Contractual Agreement

Acalanes Education Association
Acalanes Union High School District

Lafayette, California

7/1/2026

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1. ARTICLE 1: AGREEMENT

1.1. This is an Agreement between the Acalanes Union High School District (hereinafter referred to as "District") and the Acalanes Education Association/CTA/NEA (hereinafter referred to as "Association") effective July 1, 2021 through June 30, 2027.

2. ARTICLE 2: RECOGNITION

2.1. The District confirms its recognition of the Association as the exclusive representative for regular day school teachers, ACIS (Independent Study) teachers, librarians, nurses, guidance counselors, wellness coordinators, psychologists and speech therapists (collectively hereinafter referred to as "unit members").

3. ARTICLE 3: SALARIES

3.1. The salary schedules and salary classifications requirements of all unit members are set forth in Appendix A (Salary Schedules), Appendix B (Schedule B Salary Schedule), Appendix C (Extra Duty Paid Assignments).

3.2. Unit members whose assignment is less than full time will be paid in direct proportion to the FTE assigned.

3.3. The certificated salary schedules for teaching positions, counselors, and psychologists shall be according to the revised schedules in Appendix A.

3.4. Step assignment and movement is based on the number of years of experience in another public or private school while possessing a valid California Teaching Credential or experience in another state while holding a credential recognized for reciprocity by the California Commission on Teacher Credentialing. New certificated employees hired by the district may transfer up to 10 years of teaching service. That number can be exceeded by mutual agreement between the District and AEA President/Designee.

3.5. Unit members who qualify for column increase shall be paid the increased salary beginning the first day of the month following the time the employee submits proof of this increase (Ed Code 45048). Such pay shall begin no later than three pay periods or three months whichever is longer.

3.5.1. All of the following count as units towards column movement

3.5.1.1. Semester units (or their equivalent) above a bachelor's degree earned at a college or university in the field in which a certificated employee is credentialed or teaches.

3.5.1.2. Semester units (or their equivalent) above a bachelor's degree earned at a college or university outside of the field in which a certificated employee is credentialed provided it is relevant to the employee's professional development or the employee has obtained prior approval from the district personnel administrator.

3.5.1.3. Educational travel related to the employee's teaching or credential subject provided prior approval was obtained from the district personnel administrator. Units shall be awarded based on one unit per 15 hours of travel with a maximum of two units that can be received per trip. The maximum number of units that can be earned through educational travel by any individual is six.

3.5.1.4. Workshop or professional development hours related to the employee's teaching or credential subject. One unit per 15 workshop hours shall be granted provided that the expense of the workshop (if any) is paid for by the employee and the activity takes place outside of contract hours. The employee must receive prior approval from the district personnel administrator unless the workshop is offered by the district in which case approval is implied.

3.6. The yearly stipend for a MA, MBA or its equivalent shall be paid per Schedule B. The yearly stipend for a Ph.D., JD, Ed.D., or its equivalent shall be paid as per Schedule B.

4. ARTICLE 4: ASSOCIATION ORGANIZATION

4.1. Organizational Security

4.1.1. The Association will provide a list of members and the amount to be deducted to the District. Pursuant to such authorization, the District shall deduct monthly dues from the regular salary check of the unit member

4.1.2. . Such deduction shall be made only upon the authorization of the Association

4.1.3. The District shall not be obligated to put into effect any new, changed, or discontinued deduction until notification by the Association.

4.1.4. At the start of the school year, when the staffing list is periodically updated, and by request, the Association will be provided a list of staffing and new hires including names, addresses, employment status, and full-time equivalencies of unit members.

4.1.5. Any unit member who is paying membership dues may stop making those payments by giving written notice to the Association during the period not less than thirty (30) and not more than more forty-five (45) days before (1) the annual anniversary date of the unit member's authorization. The Association shall notify the District in writing of the change and the District will honor the unit member's deduction authorization, pursuant to the Union's notice to the District.

4.1.6. With respect to all sums deducted by the District pursuant to Section 4.1.1, 4.1.2 and 4.1.4 of this Article for membership dues, the District agrees to remit such monies to the Association monthly accompanied by a list designating unit members for whom such deductions have been made.

4.1.7. The Association agrees to furnish any information needed by the District to fulfill the provisions of this Article. The District will provide the association with access to New Employee Orientations for the purpose of providing information to new hires. The Association will be provided at least 10 days advance notice before the Employee Orientation.

4.1.8. The Association shall indemnify, defend and hold harmless the District, its Board members, its Superintendent, and its Assistant Superintendent, Business Services against any court action or proceeding before the Public Employment Relations Board challenging the legality or constitutionality of the Association Organization article of this Agreement or its implementation.

4.1.9. The Association shall have the exclusive right to decide and determine whether any such claim or suits referred to in the above paragraph shall or shall not be compromised, resisted, defended, tried or appealed, but shall consult with the District prior to making such decision or determination.

4.1.10. Upon request, the District agrees to grant release periods for Association officers to perform unit business. The Association shall reimburse the District for release periods at the rate for Column C, Step 5 of the salary schedule. At the AEA'S request, the Association president and vice president teaching schedules shall be coordinated as necessary.

4.2. Association Operations

4.2.1. As a basic operating principle, the District and the Association believe that a collaborative approach to settling issues is preferable to both parties seeking legal remedies for routine situations. Unit members and Association representatives are encouraged to consult with site and District administration regarding any issue impacting his/her conditions of employment.

4.2.2. The District will provide access to and use of school facilities, subject to applicable codes and policies. The Association may schedule meetings utilizing district facilities during non-working hours, as long as the facility is available and does not conflict with previously scheduled events. The Association may meet with unit members during their duty free lunch-time at the discretion of the members.

4.2.3. Association representatives, who are not members of a particular school staff, shall have access to a campus during reasonable times during a school day, as long as they have signed in with the main administrative school office and the visit does not interrupt classroom instruction.

4.2.4. Unit members may use District email, bulletin boards and school mailboxes for Association business, subject to applicable codes and policies.

5. ARTICLE 5: TEACHING HOURS

5.1. Unit Member's Workday:

5.1.1. The classroom unit members' workday shall include seven contiguously scheduled equal periods, only five of which shall be used for teaching. The other two periods shall be utilized primarily for preparation for classroom instruction. The classroom unit member assigned to work 1/5, 2/5 and 3/5 will be assigned one prep period, and the classroom unit member assigned to work 4/5 will be assigned 1 3/5 prep periods.

5.1.1.1. The classroom unit members' workday shall begin thirty minutes before the unit member's first scheduled period and end fifteen minutes after the last scheduled period of the day, including preparation period.

5.1.1.2. ACIS teachers shall have a minimum of four hours prep time on Mondays.

5.1.1.3. Teachers who are selected to serve on special assignment ("TOSA") are not eligible to teach a 6th period (1.2). Any exception to this must be made with approval both from the AEA president or designee and Human Resources.

5.1.2. The Non-Classroom Unit Member's Workday: Non-classroom unit members' include counselors, librarians, speech and language specialists, psychologist, inclusion specialists, nurses, and any other non-classroom unit member positions created by the Governing Board during the duration of this Agreement.

5.1.2.1. During the 186-day school calendar, the workday for non-classroom unit members begins thirty minutes before the unit member's first scheduled period and ends fifteen minutes after the 7th period or the employee's last scheduled period of the day.

5.1.2.2. Librarians' workday shall be the equivalent number of hours as those of other certificated, non-management employees.

5.2. Acalanes Center for Independent Study (ACIS) Unit Members' Work Day

5.2.1. Monday Work Day

5.2.1.1. ACIS teachers will report to work on Mondays. Teachers who are .20 FTE or .40 FTE may attend meetings virtually and do not have to report to campus.

5.2.1.2. There shall be up to two hours per month for staff meetings.

5.2.1.3. ACIS teachers shall have open office hours via a district approved online platform for at least one hour with students. In addition, teachers shall hold an in-person office hour as needed for student appointments. Their schedule will be developed collaboratively with other teachers and administration to ensure students have access to teachers as appropriate.

5.2.1.4. A full time FTE shall have a minimum of 4 hours of prep time on Monday. This will be prorated for part time teachers.

5.2.2. Tuesday-Friday work days

5.2.2.1. An ACIS teachers Tuesday through Friday work days shall start 30 minutes prior to their first scheduled period and end 15 minutes after their last scheduled period, including prep periods. Friday collaboration shall start at 7:30am

5.2.2.2. An ACIS teachers work week shall include a minimum of the following

5.2.2.2.1. 7 period days and/or block schedule days Tuesday through Friday

5.2.2.2.2. Friday morning collaborations with colleagues both at ACIS and comprehensive sites. Core teachers are required to collaborate Friday mornings. Collaboration may be with colleagues at the comprehensive sites or colleagues at ACIS. Part time teachers may collaborate with colleagues at the comprehensive sites with administrative approval. Mileage shall be reimbursed as a stipend based on the IRS mileage rate as stated in schedule B. Virtual collaboration may be approved on a case-by-case basis.

5.2.2.2.3. Any part time teachers who choose to collaborate off site will submit mileage reimbursement sheets.

5.2.2.3. AEA and the District agree to meet and confer about the ACIS school day schedule on a yearly basis.

5.3. Classroom Unit Member Teaching Six Periods: Permanent full-time classroom unit members may teach a sixth period based upon the following conditions:

5.3.1. If no qualified part time classroom unit member at the site or at other sites is interested;

5.3.2. The District shall notify the Association (AEA President or designee) when it seems imminent that a classroom unit member will be needed to teach a sixth period. A classroom unit member will only be allowed to teach a sixth period when all other possibilities have been exhausted;

5.3.3. A teaching assignment greater than five periods is open to a permanent classroom unit member with a "Overall Rating" of "Satisfactory" on his or her last evaluation (Form B) who is assigned to teach at the site in need. If more than one qualified classroom unit member volunteers to teach a sixth period, the following criteria, in the following order or preference, shall apply:

5.3.3.1. Availability of the classroom unit member;

5.3.3.2. Valid Credential;

5.3.3.3. Teaching experience in the subject area;

5.3.3.4. Seniority in the District;

5.3.3.5. If all candidates meet the criteria set forth in 5.2.3 equally, then the final recommendation rests with the principal.

5.3.4. Any teaching assignment greater than five periods shall be with Association approval.

5.4. Participation in co-curriculum activities: Unit members shall participate in the following activities:

5.4.1. Parent and student conferences scheduled at mutually agreed upon times.

5.4.2. Department, faculty, and other meetings held during the unit member's scheduled workday.

5.4.3. ACIS teachers shall participate in graduation ceremonies.

5.4.4. ACIS teachers will have open office hours on Mondays for at least one hour with students and as needed for student appointments. The schedule will be developed collaboratively with other teachers and administration to ensure students have access to teachers as appropriate.

5.4.5. Back-to-School night (one per year in the fall) and Open House (one per year in the spring).

5.4.5.1. The ending time for both Open House and Back to School Night will be no later than 8:30 pm. Unit members will be required to report no earlier than 6:00 pm for a maximum of two hours of assigned duty.

5.5. Extra Duty: Unit members shall participate in extra duty according to the following procedures:

5.5.1. Unit members shall be required to participate in no more than one duty per year. This shall apply to members at .80 FTE and above. Teachers who are .60 FTE, have off site ROP meetings, teach Essential Skills classes, or travel between sites are exempt from extra duty. .

