)	DBP (1)	S (2)	IMP (3)	NO
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Element 4A: Planning Instruction for Student Learning. Teachers 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.

Element 4B: Designing and Developing Instruction for Student Learning. Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.

Element 4C: Facilitating Instruction for Student Learning. Teachers 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.

Element 4D: Adapting Instruction for Student Learning. Teachers 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.

Average Score:

COMMENTS:

CSTP STANDARD 5: ASSESSING STUDENTS FOR LEARNING

Teachers employ equitable assessment practices to help identify students' interests and abilities, to

reveal what they know and can do, and to determine what students need to learn. Teachers use varied assessment information to advance and monitor student progress as well as to guide their own and students' actions to improve learning experiences and outcomes.

SCORE KEY: <i>U=Unsatisfactory (0), DBP=Developing Beginning Practice (1), S=Satisfactory (2), IMP=Integrating Mature Practice(3), NO=Not Observed.</i>	U (0)	DBP (1)	S (2)	IMP (3)	NO
Element 5A: Understanding and Using Assessments. Teachers 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.					
Element 5B: Interpreting and Using Assessment Data to Inform Student Learning. Teachers 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.					
Element 5C: Communication of Assessment and Data. Teachers 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.					
Element 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.					
Average Score:					
COMMENTS:					

**CSTP STANDARD 6:
DEVELOPING AS A PROFESSIONAL EDUCATOR**

Teachers develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacities, leadership development, and personal well-being. Doing so enables teachers to support each student to learn and thrive.

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U (0)	DBP (1)	S (2)	IMP (3)	NO
----------	------------	-------	------------	----

Element 6A: Reflection on Practice. Teachers continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.

Element 6B: Focused Professional Learning. Teachers 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.

Element 6C: Collaboration with Colleagues. Teachers 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.

Element 6D: Collaboration with Families, Guardians, and the Community. Teachers 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.

Element 6E: Ethical Conduct and Professional Responsibilities. Teachers 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.

Element 6F: Activating Access and Equity. Teachers 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.

Element 6G: Personal Growth and Well-Being. Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional

wellness.					
Average Score:					
COMMENTS:					

STANDARD 7:			
OTHER			
SCORE KEY: U=Unsatisfactory (0), S=Satisfactory (1), NS=Not Scored	U (0)	S (1)	NS
7.1: Maintains a professional record of punctuality and attendance.			
7.2: Adheres to school site policies and directives.			
7.3: Abides by adopted Board of Education policies and procedures.			
7.4: Assumes and completes school-related assignments (e.g. yard supervision, etc.)			
7.5: Meets professional standards in personal appearance and grooming.			
7.6: Provides necessary plans and materials for a substitute.			
Average Score:			
COMMENTS:			

OVERALL EVALUATION

OVERALL RATING: Satisfactory/Consistent Application of Standards, Overall Unsatisfactory

An “overall unsatisfactory” summary evaluation for permanent unit members shall consist of three or more of the seven CSTP evaluation categories being marked “unsatisfactory” on the evaluation form. To be marked “unsatisfactory” for a category, the majority of the items under that category must be marked “unsatisfactory”.

☐ **ACTION PLAN:**

An Action Plan, specifying the area(s) of deficiency and identifying the supervisor’s recommendations to help the individual improve performance, must accompany any evaluation for a permanent unit member that contains an “overall unsatisfactory” rating. The evaluator shall provide written notice of a deficiency that may lead to an overall unsatisfactory evaluation by no later than April 1 in the evaluation year.

☐ **PAR REFERRAL:**

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My signature acknowledges this document was presented to me on the date below. It does not mean that I agree to the content of the document and I reserve my right to attach a rebuttal to this document.

Employee Signature:

Date:

Reviewer Signature:

Date:

This alternative option (Option I) must be based on the six standards of the CSTP. Unit members and evaluators will mutually select two standards from the CSTP to use as a focus for one of the following options. All six standards will, however, be kept in mind and generally addressed. All temporary and probationary employees will be evaluated using the Option I evaluations below.

 EST. 1895 REDWOOD CITY SCHOOL DISTRICT OPTION II	TENURED TEACHER EVALUATION
--	--

TEACHER NAME:	Last: _____ First: _____
LOCATION:	
GRADE & COURSE TITLE:	
DATE OF REVIEW:	
REVIEWER NAME:	

Permanent unit members, who choose to, may select one of the options below providing they

- a) have taught 3 years in the RCSD and
- b) had a satisfactory rating on their last evaluation.

Suggested Options:

- Teacher maintained journal
- Videotape or audiotape feedback
- Observation and modeling of another teacher
- Teacher maintained portfolios
- Partner collaboration support
- Own design/ Other methods as agreed to by the unit member and the evaluator

Option II ideas and design are welcome, however, they all must, adhere to the following specific criteria:

- be based on **on-going** collaboration between the evaluatee and evaluator
- formally address two standards from the CSTP
- describe involvement of outside sources
- determine specific evidence that will assess measurable outcomes
- be submitted in writing on the appropriate form
- be signed by all participants

Selection of Evaluation Type	Form A
<u>For Permanent Unit Members due to be evaluated</u> My choice of evaluation type for this academic year is Option II.	
Last Name:	First Name:

Evaluatee's Signature:	Date:
Evaluator's Signature:	Date:

Individualized Certificated Evaluation Plan

Evaluatee Last:	Evaluatee First:
Evaluator:	

Professional Goals/s Subject Area (2):	
Plan:	Support Needed:
Anticipated Impact on Students:	
Evidence:	

Evaluation Report Final Conference

Evidence of Goal Completion Evaluatee's Signature:	Signature provided by Evaluatee:	Date:
Evaluator's Signature:		Date:
Comments by Evaluatee:		
Comments by Evaluator:		

Evaluation of Certificated Personnel- (Non- Management)

Evaluatee Last:	Evaluatee First:
Grade level:	Assignment:
Evaluation Date:	Conference Date:
Evaluator:	Location:

Summary:

Recommendation by the Evaluator: Integrating mature practice/Consistent Application of Standards/Developing
Beginning Practice/Unsatisfactory

Evaluator's recommendation for Future Evaluation Option: Option I or Option II

Evaluatee's Signature:		Date:
Evaluator's Signature:	Step 4 evaluator	Date:

The Evaluatee's signature does not constitute an endorsement of the evaluator's statement; only that this evaluation has been received. Written comments may be made by the Evaluatee and attached to this document. Such attachments should be received by the Personnel Department within 10 working days.



EST. 1895
REDWOOD CITY
SCHOOL DISTRICT

Alternate Year Certificated Evaluation

9.1.3 A unit member with permanent status **may** be evaluated every four (4) years if that individual has been employed in the District for at least ten (10) years, has been certified as “highly qualified” according to state and federal procedures, has achieved an overall “satisfactory” rating in the previous evaluation, and has obtained the written agreement of the evaluator. This designation must be put in writing and placed on file with the District Personnel Office. A unit member may be removed from this frequency of evaluation at the end of a school year upon the request of either the unit member or the evaluator.

Last Name:

First Name:

Location:

Evaluation Year:

	Has permanent status
	Has been employed by the district for at least 10 years
	Has been certified as highly qualified
	Has achieved an overall satisfactory rating on the previous evaluation

Administrator:

Date:

Unit Member:

Date:

Senior Credential Analyst:

Date:

Deputy Superintendent:

Date:

APPENDIX E: GRIEVANCE FORMS: INFORMAL STAGE

REDWOOD CITY SCHOOL DISTRICT

Redwood City, California



Grievance Form- Informal Stage

Submission of Potential Contract Dispute to Immediate Supervisor

(All portions of this section must be completed by employee)

Employee Name:

Work Location:

Date:

Date of presentation of this form to immediate supervisor:

Date of immediate supervisor written decision received by employee and copied parties(see below):

Specific Contract Violation:

Article: Section:

Date of alleged contract violation:

Statement of Grievance:

Remedy Sought:

Type Association representative's name(if applicable):

Type Employee's Name:

Immediate Supervisor's Response (to be completed within (7) days of submission of this form:

Date:

Typed Name of Supervisor:

Copies to: Immediate Supervisor, Employee, Human Resources, Assoc. Grievance Chair and Employee's Association Representative.