5.5.2. In lieu of extra duties, ACIS members shall participate in graduation.

5.5.3. . A Principal or a designee and an AEA representative designated by the AEA president will develop a system that assures the equitable distribution of extra-duty assignments requiring faculty supervision. To allow for administrator and AEA collaboration, all efforts will be made to determine the upcoming year's calendar of extra duties prior to the end of the current school year. The Principal shall make the final decision on extra-duty assignments and AEA members will sign up at the start of the school year

5.5.4. Those unit members who supervise activities which are listed in Appendix C (Paid Assignments) shall be remunerated at the rates set forth in Appendix C. These supervisions will not be counted towards or assigned as Extra Duty.

5.5.5. Unit members who travel between two sites during the school day will be exempt from extra duty requirements at all sites where they work.

5.6. Substitution: When requested by an administrator any classroom unit member, including part-time classroom unit members, will substitute for another classroom unit member during his/her preparation period. All substitutions will be paid per Schedule B.

5.6.1. Unit members who travel between two sites during a school day will be the last asked to do prep period substitution at the school site where they have their prep period.

5.7. It is agreed that unit members who are asked by their supervisor to perform their normal work duties outside of their normal work year (e.g. 504 coordinators or nurses who work during the summer to prepare materials for the follow school year) will be paid at their per diem rate.

5.8. Unit members, who are required by their supervisor to travel between two sites during a school day, will receive a traveling teacher stipend on Schedule B paid on a monthly basis. The traveling teacher stipend includes all compensation associated with a split-site assignment, including mileage reimbursement.

5.9. New teacher orientation, held prior to the school year, will be compensated either at the District workshop rate or with professional growth units.

5.10. Block Scheduling: In schools which use block scheduling, the total teaching hours and total preparation time shall be equal in any one week, the time allotted in Section 5.1 of this Article. On minimum or shortened school days, the principal may establish a schedule that differs from the standard practice here described

6. ARTICLE 6: SCHOOL YEAR CALENDAR

6.1. The work year for teachers and all other certificated personnel who do not have extended year assignments shall be 180 teaching days, two (2) work days, one (1) institute day, and three (3) staff development days.

6.1.1. Teacher work days are primarily for the purpose for completing grading and other end-of-the-semester activities such as checking out. Barring emergencies, no required meetings shall be scheduled on these days.

6.2. The work year for counselors and psychologists shall be 193 service days, which include three (3) staff development days, noted in 6.1 above. The supervisor(s) for the school counselors and school psychologists shall meet with each employee on or before June 1 to schedule the dates to be worked beyond the 186-day school calendar for the upcoming school year.

6.3. Days or time served on extra assignments (such as summer school) shall not be counted as part of the teacher's work year.

6.4. The Association and the District shall meet prior to January 10 of each school year to mutually agree regarding the calendar for the following school year and a tentative calendar for the subsequent year.

7. ARTICLE 7 –LEAVES

7.1. Sick/Personal Necessity Leave

7.1.1. Each unit member has twelve days of sick/personal necessity leave per school year, which is accumulated from year-to-year without limit.

7.1.2. A unit member who has been employed for a period of one or more school years, and who subsequently accepts a position in another school district, shall have transferred with him/her to the second district the total amount of leave of absence for illness or injury to which he/she is entitled under Education Code Section 44978. Employees of other school districts who are employed by the Acalanes District will be credited with the accumulated number of days of sick leave recorded in former districts under Education Code Section 44979.

7.1.3. Unit members who are absent on account of illness or accident shall be entitled to differential compensation in accordance with Education Code Section 44977.

7.1.4. Unit members shall report their absences in advance to the Human Resources Department substitute system unless they are not able to do so because of an emergency.

7.1.5. After three consecutive days of absence due to illness or injury, unit members shall provide a doctor's certificate to Human Resources if requested.

7.1.6. Personal necessity leave may be used by unit members for family, personal, or religious obligations. For employees who want to take personal necessity in excess of two consecutive days, the employee shall inform site administrators and Human Resources as early as is feasible using the district form. In the event advanced notice is not feasible, employees should contact their site administrator.

7.1.7. In the event an employee is excessively absent (12 or more days in any one school year), a meeting with the employee may be requested by Human Resources to discuss excessive absenteeism.

7.2. Family Care and Medical Leave

7.2.1. Under the Federal Family and Medical Leave Act of 1993 (FMLA) and the California Family Rights Act, eligible employees are entitled to up to 12 work weeks of unpaid, job-protected leave within a twelve-month period for family and medical reasons in accordance with the policy outlined in Appendix D. The twelve month period shall begin with the first day of FMLA/CFRA leave. To be eligible for FMLA, an employee must have worked for the District for at least 12 months and have worked at least 1,250 hours over the previous 12 months.

7.2.1.1. Unit members who are absent on account of their own illness or accident shall be entitled to differential compensation in accordance with Education Code 44977.

7.2.1.2. Eligible employees can use up to 20 days of sick leave to care for the employee's child, spouse, or parent with a serious health condition.

7.3. Catastrophic Leave

7.3.1. Bargaining unit members may apply and be eligible to receive catastrophic leave pursuant to the following:

7.3.1.1. The unit member has exhausted all accrued sick leave.

7.3.1.2. The unit member has sent a letter requesting Catastrophic Leave and supporting materials to the District's Human Resources Department.

7.3.1.2.1. If the unit member is incapacitated, a letter requesting Catastrophic Leave and supporting materials may be sent by a member of the unit member's family, or by the Association.

7.3.1.3. The unit member has donated sick leave credits to the reserve during the period as defined in 7.3.7.

7.3.1.4. The unit member is suffering from an incapacitating illness or injury that is expected to continue for an extended period of time, i.e., for a minimum of twelve consecutive duty days as verified by an appropriate physician, and which prevents the unit member from performing his/her regularly assigned work.

7.3.1.4.1. Catastrophic leave may be taken on an intermittent basis, after the twelve (12) consecutive days, if verified by a physician. Intermittent leave will only be approved after the first twelve (12) consecutive days for treatment or conditions reasonably requiring non-consecutive absences that relate to the original catastrophic illness or injury, such as chemotherapy.

7.3.1.4.2. Catastrophic leave may also be used by unit members who have had to take a part time medical leave of absence because of a catastrophic illness, in order to bring the unit member up to their level of pay before taking the part time medical leave of absence, as set forth in Appendix L.

7.3.1.4.3. Medical verification shall set forth that there is an incapacitating illness or injury and expected length of absence. Examples of catastrophic illness or injury include, but are not limited to, long term illness and/or disabilities, such as cancer, heart attacks, and strokes; severe respiratory conditions; spinal injuries; and medical complications as a result of childbirth, which require the employee to miss a minimum of twelve (12) consecutive work days.

7.3.1.4.4. Maternity leave and catastrophic leave are not to be used concurrently.

7.3.1.4.5. If the Committee reasonably believes that the unit member may be eligible for disability allowance or disability retirement under STRS or Social Security, the Committee may request that the unit member apply for those benefits.

7.3.2. A unit member will be granted no more than 90 days of catastrophic leave per school year.

7.3.2.1. The 90 days may be used as percent increments for members on differential leave or a part time medical leave of absence in order to bring the unit member up to their level of pay before taking the part-time medical leave of absence.

7.3.2.2. Part time unit members may use catastrophic leave on a pro rata basis.

7.3.3. There is not a life-time maximum for days of Catastrophic Leave that may be granted to a unit member.

7.3.3.1. The Catastrophic Leave Committee may consider the number of days granted to a unit member in previous years when making decisions on Catastrophic Leave Requests.

7.3.4. Catastrophic leave shall be available after exhaustion of accrued sick leave per Appendix L.

7.3.5. Eligible members shall only be entitled to use catastrophic leave that is available in the bank.

7.3.6. Catastrophic Leave Committee: An Association-District Catastrophic Leave Committee comprised of three representatives from the Association, appointed by the Association President, and a non-voting member from the District, appointed by the Superintendent, shall administer the provisions of this article. The duties and obligations of this committee shall include the following:

7.3.6.1. Determine that the unit member is eligible for catastrophic leave, which may include a request for more information from the member's physician.

7.3.6.2. Determine the number of days to be granted, if any, considering such factors as the anticipated duration of the illness, subject to a 30-day review.

7.3.6.3. Monitor of the status of the catastrophic leave bank at all times.

7.3.6.4. Be bound by appropriate rules of confidentiality.

7.3.6.5. A unit member may reapply one time for the same condition to the Catastrophic Leave Committee, if she/he provides additional information. Barring significant change in the unit member's condition, additional applications will not be considered.

7.3.6.6. The decision of the Catastrophic Leave Committee is final.

7.3.7. Procedure for Contributing Catastrophic Leave Credit.

7.3.7.1. To be a member of the Catastrophic Leave Bank, unit members must contribute one sick leave day during an open enrollment period.

7.3.7.1.1. Catastrophic leave bank open enrollment periods begin on the first teacher work day and end September 30, or as specified by the Joint Association-District Catastrophic Leave Committee. This enrollment period is for new members or members who have not contributed since the last required enrollment period.

7.3.7.1.2. Unit members who do not contribute during an open enrollment period may not participate in the Catastrophic Leave program, and may not contribute until the next open enrollment period, as determined by the Committee.

7.3.7.1.3. Unit members hired after the start of the school year may contribute to the Catastrophic Leave Bank within the first 30 calendar days of employment.

7.3.7.1.4. Part-time unit members may contribute to the catastrophic leave bank on a pro rata basis during the open enrollment period.

7.3.7.2. If the number of days in the catastrophic leave bank falls below 50% of the bargaining unit member FTEs for two consecutive years, the catastrophic leave provision in this contract shall automatically be rescinded.

7.3.7.3. If the number of days in the bank drops below the equivalent of 50% of the bargaining unit, all members shall be required to contribute during the next open enrollment period to remain eligible for the bank from that point forward.

7.3.7.4. Days in the Catastrophic Leave Bank shall accumulate from year to year; however, such leave does not accrue to any individual employee.

7.3.7.5. Contributions of catastrophic leave credits are irrevocable.

7.3.8. Miscellaneous

7.3.8.1. Unit members receiving Workers' Compensation benefits for industrial illness/injury shall not be entitled to use catastrophic leave credit provided in this section.

7.3.8.2. Approval or denial of catastrophic leave request by the Association-District Catastrophic Leave Committee shall be final and not be subject to appeal or subject to Article 13-Grievance Procedure of this agreement.

7.3.8.3. Family Medical Leave Act (both Federal and California) leave for the employee's own serious health condition shall run concurrent with catastrophic leave after exhaustion of differential pay.

7.3.8.4. Unit members who exhaust their catastrophic leave and Family Medical Leave Act leave in one school year may continue their health and welfare benefits coverage by paying the appropriate premiums.

7.3.8.5. The Human Resources Department will notify AEA and the Catastrophic Leave Committee of the number of days in the Catastrophic Leave Bank by August 1st of each school year.

7.4. Maternity Leave

7.4.1. A unit member who is required to be absent from duties because of pregnancy, miscarriage, childbirth and recovering there from, shall be granted a leave of absence.

7.4.2. The length of the leave of absence, including the date on which the leave is to commence and the date on which the unit member will resume duties, shall be determined by the unit member and physician. A doctor's certificate indicating the date on which the leave is to commence and/or the date on which the unit member may resume duties shall be provided by the unit member when applying for maternity leave.