APPENDIX E: GRIEVANCE FORMS: LEVEL 1

REDWOOD CITY SCHOOL DISTRICT

Redwood City, California



Grievance Form- Level 1

Submission of Complaint to Immediate Supervisor

(All portions of this section must be completed by grievant)

Employee Name: Work Location: Date:

Date informal stage initiated

Date Informal stage decision

Specific Contract
Violation:

Article:

Section:

Date of Violation:

Statement of Grievance

Remedy Sought

Typed Conferee's Name (if applicable):

Typed Grievant's Name:

Immediate Supervisor's Response

(To be completed within 7 days of submission of complaint Response)

Date:

Typed Name of Supervisor

Copies to: Immediate Supervisor, Grievant, Human Resources, Grievance Chairperson, Conferee

APPENDIX E: GRIEVANCE FORMS: Level 2

REDWOOD CITY SCHOOL DISTRICT

Redwood City, California



Grievance Form- Level 2

Appeal to Superintendent

(All portions of this section must be completed by grievant and a copy of Level 1 Grievance form attached)

Employee Name: Work Location: Date:

Reason for Appeal

Remedy Sought

I will

Type Conferee's Name

Type Grievant's Name

Grievant shall send this to the Superintendent and to Human Resources

Superintendent's response

(to be completed within 5 days of appeal to the superintendent)

Response

Date

Typed Name of Superintendent

Copies to: Superintendent, Immediate Supervisor, Grievant, Human Resources, Grievance Chairperson, Conferee

APPENDIX F: SAFETY CONCERNS FORM

Please report all safety concerns to your Office Manager and/or Site Administrator. This person will complete the online report which will immediately report the problem to Facilities for investigation. Please include the details below.

To: Site Admin

From:

Date:

School:

Please describe your concern:

Location of Problem: **Room #** _____ **Location if outside** _____

Redwood City School District

And

Redwood City Teachers Association

Tentative Agreement

APPENDIX G: STIPENDS FOR DUTIES OUTSIDE REGULAR RESPONSIBILITIES

Effective July 1, 2025

APPENDIX G: STIPENDS FOR DUTIES OUTSIDE REGULAR RESPONSIBILITIES

Hourly or Per Diem Rates

*Retention/Supplemental Instruction *The hourly rate for instruction includes preparation time.	\$65 per hour, with written prior approval from the supervisor
Homework center	\$55 per hour with written prior approval from the supervisor
Summer/Intersession School (see section 6.9)	\$60 per hour
Hourly payments (meetings, trainings, tasks)	\$55 per hour with written prior approval from the supervisor
Attendance at conferences/events on non-scheduled days	\$150 per day with written prior approval from the supervisor
Section 4.1.3 per diem Individual teacher's rates: 4.1.3 Bargaining unit members shall receive compensation commensurate with their placement on the regular salary schedule for any professional obligation assigned by management, which requires the use of weekends, holidays, or regular vacation periods where attendance is necessary to	Per diem rate with written prior approval from the supervisor

the successful implementation of an assigned responsibility. This provision may be waived under certain circumstances as decided by the District and the Association to the mutual benefit of both parties.	
Overnight Field Trips	\$250 per day with written prior approval from the supervisor
Teachers who are directed by a supervisor and required to move 2 days at a per diem which can include weekends	Per Diem Rate (2 days)

Stipends

Effective July 1, 2025

Textbook Adoption Pilot per teacher	\$2,500 per year
Student Work Analysis-(can also be for Lead Teachers or Instructional practice analysis)	\$2,000 per year
Voluntary Grant Stipends	As specified by the grant and with written prior approval from the supervisor
Yearbook Production outside of work hours	\$5,000 per year, with written prior approval from the supervisor
BCLAD Stipend for those teacher utilizing their BCLAD authorization in a classroom setting	\$2750 paid over 10 months
Combination Class Stipend	\$2750 paid over 10 months
Classroom SDC and RSP Teacher Stipend	\$2750 paid over 10 months
Master's Stipends (per Master's Degree)	\$2,000
Doctorate Degree (per Doctorate Degree)	\$2,000
ASHA Certification for SLP Teachers	\$2,000

National Board Certification	\$2,000
Induction Mentor	\$2,800 for one candidate; \$2,300 for each additional candidate
8.4.4 Stipend for Exceptional Circumstances	\$750

Stipends other than above, may be paid only when reduced to writing and signed by the site administrator, the teacher, and the District Business Office. The Association will receive a copy of such stipend agreements.