7.4.3. A unit member granted a maternity leave shall be entitled to receive the compensation and benefits as provided for by the California Pregnancy Disability Leave Act (PDLA). Eligible employees shall also be entitled to receive compensation and benefits as provided for by the Family Medical Leave Act (FMLA) and California Family Rights Act (CFRA)

7.4.3.1. Maternity leave is defined as the actual length of paid leave based on the physician's note. Maternity leave ends when the employee is medically able to return to work. Maternity leave is provided for under FMLA and PDLA, which run concurrently. During this time, the employee first exhausts all accrued sick leave and then receives differential pay. During this period, differential pay is defined as the employee's per diem rate less the full day, non retirees, first 20 day rate.

7.4.4. If an eligible new parent is medically able to return to work but wishes to remain on leave, up to 12 work weeks leave is provided for by the Maternity-Paternity Leave provision of CFRA. Per Ed. Code 44977.5 as amended by AB 375 , the Maternity-Paternity Leave provision will be paid leave; the employee first exhausts all accrued sick leave, then receives differential pay. During this period, differential pay is 50% of the employee's per diem rate.

7.4.5. Leaves of absence for disabilities caused or contributed to by pregnancy, miscarriage or childbirth, shall be treated the same as leaves for illness, injury or disability.

7.5. Paternity Leave (Child Bonding)

7.5.1. Eligible employees are entitled to up to 12 work weeks of paternity leave by the Maternity-Paternity Leave provision of CFRA. Per Ed. Code 44977.5 and as amended by AB 375, the Maternity-Paternity Leave provision will be paid leave; the employee first exhausts all accrued sick leave, then receives differential pay. During this period, differential pay is 50% of the employee's per diem rate.

7.6. Bereavement Leave

7.6.1. Each unit member is entitled to five days of bereavement leave of absence in case of the death of any member of their immediate family or the death of a person of significance to the unit member. Five additional days shall be allotted if the unit member is required to travel beyond the continental United States.

7.6.1.1. Should the member have used personal days to visit with the immediate family member or person of significance in the two weeks preceding the death, the member may designate them as bereavement as part of the leave allocated in 7.6.1. Such designation must occur within 30 days of the personal days taken. Per 7.6.1, no more than 5 bereavement days (or 10 for international) total may be used per death of a family member or person of significance.

7.6.2. No deductions shall be made from the salary of the unit member resulting from such leave of absence. Pay deductions shall be made for any days beyond those specified above on a per diem basis.

7.7. Industrial Accident Leave

7.7.1. Unit members shall be entitled to industrial accident and illness leave as authorized in Education Code Section 44984.

7.8. Regular Leaves of Absence

7.8.1. Regular leaves of absence not to exceed one year may be granted by the Board upon the recommendation of the Superintendent.

7.8.1.1. Regular leaves of absence may be granted only to those unit members who have achieved permanent status.

7.8.1.2. Regular leaves of absence may be granted for the following:

- Study or travel by the employee which will benefit the schools and students of the district;
- A temporary relocation with the employee's spouse or domestic partner from which the employee will return;
- Personal reasons that may compel a unit member to be away from the district/area.

7.8.2. Employees shall submit requests for a leave of absence by March 1 or as soon as they know they will need the leave of absence.

7.8.2.1. Leave requests received by the district by the March 1 deadline for reasons stated in 7.1.1.2 may be approved by the district for the following school year.

7.8.2.2. The district shall notify employees who have requested a leave of absence by the March 1 deadline as soon as possible, but no later than 45 calendar days after receiving the request, of their approval/disapproval of the leave.

7.8.3. Leave requests received by the district after the March 1 deadline for the reasons stated in 7.1.1.2 may be approved by the district if a suitable replacement can be found.

7.8.3.1. For unit members who apply for a leave of absence after the March 1 deadline, the district will proceed with due diligence to process the applications.

7.8.4. If a part-time leave of absence is not approved, unit members will have the right to resign a portion of their position.

7.8.5. No regular leave shall be granted during the school year unless a satisfactory replacement can be obtained.

7.8.6. No salary increment shall be granted for time spent on regular leave. Upon his/her return to teaching, a unit member's salary shall be one step higher than that received during his/her last full year of service. If a teacher uses a regular leave of absence to teach in a foreign country, the District may grant additional years of service as appropriate to the unit member's experience during that time, as determined by the Associate Superintendent of Administrative Services.

7.9. Exchange Teacher Leave

7.9.1. A unit member may be granted a leave of absence to participate in an exchange teacher program. A unit member who is granted a leave of absence as an exchange teacher will be granted the same credit for service as if the teaching had been done in the Acalanes Union High School District.

7.10. Consultant Leave

7.10.1. A leave of absence may be approved for any unit member to perform consultant services outside the District during working hours.

7.10.2. If the unit member is compensated for his/her services, he/she shall reimburse the District for the cost of his/her substitutes.

7.10.3. The unit member is not eligible for workman's compensation benefits from the district as a result of any injuries sustained while serving as a consultant.

7.10.4. Travel or other expenses incurred as a result of outside consultant service performed by a unit member shall not be paid by the District.

7.11. Sabbatical Leave (Full Year)

7.11.1. Granting Leaves

7.11.1.1. Sabbatical leaves of absence may be granted in accordance with Education Code Sections 44966 and 44969.

7.11.1.2. A unit member who has rendered service for at least seven consecutive years may be granted a leave of absence not to exceed one year, upon the recommendation of the Superintendent and the approval of the Governing Board, for study or travel directly benefiting the pupils of the District.

7.11.2. Application

7.11.2.1. An outline of the proposed work to be taken or travel plans must be presented at the time application is made. The unit member will sign a written statement that he/she will return to the District for two years after the leave is completed.

7.11.3. Compensation

7.11.3.1. Compensation will be in accordance with the Education Code Sections 44968 and 44968.5, which shall be equal to one-half the unit member's regular pay for the term of the leave.

7.11.4. Requirements

7.11.4.1. Sabbatical leave for study will be to complete twelve upper division or eight graduate units in one semester or ten units in a semester if it is a combination of both upper division and graduate units. At the conclusion of the sabbatical leave, such reports may be required by the Board as are agreed upon in advance.

7.12. Sabbatical Leave (One Semester)

7.12.1. The District may approve up to five sabbatical leaves for one semester at 75% of the unit member's regular pay for the semester of leave. A unit member may apply for a one-half year leave at 75% pay or a regular leave at 50% pay, but not a combination of one semester at 75% and one semester at 50%. A one –semester sabbatical at 75% pay shall be for full-time study at a college or university or

research related travel. If more than five requests are received, recommendations for approval will be based upon the potential benefit to the District.

7.13. Court Duty Leave

7.13.1. Unit members shall be granted full paid leave to serve as a juror, a court witness or litigant upon being so summoned.

7.13.1.1. Members who are summoned for jury duty at a court that is more than 15 miles away from their site of employment shall be granted a full day paid leave regardless of whether they serve. The jury summons shall serve as verification for this absence.

7.13.1.2. Members who have to serve more than one day of jury duty shall surrender to the District all compensation, except that for mileage, received by the unit member for such service.

7.13.1.3. Members who postpone their jury duty service to non work days will receive the rate retired teacher substitutes are paid per day of service.

7.14. Acalanes Education Association Member's Leave

7.14.1. The District shall grant leave to any Association officer to participate in or attend to Association (AEA and CTA/NEA) business as set forth in Education Code section 44987 when such participation has been approved by the Executive Board or Representative Council of the Association.

7.14.2. Additionally, the District shall grant leave to any Association member to attend CTA/NEA or Association sponsored conferences, workshops, or meetings when such attendance has been approved by the Executive Board or Representative Council of the Association.

7.14.2.1. The limit of days used for such leave shall not exceed ten days in an school year for any combination of non-officer association members attending such conference or workshops.

7.14.3. The Association shall reimburse the District for the necessary ten days of substitute time for said employees.

7.15. Administrative Leave

7.15.1. Unit members may be placed on administrative leave. Administrative leave is defined as a paid leave of absence for the purpose of conducting district business.

7.15.2. In the event a unit member is placed on administrative leave without advance notice, a notice conforming to the specifications set forth above will be sent to the unit member by certified mail addressed to the unit member's last known address, within five (5) days of the unit member's removal from the position, with a copy without the unit member's name concurrently provided to the Association President. While on administrative leave, the member will continue to receive full pay and benefits.

7.16. Placement on Salary Schedule Subsequent to Leave/Resignation.

7.16.1. If a unit member resigns his/her position subsequent to having been granted a leave of absence for one year, the Board may, within a two-year period of the initial granting of the leave and if a vacancy

exists in the unit member's subject area, restore the unit member to the salary placement one step higher than that received during his/her last full year of service.

7.16.2. If a unit member is not granted a leave of absence and elects to resign his/her position, the District may opt to rehire the unit member should an opening exist. The District may grant the unit member permanent status with credit given for total years of services should an appropriate permanent teaching position exist. This provision is effective beginning with those who request a leave of absence for the 2007-2008 school year.

8. ARTICLE 8: CLASS SIZE

8.1. The average class size for each department will be calculated by dividing the maximum student contacts per teacher listed in Section 8.3 of this article by five (5). In the Spring of each year, the principal or designee will meet with department chairpersons as needed to review each department's needs and allocations. The principal or designee, together with department chairpersons, will develop the school schedule. The school schedule is subject to the final approval of the principal.

8.2.ACIS Definitions and FTE/Course allocation

8.2.1. An ACIS core full time teacher is defined as a 1.0 FTE that teachers math, science, Social Studies or ELA. A core teacher will have between 4-5 in person preps and an adjusted contract max of up to 90 students. This will be prorated for part time teachers.

8.2.2. With the exception of VAPA, ACIS part time non core teachers shall not have more than two preps in a single class period.

8.2.3. ACIS classes that meet only twice a week with one cohort of students shall be allocated a .1 FTE unless there are more than 12 students in the class; in that case, the class shall be subject to the overage process and may result in additional FTE for the class.

8.2.4. FTE shall be based on either the number of classes taught or student contacts, which ever is higher.

8.3. If there is insufficient enrollment to maintain a course, or if there are not enough sections allotted to a department to maintain the average departmental class size, the principal and department chairperson will meet to resolve the problem.

8.4. Curricular area student contact limits at the comprehensive sites shall be as follows (see appendix P for specific classes in each curricular area):

Curricular Area	*Maximum Student Contacts Per 1.0 FTE*
Career/Technical Education	140
Career/Technical Education	150
Drama	145
English	145
English Language Development	120
Instrumental Music	200
Intervention Courses	125
Mathematics	155
Physical Education/Health	225
Science	150
Social Studies	155
Visual Art	140
Vocal Music	275-300
Other Music	150
World Language	150

Other	To be collaboratively determined by course advisor (certificated teacher) and site administration

8.5. AEA and the District mutually support the goals of the American School Counselor Association in the area area of counselor-student ratio (currently 1:250). Additional local, state and federal counseling funding opportunities will be pursued when available to enhance counseling services.

8.5.1. ACIS shall have a minimum of .20 Counseling FTE assigned to the site. Should ACIS enrollment increase beyond 70, counseling FTE may be increased. When the ACIS counselor is shared with a comprehensive site, this counselor's total caseload (ACIS and comprehensive combined) shall not fall outside the District counseling caseload range. AEA and The District agree to meet and confer should additional counseling FTE be requested.

8.6. Blended Schedules: The maximum student contacts of teachers teaching in multiple curricular areas shall be calculated proportionately. In cases of blended schedules no individual class shall exceed the average class size for the department by more than 10%.

Maximum Enrollment Example:	Actual Enrollment Example:
Contract limits for someone teaching 3 sections of math and 2 sections of science:	Math (No section exceeds 34) x 3 = 102
Math (31) x 3 classes = 93	Science – 43 students in 2 classes = 43
Science (30) x 2 classes = 60	Total Contacts = 145*
Total Contacts = 153	

*Falls within maximum contact limit of 153 students and the 10% provision of Article 8.5 of the collective bargaining agreement.

8.7. Curricular Area Contact Overages

8.7.1. The AEA President or designee will work with the District Office before the start of the school year to view projected contacts and identify, eliminate or mitigate overages whenever possible before schedule distribution and the start of the school year. AEA and the District may agree in advance on mitigations to address overages that have no potential solution. .

8.7.2. During the first 10 days of instruction, the AEA President or designee shall work with site principals to resolve any identified overages.

8.7.3. By the 15th day of instruction, any unresolved overages shall be mitigated by mutual agreement between the AEA President (or designee with the Association's approval) and the District administration.

8.7.4. For overages identified after the school year: .

8.7.4.1. Within 10 days of identification of the overage, the AEA President or designee shall work with the site principal to resolve the identified overages.

8.7.4.2. If no resolution is reached, the AEA President or designee and District administration shall meet to mitigate by mutual agreement within 15 days of instruction.

8.8. If AEA and the District cannot reach a resolution for an overage, the overage is subject to the grievance article, Step II.

8.9. Special Education staffing will be appropriate to maintain caseloads at or below the maximums stated below.

8.9.1. Special Education Teacher Caseloads

8.9.1.1. Special Education caseloads consist of students with current Individual Education Plans

8.9.1.2. Learning Skill Teacher (mild/moderate) caseloads shall not exceed 28.

8.9.1.3. Service Specific Teacher (Life Skills Classes, Learning Intervention Class, Transition Classes) caseloads shall not exceed 15.

8.9.1.3.1. Excluding IEP mandates (such as 1 to 1 assistance), Instructional Aide time shall be allocated to appropriately support all students in the classroom. With consideration for unique student needs, additional Instructional Aide time may be allocated to Life Skills classes when caseloads exceed 12.

8.9.1.4. Speech Therapist caseloads will not exceed 55.

8.9.2. Caseload Overages

8.9.2.1. When a caseload overage is identified, the principal and Special Education department chair shall meet and develop a plan to resolve the issue within 5 work days; this plan shall be implemented within 10 work days. A state waiver will be filed if needed for a caseload over 28 students. Caseloads will not exceed 32 students.

8.9.2.2. If no resolution is reached at the site level, the Superintendent or designee shall meet with the AEA President or designee to develop and implement a resolution within15 work days.

8.9.2.3. If no resolution is reached, the overage is subject to the grievance article, starting at Step II.

8.9.3. When the site learning skills total enrollment exceeds the total site caseload maximum by 5 or more students, the District will allocate the appropriate an additional FTE to ensure caseload maximums are not exceeded. In the event the additional FTE is temporary, the FTE may be removed with 30 days notice during the school year when said FTE is no longer necessary to maintain caseloads at or below contract maximums.

8.9 Master Scheduling Process

All efforts will be made to make the Master Scheduling Process a collaborative effort with clear and transparent communication related to the process and the development of the schedule. The process and status of the master scheduling process will be communicated to the teachers on regular basis.

The AEA President will designate a site scheduling liaison. The AEA site scheduling liaison shall be informed of the detailed process, and potential problems and conflicts. He/she will work with site administration to ensure clear communication and adhere to the master scheduling process as outlined in the agreement.

8.9.1 By March 1, the Principal will make the "Teaching Assignment Request Form and Schedule B requests" available to all teachers. No later than March 15, , teachers will return completed forms to the Principal and their respective Department Chair.

During the week following the Spring Break, the Principal will share with each Department Chair their respective, preliminary number of sections allocated by course.

During the week following the Spring Break, Department Chairs will facilitate a meeting with department members to discuss potential scheduling issues that arise early in the master scheduling process. Issues to address may include, but are not limited to the following: teaching assignments, classrooms, travel, and subject-specific concerns such as level-change trends. Department Chairs will share a summary of their meeting with department members and the Principal.

Prior to the end of April, the Principal will meet with each Department Chair regarding schedule development.

Using the information gained from the previous steps of the master scheduling process, the Principal will develop a draft master schedule, taking into account the requests of individuals, the needs of specific departments, and overall school wide requirements.

Draft department schedules may include sections set by period and sections allocated by period and teacher, and/or room assignments due to constraints identified during the master scheduling process.

Draft schedules will be shared with Department Chairs prior to the May Department meeting to be held no later than May 15.

Department Chairs will facilitate the meeting with the members to finish drafting a departmental schedule and provide the feedback to the Principal by the end of the week of the meeting.

The Principal will finalize the master schedule and provide individual teaching assignments by the first day of Final Exams.

The Principal has the final decision on the master schedule. Should a change in a teacher's schedule and/or room assignments become necessary during the summer, a site administrator will attempt to contact the teacher at the most current contact phone number and personal email on file with the district/school.

Master Scheduling Process Timelines

The timelines below shall apply to the development of the master schedule. If the date falls on a weekend or holiday, the timeline shall be extended to the next workday.

Deadline On or Before:	Responsibilities
March 1	• Principal will make "Teaching Assignment Request Form" available to all teachers
March 15	• Teachers will return completed "Teaching Assignment Request Forms" to the principal. .
Week following Spring Break	• Department chairs will facilitate a meeting with department members to discuss potential scheduling issues.
End of April	• Principal will meet with each Department Chair regarding schedule development.
No later than May 15	• Principal will share draft department schedules with Department Chairs.
May Department Meeting	• Department Chairs will facilitate a meeting with members to finish drafting a department schedule and provide feedback to the Principal at the end of the week.
First Day of Final Exam week	• Master schedule is finalized and teachers are provided with individual teaching assignments.

The principal has the final decision on the master schedule. Should a change in a teacher's schedule and/or room assignments become necessary during the summer, a site administrator will attempt to contact the teacher at the most current contact phone number on file with the district/school.

8.10. Schedule B

Schedule B positions are available to all AEA members on annual basis. All members will be provided the opportunity to be considered for one or more Schedule B positions for the upcoming school year as applicable to their site. Salary Schedule for the specific positions shall be set forth in Appendix B.

Application and Selection Process Timeline

Deadline On or Before:	Responsibilities
March 1	• Schedule B Applications will be made available to all members. The form will be available together with the "Teaching Assignment Request Form." • Principal will announce various positions and availability to staff
March 15	• Completed Schedule B Applications will be submitted to the principal • Principal will provide copies of Schedule B Applications to the Human R office

May 15	• Principal will notify those members that requested consideration of his/her decision.

Completing a Schedule B Application is not a requirement to be selected for a Schedule B position. Principals may select any member for a Schedule B position. Principals may elect for a Schedule B position to be unfilled.

8.11. Requesting Increased FTE

By February 1st of each school year, the District will provide members the opportunity to request additional FTE, up to 1.0 FTE. A Request for Consideration Form will be attached to the February 1st email and must be returned to the HR office prior to March 1st. Members requesting consideration will be notified during the master schedule building process if there is an opportunity for increasing FTE. Increasing FTE for members, with or without submission of the Request for Consideration Form, is at the discretion of the District.

9. ARTICLE 9: DEPARTMENT CHAIRPERSONS

9.1. Role: The role of the Department Chairperson is to coordinate department operations in the school, to provide instructional support for members of the department, to represent and advocate for department needs and to support the development and implementation of curriculum in the school and the district.

9.2. Salary Schedule: Department Chairperson salary schedule shall be as set forth in Appendix B.

9.3. Department Chairperson will be provided release as needed by the Principal to conduct departmental duties. Based on the recommendation of the chairperson, release time may be utilized by other members of the department to address department goals.

9.4. The principal will provide regular feedback to the Department Chair based on the Department Chair job description and their observations.

9.5. Selection Process Timeline

9.5.1. March 16: Department Chair Applications available; principal will announce availability to staff

9.5.2. The last Friday before Spring break, : Completed Department Chair Applications due to the principal

9.5.3. By April 15: Input on Potential Department Chair forms available; principal will announce availability to staff

9.5.4. By the first day of Finals: Department Chairs will be announced to staff.

9.5.5. By May 1: Input on Potential Department Chair forms due to the principal

9.5.6. Appointment as the Department Chairperson is a year-to-year appointment.

9.5.7. This article is not applicable to ACIS teachers.

10. ARTICLE 10: TRANSFERS

10.1. Voluntary Transfer

10.1.1. Notices of vacancies shall be posted in all school as they become known.

10.1.2. By March 1, a unit member desiring to voluntarily transfer from one school to another for the following school year shall submit a voluntary transfer request form to the Director of Human Resources (Appendix M). This request is confidential; the request form will be retained in the Human Resources Office for one school year in a file separate from the personnel file. These requests shall not be viewed by a unit member's current site administration. At the start of the next school year, these requests will be destroyed.

10.1.3. A unit member with a voluntary transfer form on file will be notified by the Human Resources Office of vacant positions in the district. Vacant positions are identified by the Human Resources Office.

10.1.3.1. When offered a voluntary transfer, a unit member has the option to decline an offer of a voluntary transfer and/or withdraw the voluntary transfer request.

10.1.4. A voluntary transfer will be granted to a unit member who has satisfactory evaluations in Standards I through VI in his/her previous two evaluation cycles. A voluntary transfer may be denied to a unit member who has been the recipient of progressive discipline as described in Article 17.3 since his/her most recent evaluation cycle.

10.1.5. Transfers from comprehensive sites to ACIS are not automatically granted if positions are available. An interview process will be set up and current AUHSD comprehensive teachers who have satisfactory evaluations in Standards I-IV in their two previous evaluation cycles may apply for transfer. Candidates for transfer will be given an interview with the administrator overseeing the program. Members will be notified if selected and have the option to accept or decline the offer.

10.1.6. Transfer requests from ACIS to the comprehensive sites: A teacher who began their employment at ACIS and has satisfactory evaluations in Standards I-IV in their two previous evaluation cycles may apply for a transfer to the comprehensive sites by March 1. An interview process will be set up for the ACIS teacher to interview for the position at the school site. Members will be notified if selected and have the option to accept or decline the offer.

10.1.7. For members who wish to transfer into a position requiring a credential that was obtained after their hire date, they may go through the interview process with other candidates. If not selected, members have the right to a meeting with human resources to discuss the reasons why they were not selected.

10.1.7.1. If there are multiple candidates who have the qualifications stated in 10.1.4, the principal of the site with the vacancy makes the final selection from the candidates.

10.1.7.2. If there are no unit members with a voluntary transfer request on file who meet the requirements of 10.1.4, the vacant position will be open to other candidates.

10.2. Involuntary Transfer

10.2.1. In the event there are no volunteers for transfer from a school where there is an excess of unit members to a school where there is an opening, principals shall recommend candidates for involuntary transfer. The unit member affected shall be provided with copies of the recommendation for involuntary transfer.

11. ARTICLE 11: EVALUATION

11.1. Introduction

11.1.1. Evaluation of instruction is key to a successful educational program. The evaluation process is designed to:

- Promote and support student learning;
- Maintain and improve instruction, assessment, student achievement, learning environment, and professional responsibility;
- Recognize and praise professional performance; and
- Provide assistance and direction for continuous improvement.