APPENDIX I: PREGNANCY LEAVE AT A GLANCE CHART

Type Of Leave	Description Of Leave	Duration Of Leave	Pay/Benefit Status
LEAVE WITHOUT PAY FOR CHILD BEARING PREPARATION	Used when the employee wishes to cease work without a doctor's authorization to prepare for bearing a child.	From time employee wishes to begin leave until time employee wishes to return. No more than the remainder of the school year.	No pay or benefit coverage. Employee cannot use accrued sick leave.
LEAVE FOR PREGNANCY DISABILITY	Used when the employee is physically unable to work because of pregnancy or childbirth.	From time the doctor indicates that the employee stop working until the doctor authorizes a return to work – usually 6 weeks after the birth.	Employee can use sick leave. Full pay (if employee has enough accrued sick leave) or differential pay. Benefits coverage if employee is in a pay status. (If the employee has no sick leave, the 5 month differential pay may apply if the employee is disabled.)
CHILD BONDING LEAVE	Used for bonding with a newborn or recently adopted child.	Up to <u>twelve weeks</u> . <u>Runs at the same time as CFRA.</u>	Employee can use <u>sick leave and differential</u>
CHILD-REARING LEAVE	Used when an employee needs <u>additional</u> leave for child rearing or adoption of child, or in the event of a spouse's death during childbirth. Employee <u>must</u> first <u>use</u> bonding leave.	For the remainder of the current school year. Can be renewed for one additional year.	No pay or benefit coverage. Employee cannot use accrued sick leave or differential leave.
FEDERAL FAMILY AND MEDICAL LEAVE ACT (29 U.S.C SECTION 2611); CALIFORNIA FAMILY RIGHTS ACT (Government Code Section 12945.2)	Used when an employee needs leave for a serious condition including pregnancy related disability. Also used for bonding with a newborn or recently adopted child.	Up to 12 weeks. Employer can designate FMLA leave during pregnancy disability leave, but cannot designate CFRA leave during pregnancy disability leave. (For example, employee could take four months disability leave if actually disabled, and an additional 12 weeks fo CFRA bonding leave.	Employee can use sick leave. Full pay (if employee has enough in accrued sick leave) or differential pay. Employer must continue employee health benefit coverage regardless of pay status. (If the employee has not sick leave, the 5 month differential pay may apply if the employee is disabled.)
CALIFORNIA PREGNANCY DISABILITY LEAVE (Government Code Section 12945)	Used when an employee is disabled due to pregnancy, childbirth, or related medical conditions.	Up to four months.	Employee can use sick leave. Full pay (if employee has enough accrued sick leave) or differential pay. Employer must continue employee health benefit coverage regardless of pay status. (If the employee has no sick leave, the 5 month differential pay may apply if the employee is disabled.)

APPENDIX J: RCSD EXCEPTIONAL CIRCUMSTANCES APPLICATION

Please complete the information on the back of this form and submit it directly to Wendy Kelly, Deputy Superintendent located at the Redwood City School District Office, 750 Bradford Street, RWC, CA 94063 or by email at wkelly@rcsdk8.net.

RCSD Exceptional Circumstances Application

(Please provide concrete and supportive evidence)

1. Teacher Information:

Name

Grade

School

Remedy already offered by site Administrator:

Names of all Teachers at this grade level at your site	Number of students

2. How much planning time per week are you using for this student in addition to planning for your class (Please explain how much more planning time the exceptional student requires, and document the types of planning you are conducting)?

3. Describe planning needs for this student (i.e. creating supplemental instruction, copies, supports, etc.):

4. How much demands on physical space to accommodate equipment required by student? What space/equipment does the student require?

5. How much has your meeting time and/or support needed to accommodate the needs of student(s) with added support personnel increased?

Please document the dates, the type of meeting, and the duration of the meetings thus far (Please feel free to attach additional dates to this form):

Date/Type of Meeting	Duration of Meeting	People in Attendance

Date conferred with Principal:

Any additional information you wish to provide:

Please circle which remedy you are seeking:

- 1) An annual stipend of \$750
- 2) Additional release time of at least one day per month; a maximum of 10 release days per year
- 3) Other relief at unit member's discretion with similar costs which alleviates the Exceptional Circumstances such as aide time, training as designated by the teacher.
- 4) Additional professional development to support assigned students.

Administrator Signature of Approval:

Funds to be paid out of _____ Site budget

Date:

After Administrator approval, please send this form directly to Wendy Kelly, Deputy Superintendent located at the Redwood City School District Office, 750 Bradford Street, RWC, CA 94063 or by email at wkelly@rcsdk8.net.

MEMOS/LETTERS OF UNDERSTANDING/TENTATIVE AGREEMENTS

REDWOOD CITY SCHOOL DISTRICT

June 19, 2007

The RCTA and the District met and discussed the impact of the implementation of the District's Program Improvement Plan. The negotiating parties reached the following understandings, and will modify the terms of the Collective Bargaining Agreement for those items that impact mandatory subjects of negotiations.