11.1.2. Mutual respect and trust are fundamental premises of a successful evaluation process.

11.1.3. The evaluation is designed to be collaborative, meaningful, and efficient.

11.1.4. Evaluation is part of ongoing professional growth.

11.1.5. Under the Education Code, the evaluation process may serve as the legal basis for determining the professional competency of a unit member.

11.1.6. Nothing in this article shall be construed to supersede a unit member's rights under the Education Code.

11.1.7. Definitions:

11.1.7.1. A unit member means all certificated employees represented in this agreement.

11.1.7.2. A classroom unit member means all certificated classroom teachers represented in this agreement.

11.1.7.3. A non-classroom unit member means all certificated employees represented in this agreement except classroom teachers.

11.1.7.4. Final Evaluation Report means the final formal evaluation document to be signed by both the unit member and the administrator and placed in the unit member's personnel file (Appropriate Form F or Form H)

11.2. General Provisions

11.2.1. Unit members shall be given the opportunity to indicate their preference of evaluator and the type of evaluation. If the unit member prefers an evaluator different than the evaluator assigned by the site principal or district administrator, the unit member shall notify the assigning administrator. The final assignment of the evaluator and the type of evaluation shall be made by the assigning administrator.

11.2.2. Probationary and other non-permanent unit members shall be evaluated every year.

11.2.3. After year two, permanent unit members with an Overall Rating of Satisfactory on their previous evaluation shall be evaluated every other year except as set forth below:

11.2.3.1. At year 8 in the district and thereafter, unit members with an Overall Rating of Satisfactory on their previous evaluation shall have the option of participating in a formal evaluation process or may, with the approval of their administrator, select an Evaluation Option (Form H).

11.2.3.2. Unit members with permanent status who have been employed at least 10 years with the district and who received an Overall Rating of Satisfactory on their previous evaluation may be evaluated every five years.

11.2.4. Summary Table* for Timing and Type of Evaluations

Unit Member Status	**Timing and Type of Evaluation**
*Please note 11.2.7	
Probationary and other nonpermanent unit members	Evaluated Every Year – Form F
Permanent through Year 7	Evaluated Every Other Year – Form F
Permanent Year 8 through Permanent Year 10	Evaluated Every Other Year – Form F **or** Form H (Project)
Permanent Year 11 and thereafter	Evaluated Every Five Years– Form F **or** Form H (Project)

11.2.5. Unit members receiving ratings of Needs Improvement or Unsatisfactory, please refer to Article 11.4.2.

11.2.6. Unsubstantiated complaints shall not be a basis for evaluation.

11.2.7. The District reserves the right to evaluate a unit member during any school year.

11.3. Evaluation Timelines

11.3.1. The timelines below shall apply to the evaluation process. All forms shall be submitted and meetings shall be held by the dates listed below. If the date falls on a weekend or holiday, the timeline shall be extended to the next workday.

Deadline	Admin Responsibilities	Evaluatee Responsibilities
Sept 15	• Notify members to be evaluated • Give a copy of Article 11 • Give unit members who qualify form H option	
Sept 25		• Indicate preference of an evaluator and type of evaluation • If using form H, submit project proposal
October 1	• Meet with members who are using form H and review proposal	• Non classroom members and teachers who are using form H shall meet with administrators to review goals
Winter Break		• Submit Reflection on an Instructional Unit to evaluator (Form D)
Oct 1 - Feb 10	• Hold pre conference with teacher • Schedule formal observation and hold post conference w/in 5 days (Form B2) • Complete informal drop in observation and hold post conference within 5 days (Form B3) • Schedule a conference for mid year check in and review of instructional unit (only for probationary and non permanent unit members) (Form E)	• Attend pre and post conferences as scheduled, • Submit formal Observation Lesson Plan prior to formal Observation (Form B) • Submit Reflection on an instructional unit (due before winter break) (Form D) • Attend mid year check in as scheduled (only for probationary and non permanent unit members)
April 20		• Members using form H should complete and submit form H
April 20	• Submit a draft of the final evaluation to member (Appropriate Form F)	• Review draft evaluation
April 30	• Meet with unit member to review final eval	• Attend final eval conference
May 15	• Provide unit members who are receiving a *Needs Improvement* or *Unsatisfactory* on the Final Evaluation with an improvement Plan	

11.3.2. The timelines in this article may be extended by mutual written agreement of the evaluator and the unit member.

11.3.3. .. Per Education Code 44664, evaluations are required every year for employees in probationary status, every other year for employees with permanent status, and once every five years for employees

who have been employed for at least 10 years. For any other evaluation not listed above, should an evaluator not meet the timelines, the evaluation will cease and the member not scheduled the following year. The incomplete evaluation will be destroyed.

11.3.4. If a unit member does not meet any of the timelines in this article, the unit member shall be scheduled for evaluation the following year. The Final Evaluation Report (Appropriate Form For Form H) will reflect the fact that the unit member did not meet the timelines.

11.3.5. Unit members with a start date after the first day of the school year or are absent due to extenuating circumstances will have the evaluation timelines adjusted in a reasonable manner.

11.4. Final Evaluation Procedures

11.4.1. To complete the evaluation process for the year, the Final Evaluation Report (Appropriate Form F, or Form H) shall be sent to the Human Resources Department and placed in the unit member's personnel file along with any response submitted by the unit member.

11.4.2. Final evaluation Report (Appropriate Form F or) with an Overall Rating of Needs Improvement or Unsatisfactory.

11.4.2.1. When a permanent unit member receives a Needs Improvement or Unsatisfactory as an Overall Rating on the Final Evaluation Report (Appropriate Form F), the evaluator shall provide the unit member with a support/improvement plan that shall include specific recommendations for improvement (Appropriate Form G). The support/improvement plan shall reflect the unit member's assignment for the following year and may be revised if a unit member's assignment changes after June 1. The evaluator shall provide the unit member with a support/improvement plan no later than June 1.

11.4.2.2. Permanent unit members who receive a Needs Improvement in two (2) or more Standards for the Teaching Profession or an Unsatisfactory in a minimum of one (1) standard and a Needs Improvement in a minimum of one (1) standard may be referred to the Peer Assistance and Review (PAR) Program (See Article 14).

11.4.2.3. Permanent unit members who have received as Unsatisfactory evaluation in a minimum of two (2) Standards for the Profession shall be referred to the Peer Assistance and Review (PAR) Program (See Article 14).

11.4.3. A unit member whose performance is unsatisfactory may be subject to discipline under the provisions of the Education Code. If a unit member receives a Notice of Unsatisfactory Performance pursuant to Education Code Section 44938 and fails to remediate their performance within 90 calendar days, the unit member may be subject to dismissal in accordance with the procedures set forth in the Education Code. Nothing in this Article is intended to supersede the provisions of the Education Code related to suspension or dismissal.

11.5. Evaluation of Classroom Unit Members

11.5.1. The Final Evaluation Report (Form F) shall be based on the following criteria:

- Classroom observation (Form B2 and B3)based upon CSTP Standards I-V (Form A).

- Instructional Self-Reflection (Form D) with the supporting documents.
- The unit member's fulfillment of the professional responsibilities of the position as defined by CSTP Standards I-VI (Form A).
- The unit member's progress on meeting the goals set forth in the previous year's Form G (if applicable).

11.5.2. Classroom observations shall include a minimum of:

11.5.2.1. One full period formal observation which shall be scheduled and include a pre- and post-observation conference (Form B and B2). This shall be held no more than 5 working days after the observation, and

11.5.2.2. One or more informal observations, which may be announced or unannounced, and a minimum of 20 minutes in duration (Form B2) and shall include a post-conference held within 5 working days.

11.5.2.3. The observation listed in 11.5.2.1 and 11.5.2.2 above shall be conducted by the same administrator. Form B or B2 must be given at least five (5) working days prior to the next formal or informal observation.

11.5.3. The evaluator may conduct informal walkthrough observations.

11.5.4. Reflection on an Instructional Unit (Form D)

11.5.4.1. The Reflection on an Instructional Unit (Form D) shall be completed for at least one class for one unit of study.

11.5.4.2. The Student Assessment of Learning Questions shall be administered to at least one class of students.

11.5.4.3. The completed Student Assessment of Learning may be shared with the evaluator at the discretion of the unit member.

11.5.4.4. Unit members participating in the District's Induction Program may use and substitute the appropriate induction forms in lieu of Forms B and D. .

11.5.4.5. Any reference to issues regarding the professional responsibilities of the unit member that will be included in the Final Evaluation Report (Form F) shall have been substantiated and discussed with the unit member in a timely manner prior to the final evaluation conference.

11.5.4.6. A unit member's grading policy should be consistent with the Governing Board's approved Course of Study. The Final Evaluation Report (Form F) shall not reference percentages of particular grades given to groups of students or comparisons to other faculty members.

11.6. Evaluation of Non-Classroom Unit Members

11.6.1. The Final Evaluation Report shall be based on the criteria outlined in the appropriate Form F.

11.6.2. In the evaluation process, the evaluator shall adhere to all applicable Education Code provisions and laws related to student, parent, and unit member confidentiality.

11.6.3. Any reference to issues regarding the professional responsibilities of the unit member that will be included in the Final Evaluation Report (Form F-NC) shall have been substantiated and discussed with the unit member in a timely manner prior to the final evaluation conference.

11.7. Evaluation Option

11.7.1. At year 8 in the district and thereafter, unit members with an Overall Rating of Satisfactory on their previous evaluation shall have the option of participating in a formal evaluation process or may, with the approval of their administrator, select an Evaluation Option (Form H).

11.7.2. The evaluator has final approval of the classroom unit member's project.

11.7.3. The evaluator shall sign the Evaluation Option: Final Acceptance section on Form H and send the form to the Human Resources Department. Form H will be placed in the classroom unit member's personnel file to complete the evaluation process for the year.

11.8. A unit member who selects the Evaluation Option (Form H) and does not complete the Evaluation Option shall be evaluated the following year using the standard evaluation process (Form F).

12.1. Active Members Benefits

12.1.1. SISC Medical Plans

12.1.1.1. The District shall contract with the Self Insured Schools of California (SISC) Health Benefits program to provide medical insurance for all active employees, eligible retirees and eligible survivors of retirees.

12.1.1.2. The District shall contribute all or a portion of the cost of providing the benefit coverage afforded under the health benefit plan as described in this article: Employee Benefits

12.1.1.3. Active Employees Benefit Account.

12.1.1.3.1. Medical Coverage

In addition to the contributions listed above, the District shall establish a benefits account for each active employee eligible for medical coverage who has enrolled in one of the SISC medical insurance plans offered by AUHSD. All such employees shall receive monthly contributions from the District into their benefits accounts. Effective October 1, 2026; for employees with no dependents, the contribution shall be at the single party tier rate of the 2026 Kaiser plan or the 2025 Kaiser plan plus 8%, whichever is the lesser amount; for employees with one dependent, the contribution shall be the two-party rate for the 2026 Kaiser plan or the 2025 plan plus 8%, whichever is the lesser amount; and for employees with more than one dependent, the contribution shall be the family tier rate of the 2026 Kaiser plan or the 2025 plan plus 8%, whichever is the lesser amount.

If an employee chooses a plan more expensive than the designated rate at his or her tier of the offered Kaiser Plan, the District contribution shall be no more than the offered Kaiser rate.

12.1.1.3.2. Dependents include the spouse, children, and/or domestic partner (as defined in Appendix J) of an Active Employee.