- 1) Obligations of District Administrators and Teachers to Eliminate Work Obligations When Adding New Programs
 - a) Both parties recognize the obligation in the Side Letter to assure that duties and responsibilities are adjusted downward when any new program or duty is added.
 - b) The District will review its obligations under the Side Letter regarding teacher workload.
- 2) Mandatory Trainings for LA , Math , Special Ed teachers (etc.) including trainings for Houghton-Mifflin Program, Prentice-Hall 6-8 Program, Language Exclamation. Math Boards and Language Boards etc.
 - a) Training for the H-M and P-H Programs, the Math Boards and Language Boards is mandatory, and should be completed by each teacher by the end of the 2007-08 school year.
 - b) The District will provide the following training options for all mandatory trainings:
 - Released time through substitute teacher during 2006-07 and 2007- 08 or
 - Paid training on selected Saturdays; or
 - Paid training during the summer break period.
 - c) The District's training module for Math Boards and Language Boards is in the process of completion, and will be communicated to the teachers as soon as the module is completed. This will include District templates for white boards.

- d) The district will provide a binder, for teacher use, containing a bank of daily curricula for Math Boards and Language Boards during the summer of 2007
- e) Individual planning time for HM and PH counts toward the 80 hour practicum. Any time spent in planning and prepping for HM and PH shall count toward completion of the 80 hours of practicum. The teacher shall provide notes and time spent as to what was done.

3) Communications from the District Office to Teachers Regarding PI Matters

- a) The District will establish a regular and centralized method of communicating issues and developments regarding PI Status. This should include district electronic bulletin board, direct e-mail as well as a quarterly printed update for each member (Aug., Nov., March, and June).
- b) For the school year 2007-2008 the Assistant Superintendent will conduct optional grade level meetings to disseminate information to teachers. Teachers will receive a stipend as per the contract.
- c) The District Administration will communicate to each teacher the curriculum and training requirements. This definitive letter will explain Houghton-Millflin, Prentice-Hall, Math Boards and Language Boards requirements.
- d) Included in the above communications will be information informing teachers of the materials and other supplies needed and available for full implementation. These materials will be provided to the teachers at no expense to the teacher or his or her department.

4) Rate of Pay for Training on Saturdays and during Summer

- a) HM and PH training - Includes 40 hours training paid per diem with 80 hours practicum completed within one year. Currently SALT, Front loading and ELL trainings are paid at per diem and count toward the 80 hours practicum. Optional grade level district wide meetings paid at contract amount.

- b) If a teacher opts for Saturday or Summer training, the teacher's per diem rate and mileage for travel outside of Redwood City as allowed by the collective agreement.
- c) Training time: not to exceed 6 hours and 15 minutes, including lunch and breaks; plus a homework assignment that should not exceed regular work hours as defined in Section 4.1 of the Collective Agreement.
- d) All trainings will be offered during the regular working hours.

5) Grade Level or Grade Level Cluster Lead Teachers

- a) There will be a lead teacher for each grade level or grade level cluster at each school. (ex. Cluster leader for grades 3-5 in some schools)
- b) Lead teachers to meet between 4-6 week intervals during the workday.
- c) Lead teachers to disseminate information to grade level teachers at their sites
- d} Lead teachers to receive \$1,000 annual stipend.
- e) Lead teachers will be selected through a panel of up to three site teachers selected by name drawing, if needed of interested panelists. These panelists will interview lead teacher applicants along with site principal, with principal making the final decision.
- f} Lead teacher positions to be advertised in July letter to teachers who have attended trainings.

6) Meeting Time Obligations

- a} The District will adhere to the number of meetings as stated in the collective agreement.

- b) The District administration will closely monitor the contract's limits on meetings to insure that there are no violations at any site. The Association will report to the District any violation of the contractual meeting limits.

7) Combination Classes

Principals should make all efforts to avoid combination classes at PI schools where H-M is being taught. If a combo class cannot be avoided, then teachers at the affected grade levels will rotate responsibility of combo classes on a yearly basis. Teachers teaching combo classes will be provided with one sub day per month for planning.

8) Workload Survey

For teachers implementing HMor PH for the first time in September 2007 a survey will be conducted during the first two months of instruction to determine added workload regarding HM or PH implementation. These results will be used to insure workload accountability per Impact Analysis of

Additional Instructional Programs on Teacher Workload in the current contract Letter of Understanding.

The district and representatives of RCTA :appointed by the President of RCTA will develop the survey and analyze the results of the additional workload . This information will be brought to negotiations to negotiate the impact of any increase in workload.

Dated: June 19, 2007

LETTER OF UNDERSTANDING

The following understandings were reached in the process of negotiations over the successor Collective Agreement. These understandings are not included as part of the Collective Agreement.

1. For purposes of establishing a baseline of total annual instructional minutes in Section 4.1.2, the District will compile the minutes for each school for 2003-04. This information shall be given to the Association President for verification. Once verified, this record shall be kept as the baseline for each school for measurement under Section 4.1.2.
2. Upon written approval of the Assistant Superintendent of Personnel, School Nurses who volunteer may be eligible for up to five (5) additional work days, pursuant to Section 4.1.3.
3. The negotiating parties agree to support the continuing work of the Special Education Advisory Committee, which is comprised of representatives of the District administration, RCTA, CSEA, and staff from the general education and special education.

The Advisory Committee will study and make recommendations regarding those issues that the Committee previously identified, including collaborative/resource teacher work load, dispensations of medications by teachers, communications between regular education teachers and resource teachers, the allocation of resource teachers at the middle school, the assessment of students with emotional/psychological disabilities, the class size for regular education classes that have SDC students, and the transition procedures from special education.

In addition the Advisory Committee will undertake the biannual publication of the Committee's recommendations, will review the current teacher binder on student special education referral/assessment/discipline, and will provide the training of the general education staff on the Committee's findings and recommendations.

4. To the extent that mandatory subjects are impacted, the Association agrees with the District's policy on the use of District electronic mail and the content of individual agreements with each unit member.
5. Impact Analysis Of Changes To Instructional Programs On Teacher Workload

- A. The District administration will be responsible for written impact analysis on teacher workload of any addition to or change in instructional programs. If the change is generated at the site level, then the site principal shall be responsible for the analysis. If the change is generated at the District level, then the Superintendent or designee shall be responsible for the analysis.
- B. Except in cases of emergency outside the District's control, the written analysis shall be done before the implementation of the change shall involve feedback from the impacted teachers, and shall contain the following information:
- A brief description of the change in the instructional program;
 - A description of the teachers involved with the change (for example, intermediate grade math teachers; grade 6-8 middle school teachers; K-3 Selby Lane teachers);
 - A brief description of the impact on the teachers' workload or work time, including an attempt at quantification of the work that is:
 - similar in nature but increased;
 - similar in nature but eliminated; and
 - of a significantly different nature.
- C. The District shall submit the impact analysis to the Association President. If the Association identifies an impact on mandatory subjects of negotiations, then upon written request of the Association President, the District will meet with the Association over the increase in workload or other impacts on mandatory subjects.
- D. Section 1 of this Letter of Understanding will be subject to Article 15, the grievance/arbitration provision.
7. The District and the Association will each appoint representatives to an informal study regarding the implications of changing the student-contact limits for middle school and middle-grade teachers.

Expiration Date: June
30, 2009

REDWOOD CITY SCHOOL DISTRICT
750 Bradford Street • Redwood City • CA 94063 (650) 423-2200 FAX: (650) 423-2204



May 9, 2024

Re: RCTA/RCSD Memorandum of Understanding

Effective 7/1/2024, the District would like to increase the TK-8th grade retiree teacher substitute daily rate from \$275 per day to \$315 per day.

RCTA: 
Signed: _____
Erinn Washburn RCTA President

Date: 5/9/2024

District:


Signed: _____
Wendy Kelly, Deputy Superintendent

Date: 5/9/2024

January 12, 2023

Re: RCTA/RCSD Memorandum of Understanding

Pending Board approval, the District and RCTA agree to increase the TK-8th grade teacher work year from 187/188 days to 189/190 days in order to obtain additional time for professional development for RCTA Teachers. These two days will increase non-instructional work days from 7 days to 9 days.

An increased salary adjustment of 1.07% will be made to all certificated TK-8th grade classroom teachers and TOSAs affected and the salary schedule will be adjusted.

For the 2023-24 school year, these days will be placed on August 8 and August 9, 2023.

RCTA:

Signed: 
Erinn Washburn RCTA President

Date: 1/18/2023

District:

Signed: 
Wendy Kelly, Deputy Superintendent

Date: 1/18/2023

END OF RCTA CONTRACT