12.1.1.3.3. Double Coverage Exemption.

For employees hired before January 1, 2018 the District will pay a unit member showing proof of medical coverage provided by an employed spouse or domestic partner $250 per month in lieu of benefits. Any employee hired after January 1, 2018 will not receive any cash in lieu benefit. Employees who received the $250 benefit and then elect to take the SISC health plan may not return to cash in lieu status after January 1, 2018.

12.1.1.4. The District will offer an IRC 125 “Cafeteria Plan” for benefits. The plan will be structured so as to treat the District contribution towards benefits as non-taxable

12.1.1.5. Reporting Status Changes. Employees shall have the right to inform the District of an increase in their dependents at any time and have the amount contributed be adjusted accordingly, in accordance with the insurance carrier’s rules. Employees shall be required to

inform the District of any reduction in dependents and a corresponding reduction in premium amounts contributed by the District shall be made.

12.1.1.6. The District Benefits committee will meet yearly to recommend which plans SISC has to offer. AEA will decide which plans to offer to certificated staff.

12.1.2. Dental Plan

12.1.2.1. For dental insurance, the District will provide the Delta Dental plan with a $1,700 annual benefit cap per individual, a $1,000 orthodontia one-time maximum benefit, and 3 cleanings per year.

12.1.3. Vision Plan

12.1.3.1. The District will provide for the premium payment to Vision Service Plan for the Base Plan composite rate, $5.00 deductible.

12.1.4. Taxability of Benefits

12.1.4.1. The District shall not treat the District contributions toward medical, dental, or vision benefits as compensation subject to income tax withholding unless the Internal Revenue Service or the Franchise Tax Board indicates that such contributions are taxable income subject to withholding. Each employee shall be solely and personally responsible for any federal, state or local tax liability or penalty that may arise out of the implementation of this section.

12.1.4.2. Incentive Program: The District will provide eligible members and their spouse or domestic partner dental insurance and vision insurance. Eligible members are those Acalanes Education Association members who retire into STRS, and who have rendered the equivalent of 10 years of full-time service, including Board-approved leave and or reduced work year, in the District immediately prior to retirement.

12.1.4.2.1. The District shall pay the base dental and vision coverage contribution commencing upon retirement and continuing for five (5) years after retirement becomes effective, or until the retiree becomes eligible for dental and/or vision coverage through any employer, retirement/pension program or government dental and/or vision program.

12.1.4.2.2. If at the time of a retiree's death, he or she was still entitled to benefits pursuant to this MOU, a surviving spouse or domestic partner is entitled to the benefits for the remainder of the retiree's coverage period unless the surviving spouse or domestic partner is eligible for dental and/or vision coverage through any employer, retirement/pension program or government dental and/or vision program.

12.1.4.2.3. In order to be eligible for the retirement incentive, a retiring member must submit his or her written notification of resignation and retirement on or before 3 pm on the first day of February. If the first day of February falls on a weekend, it is due the next business day. The maximum annual cost will be 30% above coverage cost for the 2024-2025 benefits year.

12.1.4.2.4.

12.2. Retiree Benefits

12.2.1. SISC Medical

12.2.1.1. Eligibility of retirees and survivors of retirees to participate in this program shall be in accordance with the regulations promulgated by SISC. Unless prohibited by law, the medical plan coverage described shall apply to eligible persons retired or who retire under SISC medical plan.

12.2.1.2. An eligible retiree is one who retires into STRS or PERS, whichever is applicable and who has rendered the equivalent of 10 years of full-time service, including Board-approved leave, in the District immediately prior to retirement.

12.2.1.3. For unit members who retire into STRS or PERS, whichever is applicable, the District shall provide eligible retirees a monthly District contribution toward medical coverage subject to the approval of the insurance carrier. The District's monthly contribution per eligible retiree shall not exceed the Kaiser single party rate or the Kaiser two-party rate for the year of retirement, with the retiree responsible for any costs in excess of the District's maximum contribution as stated above. If the actual cost of the retiree's coverage is less than the Kaiser rates, the District shall pay the lesser amount. Retirees' dependents who are eligible for medical coverage under another equal plan are not eligible for this benefit.

12.2.1.3.1. The District shall pay the medical coverage contribution commencing upon retirement and continuing for five (5) years after retirement becomes effective or until the retiree becomes eligible for medical coverage through any employer, retirement/pension program or government medical coverage program. A four-year maximum total of 30% above the single or two-party rate at the date of retirement will be applied as an inflation adjustment.

12.2.1.3.2. Retirees who retire after July 1, 2023 are eligible for reimbursement and medical insurance pursuant to the following: One party Kaiser active rate for single retirees for 5 years or until age 65, whichever comes first.

For retirees with a dependent, The District shall reimburse for health insurance for 5 years or until the retiree reaches age 65 pursuant to the following: 2 party active Kaiser rate as long as the dependent is not eligible for Medicare; or the 1-party active Kaiser rate plus the 1-party Kaiser senior advantage rate once the dependent becomes eligible for Medicare. The dependent will be responsible for Medicare costs.

12.2.1.3.2.1. If at the time of a retiree's death, he or she was still entitled to benefits pursuant to 12.2.1.3.2, a surviving spouse or domestic partner is entitled to the benefits described in 12.2.1.3 for the remainder of the retiree's coverage period under 12.2.1.3.2 unless the surviving spouse or domestic partner is entitled to medical coverage through an employer, retirement program, government medical coverage program or through any other means.

12.2.1.4. A retiree may continue purchasing the District's dental insurance plan, if desired.

12.2.1.4.1. To continue in the dental plan, the retiree shall be required to pay the premiums on the 1st of the preceding month that the premiums are due. Failure to pay the premiums on time shall result in the retiree being dropped from the dental plan.

12.2.1.4.2. Each eligible retiree shall re-register annually for the Plan contribution during the annual enrollment period for the insurance coverage selected in order to remain eligible for participation in the Plan. A retiree may not leave and later rejoin the Plan.

12.2.1.4.3. In the event that a Federal and/or State medical benefits program is established prior to the expiration of the retiree's eligibility for and participation in the Plan, the District-provided contribution shall be combined with the Federal and/or State contribution, and necessary contribution adjustments shall be made.

12.2.1.4.4. Memorandum language shall be consistent with SISC regulations and limitations.

12.2.1.5. A retiree may continue purchasing the district's vision insurance plan, if desired.

12.2.1.5.1. To continue in the vision plan, the retiree shall be required to pay the premiums on the 1st of the preceding month that the premiums are due. Failure to pay the premiums on time shall result in the retiree being dropped from the vision plan.

12.2.1.5.2. Each eligible retiree shall re-register annually for the Plan contribution during the annual enrollment period for the insurance coverage selected in order to remain eligible for participation in the Plan. A retiree may not leave and later rejoin the Plan.

12.2.1.5.3. In the event that a Federal and/or State medical benefits program is established prior to the expiration of the retiree's eligibility for and participation in the Plan, the District-provided contribution shall be combined with the Federal and/or State contribution, and necessary contribution adjustments shall be made.

12.2.1.5.4.

12.2.2. Benefit Plan Continuation

12.2.2.1. The District agrees to provide retired employees in the bargaining unit with an opportunity to make premium payments for District group medical payments for which they are eligible..

12.3. Pre-Retirement Reduced Service Option

12.3.1. Effective 2001-2002, employees who qualify under the terms of this article may reduce their workload from full to part-time, with retirement benefits (STRS) based on full-time employment. Retirement to STRS must be immediately following the conclusion of this, unless the District and AEA mutually agree otherwise.

12.3.1.1. A maximum of 13 unit members from AUHSD may be enrolled in the pre-retirement program at the same time. Requests are due March 1st. Members will be approved in the order of their written application.

12.3.1.2. The employee must have reached the age of 55.

12.3.1.3. The employee must have been employed full-time in positions requiring certification for at least ten (10) years, of which the immediately preceding five (5) years were full time.

12.3.1.4. Applications must be received by Human Resources no later than April 30th of the school year preceding participation in the program.

12.3.1.5. Applicants will be informed of their acceptance into the program no later than June 15th of the school year preceding participation in the program.

12.3.1.6. The District and the employee will make the contribution required by full-time employees to the State Teachers' Retirement System (STRS).

12.3.1.7. The option of part-time employment can be exercised at the request of the employee and can be revoked only with the mutual consent of the employer and the employee.

12.3.1.8. The employee shall be paid a salary which is the pro rata share of the salary he or she would be earning had the employee not elected to exercise the option of part-time employment

12.3.1.9. The employee shall retain all other rights and benefits for which the employee makes the payments that would be required if the employee remained in full-time employment.

12.3.1.10. The employee shall receive health and dental benefits as provided full-time employees by the District and by law.

12.3.1.11. The minimum part-time employment shall be .6 FTE (60%) or greater.

12.3.1.12. STRS regulations shall be followed.

12.3.1.13. The employee shall accrue sick leave on a pro rata basis.

12.3.1.14. Employees who enter the pre-retirement reduced service option may continue for up to three (3) years.

12.3.1.15. For each full year on the pre-retirement reduced service option the employee (only those having been employed fewer than 15 years in the Acalanes Union High School District) shall forfeit one year of retirement medical benefits.

12.3.1.16. Employees electing pre-retirement options prior to January 1, 2001 are subject to the stipulations of the contract agreement agreed to by the District and the Association at the time of their election.

13. ARTICLE 13: GRIEVANCE PROCEDURE

13.1. Definition

13.1.1. A grievance is a complaint by a unit member, or members, or the Association, that there has been an alleged violation, misapplication or a misinterpretation of the specific provisions of this Agreement covering the members of the Association. The parties recognize that disputes should be resolved expeditiously at the lowest possible administrative level, notwithstanding the right and the desirability of either party to bypass any initial steps if the grievance involves decision-making at a higher administrative level.

13.2. Informal Procedures

13.2.1. Every effort shall be made by the grievant and his/her immediate supervisor to resolve the difficulty informally through meeting and consulting. The positions of each party and the background and reasons for the problem shall be stated and explored by the grievant and his/her immediate supervisor at a meeting or consultation period. At all levels in the procedure either party may be accompanied by a representative to advise the party.

13.3. Formal Process

13.3.1. Step One: The grievant may present the grievance, in writing, to the immediate supervisor or principal within ten (10) working days of the occurrence of the dispute or ten (10) working days from such time as the grievant should have become aware of the occurrence (see Grievance Form, Appendix I). The immediate supervisor or principal shall communicate his/her decision to the parties to the grievance in writing within five (5) working days after receiving the complaint. A grievance may be filed at Step Two with the mutual agreement of AEA and the District.

13.3.2. Step Two: If the grievance is not resolved within five (5) working days of the presentation under Step One, the grievance may be submitted, in writing, to the Assistant Superintendent, Human Resources within ten (10) working days after receiving the response from the immediate supervisor or principal. The Assistant Superintendent, Human Resources shall respond in writing within ten (10) working days.

13.3.3. Step Three:

13.3.3.1. Voluntary Mediation: Within ten (10) working days after the response at Step Two or Step Three, the AEA may request or the AEA and the District may mutually agree to defer the matter to mediation. If the matter goes to mediation, the parties shall mutually select a mediator who shall attempt to assist the parties to settle the grievance. The mediator shall not issue a decision and the mediation process shall be confidential.

13.3.3.2. If the matter is not referred to mediation, AEA may appeal the decision in writing within ten (10) working days after receipt of the decision in writing of the Director of Human Resources and request a hearing before the Governing Board at its next regular meeting.

13.3.3.3. Governing Board Hearing: The Governing Board shall have available to it all documents relating to the appeal and any District records that would be helpful in its review. The

Governing Board shall notify all parties of its decision within ten (10) working days following the meeting at which the grievance was considered.

13.3.4. Step Four: If the grievant is not satisfied with the disposition of the grievance at Step Three, or if no written decision has been rendered within ten (10) working days after the meeting of the Governing Board at which the grievance was heard, AEA may, within ten (10) working days after the decision by the Governing Board, request in writing that the grievance be submitted to binding arbitration. If any questions arise as to the arbitrability of the grievance, such question shall be ruled upon by the arbitrator only after he/she has had the opportunity to hear the merits of the grievance. The parties shall select a mutually acceptable arbitrator. Should they be unable to agree on an arbitrator within ten (10) working days of the submission of the grievance to arbitration, the arbitrator shall be selected from a list, submitted by the California Conciliation Service of five (5) persons experienced in public education. If the parties cannot agree on an arbitrator from the list, each party shall alternately strike names until only one remains. The arbitrator shall have no authority or power to add, delete, or alter any provisions of the Agreement, but shall limit the decision to the application and interpretation of its provision. The arbitrator's decision shall be in writing and shall set forth his/her findings of fact, reasoning, and conclusions on the issues submitted. The decision of the arbitrator shall be submitted to the grievant, the Governing Board, the Assistant Superintendent, Human Resources, and the Association.

13.4. Costs

All costs for the services of the arbitrator, including, but not limited to, per diem expenses, travel, and subsistence expense, shall be shared equally by the District and the Association. All other expenses shall be borne by the party incurring them.

13.5. Extension of Time Limits

13.5.1. The time between the steps of the procedure may be extended by mutual agreement. If the immediate supervisor or principal fails to respond within the required time limits, the grievant may then present the grievance in writing to the next higher step. If the grievant fails to present the grievance to the next higher step within the required time limits, then the grievance will be considered withdrawn.

13.6. Witness

13.6.1. Parties who may have direct knowledge of circumstances relating to the grievance may be present to testify at the request of either party during any stage of the procedure. Witnesses who are unit members shall be compensated at their regular rate of pay for actual time spent in such meetings.

13.7. Records

13.7.1. All documents, communications and records dealing with the processing of a grievance shall be filed separately from the personnel files of the participants and shall be considered confidential.

14. ARTICLE 14: PEER ASSISTANCE AND REVIEW

14.1. Purpose

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

14.1.2. The PAR program's assistance shall be provided through Consulting Teachers as described in detail in this Article.

14.1.2.1. This assistance shall not involve either participating in or conducting of the evaluation of certificated unit members as set forth in Article 11 of the Agreement and Education Code 44660, et seq.

14.1.3. The PAR program resources shall be utilized in the following priority:

- First, for Referred Participating Teachers;
- Second, for Beginning Teachers; and
- Third, for volunteers as determined by the Joint Panel (see 14.4.1).

14.2. Definitions for the Purpose of this Document

14.2.1. "Classroom Teacher" or "Teacher"

Any classroom teacher in the certificated bargaining unit.

14.2.2. "Participating Teacher" (PT)

A unit member who is a classroom teacher who either volunteers or is required by this PAR program agreement to participate.

14.2.3. "Referred Participating Teacher" (RPT) with a "Needs Improvement" or "Unsatisfactory" Evaluation

Any unit member having permanent status who has received an "Overall Evaluation" rating of "Needs Improvement" may be referred to the PAR Program. A unit member with permanent status who has received an "Overall Evaluation" rating of "Unsatisfactory" shall be referred to the PAR program.

14.2.4. "Beginning Teacher" (BT)

Any unit member having probationary or temporary status.

14.2.5. "Voluntary Participating Teacher" (VPT)

Any permanent teacher with an "Overall Evaluation" rating of "Satisfactory" on their last final evaluation (Form B) who voluntarily participates in the PAR Program.

14.2.6. "Consulting Teacher" (CT)

An exemplary teacher meeting the requirements of subsection 14.4.2.1 who is selected by the Joint Panel to provide Program assistance to a Participating Teacher.

14.2.7. "Evaluator"

An administrator appointed by the District to evaluate a certificated teacher.

14.2.8. "Standards"

The standards articulated in the California Standards for the Teaching Profession, California Department of Education:

- Standard I: Engaging and supporting all students in learning.
- Standard II: Creating and maintaining effective environments for student learning.
- Standard III: Understanding and using subject matter for student learning.
- Standard IV: Planning instruction and designing learning experience for all students.
- Standard V: Assessing student learning.
- Standard VI: Developing as a professional educator.

14.3. PAR Program Outline

14.3.1. Any unit member having permanent status who has received an "Overall Evaluation" rating of "Needs Improvement" be referred to the PAR program. A unit member with permanent status who has received an "Unsatisfactory" shall be referred to the PAR Program.

14.3.2. The Evaluator will meet with the RPT and the CT to discuss the recommended areas of improvement identified in the evaluation. A written document "Support/Improvement Plan" (Form G) delineating areas of needed improvement shall be developed by the Evaluator and be given to the RPT.

14.3.2.1. The areas for improvement (see 14.2.8) shall be written and aligned to student achievement, be clearly stated, and shall be consistent with Education Code Section 44662. These recommendations shall be considered as the performance goals required by Education Code Sections 44664(a) and 44500(b) (2).

14.3.2.2. The RPT shall work with the CT to complete the Participating Teacher Action Plan (PAR Form A)

14.3.2.3. The CT, RPT and the Evaluator(s) are expected to establish a cooperative relationship and shall coordinate and align the assistance provided to the RPT.

14.3.3. The Consulting Teacher's assistance and review shall focus on the specific areas of improvement as identified on the RPT's evaluation when the RPT received a "Needs Improvement" or an "Unsatisfactory".

14.3.3.1. At sites with more than one CT, every effort shall be made to match up an RPT with the CT of his/her choice.

14.3.3.2. Functions performed by a CT pursuant to this article by bargaining unit members shall constitute neither management nor supervisory functions. The CT shall continue to have all rights of bargaining unit members.

14.3.3.3. All communication between the CT and RPT shall be confidential, and without written consent of the RPT, shall not be shared with others including the site principal, the evaluator, and Joint Panel except as specified in this article.

14.3.3.4. The CT and the RPT shall meet to outline in writing an "Action Plan" (PAR Form A). The CT shall keep a log of his/her activities with the RPT (PAR Form B).

14.3.3.5. The CT shall work with the RPT who initially receives an "Overall Evaluation" rating of "Needs Improvement" evaluation for a period of one academic year, to begin when school starts and to be completed by June 1 of each year. If the RPT receives an "Overall Evaluation" rating of "Needs Improvement" or "Unsatisfactory" after the first year of assistance, the CT may repeat the assistance process during the following year per article 11.5.1.1, 11.5.2 and 14.3.1.

14.3.3.6. The CT shall work with the RPT who receives an "Overall Evaluation" rating of "Unsatisfactory". The CT's work shall continue for a period of one academic year, to begin when school starts and to be completed by June 1.

14.3.3.6.1. If the RPT continues to receive an "Overall Evaluation" rating of "Unsatisfactory" at the end of the first year, he/she shall repeat the assistance process for the first semester, with the assistance to be complete by the last day of that semester. During this semester, the RPT will be evaluated using a modified evaluation process rather than the process outlined in Article 11:

- one informal observation which may be announced or unannounced (PAR Form C);
- one formal observation with a pre- and post- conference (PAR Forms B and C);
- an instructor self-reflection (Form D);
- a minimum of 3 walk through observations.

If the RPT receives an "Overall Evaluation" rating of "Unsatisfactory" from the Evaluator, the matter will be referred to the District for further action.

14.3.3.6.2. If the RPT receives an "Overall Evaluation" rating of "Needs Improvement" the CT shall repeat the assistance process during the following year per Article 11.5.1.1 and 14.3.1.

14.3.4. At the end of the time period specified in 14.3.3.5 or 14.3.3.6, the CT shall complete a final written report describing the RPT's participation in the PAR program (see Form B). This report shall consist solely of:

(1) A description of the assistance provided by the CT; and

(2) A description of the RPT's participation in the PAR program with evidence from supporting documents (PAR Form B and C;

(3) The CT shall submit a copy of the Final Report (PAR Form C) to the RPT for his/her input and signature before it is submitted to the Human Resources Department. The RPT's signature does

not necessarily mean agreement, but rather that he/she has received a copy of the report. The RPT shall have the right to submit a written response report to the Human Resources Department. This response shall be attached to the CT's Final Report (PAR Form C).

14.3.5. A CT may be assigned to a beginning teacher(s) (BT) as defined in 14.2.4 to provide assistance, training and /or support.

14.3.5.1. Because beginning teachers' participating in the PAR program is not legally mandated, neither the CT nor the Joint Panel will make written reports regarding the individual beginning teachers, nor forward to the Board the names of individual beginning teachers who participated in the PAR program. The CT shall not participate in the performance review of the beginning teacher. All communications between the CT and the BT are confidential.

14.3.5.2. This PAR program shall not waive the Governing Board's legal right to make non-reelection decisions.

14.3.6. Teachers eligible to be VPTs may submit to the Joint Panel an application to participate in the PAR program. Requests must be submitted prior to May 15 for consideration for the following school year.

14.3.6.1. Selected volunteers will participate on a year-to-year basis, as determined by the Joint Panel based upon availability of resources.

14.3.6.2. Because VPTS are not mandated by law to participate in the PAR program, neither the CT nor the Joint Panel will forward to the Board the names of individual VPTs or report on the outcome of their participation. The CT shall not participate in the performance review of the VPT. All communications between the CT and the VPT are confidential.

14.4. Governance and PAR Program Structure

14.4.1. Joint Panel

14.4.1.1. The PAR Program will be administered by a Joint Panel consisting of five members, three teachers selected by AEA and two administrators appointed by the superintendent or designee. Qualifications for the teacher representatives shall be the same as those for CT as set forth in Section 14.4.2.6, and they shall be selected by AEA. A Joint Panel member's term shall be two years. Joint Panel members may be reappointed for consecutive terms. There shall be no term limits for Joint Panel members. The Joint Panel shall establish a procedure for selecting the Chairperson. The term of the Chairperson shall be one year, and the position shall alternate between AEA and the District. The Chairperson shall be a full voting member of the Joint Panel.

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

14.4.1.3. The Joint Panel operates in complete confidentiality. Its primary responsibilities are to establish the PAR program and PAR program budget on a yearly basis and to select and oversee the CTs. Specifically, the Joint Panel is responsible for:

- Generating application forms and procedures for selecting consulting teachers;
- Selecting and assigning the CTs;
- Reviewing CTs' reports on RPTs;
- Evaluating the effectiveness of the CTs in their role based on the following criteria:

a) Providing assistance to improve in the specific areas identified by the evaluator, RPE, and CT;

b) Conducting multiple observations of the RPT during classroom instruction, including both pre- and post-observation conference;

c) Demonstrating teaching for the RPT or arranging opportunities for the RPT to observe other teachers;

d) Facilitating the RPT's access to specific training in specified teaching techniques or in designated subject matter;

e) Organizing activities appropriate to the RPT's needs and interest.

- Monitoring the RPT's progress and providing periodic feedback to the RPT for discussion and review
- Coordinating with the District to provide training for the CTs, for Joint Panel members, and where appropriate, for any PTs and Evaluators;
- Establishing internal operating procedures and regulations necessary to carry our title requirements of the Education Code and this section of the PAR program agreement.

14.4.1.4. The Joint Panel shall use the following procedure for establishing the annual PAR Program plan and budget: It is understood that recommendations made by the Joint Panel must be approved by the Governing Board. By June 15 of each calendar year the Joint Panel will establish a PAR program budget for the succeeding year, which will include:

- The established state revenues for the PAR program;
- Projected number of PTs;
- Projected number of CTs needed to serve the projected need and budget constraints. A CT may have no more than two or one RPT and 1-3 BTs, or four or more BTs and no RPTs;
- Estimated need for release time if the budget allows;
- Stipends for CT's and the Joint Panel members are set forth in Appendix B;
- Projected costs for training, administrative overhead , and if necessary , legal and consulting assistance; and
- If there are insufficient funds allocated for PAR from the state, then the Joint Panel shall elect not to offer PAR for the following year.

14.4.2. Consulting Teachers (CT)

14.4.2.1. Minimum qualifications for CT:

- A fully credentialed teacher with permanent status and substantial recent classroom teaching experience.

- Demonstrated exemplary teaching ability, consistent with the California Standards for the Teaching Profession.
- Demonstrated ability to work cooperatively and effectively with other teachers and administrators.

14.4.2.2. The Human Resources Office shall post CT positions. Each applicant shall be required to submit a completed application, which shall include at least two references (from the school principal and one from a colleague). The Joint Panel's procedures for selecting CTs shall include provision for interviews and classroom observations of candidates. The Joint Panel will make the selection, which will be forwarded to the superintendent or designee. All applications and references will be treated with confidentiality and will not be disclosed except as required by law.

14.4.2.3. The Joint Panel will assign CTs. Within the first six weeks of the assignment, either the CT or the PT may petition in writing the Joint Panel for an assignment change, stating the reasons. The PT shall be allowed one assignment change per year.

14.4.2.4. A CT's term will be two years, and she/he may reapply for additional terms.

14.4.2.5. CTs will be required to attend PAR program training. Costs for such shall be budgeted in the PAR program budget (see 14.4.1.4.1).

14.4.2.6. CTs shall provide assistance to RPTs in the areas defined by the California Standards for the Teaching Profession, including subject matter knowledge, teaching strategies, and teaching methods. For RPTs, this assistance may include any of the following activities:

a) Providing assistance to improve in the specific areas identified by the evaluator through "Support/Improvement Plan"(Form G), RPT, and CT;

b) Conducting a minimum of three observations of the RPT during classroom instruction, including both pre-and post-Observation conference.

c) Demonstrating teaching for the RPT or arranging opportunities for the RPT to observe other teachers;

d) Facilitating the RPT's access to specific training in specified teaching techniques or in designated subject matter;

e) Organizing activities appropriate to the RPT's needs and interests;

f) Monitoring the RPT's progress and providing periodic written feedback to the RPT for discussion and review (see Form C).

14.4.2.7. Support provided by CTs to BTs or RPTs may include providing assistance to improve in areas identified by the PTs, as well as the activities listed 14.4.2.6 above.

14.5. Other Provisions

14.5.1. Unit members who function as Joint Panel members or CTs under this document shall not be considered either management or supervisory employees as defined by Government Code Section 3540.1 (g) and (m).

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

14.5.3. Records

14.5.3.1. All documents and information relating to the participation in this PAR 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 PAR program's impact, excluding any information on identifiable individuals, shall be subject to disclosure under the Public Records Act.

14.5.3.2. All parts of the selection process for CTs will be treated as confidential and will not be disclosed except as required by law.

14.5.4. Expenditures for this Program shall not exceed funds allocated for PAR to district by the state. PAR expenditures may not encroach into unrestricted, general fund.

14.5.5. The RPT has a right to be represented by an AEA Representative.

15. ARTICLE 15: WORKING CONDITIONS AND SAFETY

15.1. Certificated staff will be provided working conditions that adequately support their job performance standards. Such working conditions include:

15.1.1. All reasonable efforts shall be made to provide unit members with appropriate workspace communication throughout the workday.

15.1.2. All reasonable efforts shall be made to provide a safe and healthy environment for unit members in accordance with CAL-OSHA rules concerning safety, health and fire prevention.

15.1.3. Alleged violations subject to CAL-OSHA Guidelines shall not be subject to the grievance procedure. Such alleged violations may be appealed to CAL-OSHA.

15.1.4. All unit members shall work with the site administrators to maintain safe and sanitary conditions in their work area.

15.1.5. All reasonable efforts shall be made to limit the number of course preparations and required moves from one classroom to another throughout the workday for each unit member.

15.1.6. Once a committee that includes unit members has been convened, all reasonable efforts shall be made to involve unit members appropriately in decision-making. At the first meeting, the administrator will inform the committee what decision making processes will be used. Decision making processes include the following:

- Administrator solicits input and then makes decision;
- Administrator shares issue with group, solicits input and then makes decision;
- Administrator and group discuss issue and make decision together;
- Administrator discusses issue with group and group makes decision;
- Consensus;
- Majority.

16. ARTICLE 16: DISTRICT RIGHTS

16.1. It is understood and agreed that the District retains all of its powers and authority to direct, manage and control its operations to the full extent of the law except as specified in provisions of this Agreement.

16.2. Except as provided for in this Agreement, those duties and powers are the exclusive right to: determine its organization; direct the work of its employees, determine the times and hours of operations; determine the kinds and levels of services to be provided, and the methods and means of providing them; establish its educational policies, goals and objectives; ensure the rights and education opportunities of students; determine staffing patterns; determine the number and kinds of personnel required; maintain the efficiency of District operations; determine the curriculum; build, move, or modify facilities; establish budget procedures and determine budgetary allocation; determine the methods of raising revenue; and take action on any matter in the event of an emergency.

16.3. Except as provided for in the Agreement, the Board retains the right to hire, classify, assign, reassign, transfer, evaluate, and promote. In addition, the Board retains the right to terminate and discipline employees in accordance with applicable state law.

16.4. The exercise of these powers, rights, authority, duties, and responsibilities by the Board, the adoption of policies, rules, and regulations in furtherance thereof, and the use of judgment and discretion in connection therewith, shall be limited only by the specific and express terms of this Agreement, and applicable state and federal law.

16.5. The District may suspend temporarily any provision in this Agreement in case of emergency for the duration of an emergency only when such temporary suspension is necessary. An emergency shall include national, state, or local declared emergencies and natural disasters such as earthquake, fire, or flood.

16.6. This article does not authorize the District to violate any provision of this agreement

17. ARTICLE 17: EMPLOYEE DISCIPLINE

17.1. General Provisions

17.1.1. The District may discipline a unit member only for just cause. Discipline shall include warnings, reprimands, or suspensions without pay for up to fifteen (15) working days. Discipline shall not include dismissal or suspension for more that fifteen (15) working days.

17.1.2. Discipline shall be fair, consistent and follow the procedures of progressive discipline outlined in Article 17.3.

17.1.3. The District will follow the procedures of progressive discipline per Article 17.3 in a timely manner after obtaining credible knowledge of the alleged violation giving rise to the discipline.

17.1.4. Problems relating to the performance of extra duties and/or adjunct duties (see Articles 5 and 6 Teaching Hours and School Year Calendar) are to be dealt with under this Article rather than Article XI Evaluation Procedures. Evaluation shall not be used for disciplinary purposes.

17.1.5. If a complaint against a unit member may lead to employee discipline, then the provisions of this article shall be followed. In no event shall discipline be based upon unsupported complaints and /or hearsay.

17.1.6. Nothing in this Article shall limit the District's right to institute dismissal and immediate suspension and mandatory leave of absence proceedings as set forth in the California Education Code, Sections 44932 through 44948.5 and subsequent amendments and supplements thereto, nor shall discipline under this Article or any other terms of this Article be regarded as a precondition to, or limitation upon, such Code proceedings.

17.2. Representation

At all stages of the disciplinary process, prior to arbitration, a unit member shall have the right, at his/her request, to representation by the Association or to represent himself/herself, or to be represented by any other person of his/her choice, so long as that other person is not a representative of another employee organization. If the District is notified by a unit member that he/she has elected to be represented by himself/herself or by someone other than the Association, the District shall promptly notify the Association of that fact. Only the Association has the right to initiate arbitration and to represent the employee in arbitration proceedings. If the employee chooses not to be represented by the Association or chooses not to go to arbitration, then it is agreed that any subsequent resolution or settlement shall not be considered as precedent and shall not be referred to in any future cases involving other employees.

17.3. Progressive Discipline

17.3.1. The following progressive discipline procedures will be applied, except where the serious nature of the alleged conduct justifies bypassing the steps outlined below. The determination as to whether or not the serious nature of the conduct warranted bypassing progressive discipline steps and going directly to a suspension without pay may be submitted directly to step four of the grievance procedure as outlined in Article 13 of the Agreement. "Without pay" shall mean a unit member's per diem wage, not including medical benefits. Any discipline shall be based on credible knowledge.

17.3.1.1. Warnings

17.3.1.1.1. A personal discussion with the principal or immediate supervisor will be held to address the employee's acts or omissions.

17.3.1.1.2. An initial written earning may be issued if a personal discussion does not result in corrective conduct. Provided there has been no repetition of a similar kind of conduct for a period (18 months) following an initial written warning, the warning will not be referenced in any subsequent discipline. An initial written warning shall be placed in the unit member's personnel file. At the member's request, the written warning will be sealed at the end of an 18-month period not to be opened with the exception of a court order or subpoena. The employee shall be given ten working days to reply and attach a rebuttal to be included in the file along with the initial written warning.

17.3.1.1.3. A final written warning may be issued if an initial written warning does not result in a corrective conduct. A final written warning shall be placed in the unit member's personnel file. Provided there has been no repetition of a similar kind of conduct for a period of two years (24 months) following a written warning, the warning will not be referenced in any subsequent discipline. At the member's request, the final written warning will be sealed at the end of a two-year period not to be opened with the exception of a court order or subpoena. The employee shall be given ten working days to reply and attach a rebuttal to be included in the file along with the written warning.

17.3.1.2. A written reprimand shall be used if a final written warning does not result in corrective conduct.

17.3.1.2.1.1. Subject to 17.3.1 above, written reprimands will not be used unless the unit member has received a final written warning about similar actions within twenty-four (24) months following the date of the last occurrence.

17.3.1.2.1.2. Written Reprimands will be placed in the employee's personnel file. The employee shall be given ten working days to reply and attach a rebuttal to be included in the file along with the written reprimand.

17.3.1.2.1.3. Provided there has been no repetition of a similar kind of offense for a period of four (4) years following a written reprimand, at the member's request, the written reprimand shall be sealed in the employee's personnel file, not to be opened with the exception of a court order or subpoena.

17.3.1.3. Suspension Without Pay

Subject to 17.3.1 above, suspension will not be used unless the unit member has received at least one (1) written reprimand about similar conduct issued within a reasonable period of time.

17.3.1.3.1. No unit member will be suspended for more than fifteen (15) working days during a school year. In all instances, however, the length of a suspension must be proportionate to the member's conduct.

17.3.1.3.2. Suspension without pay may be appealed directly to step four (4) of the grievance procedure as outlined in Article 13 of the Agreement. If timely appealed, the penalty will not be applied until the arbitrator's decision is rendered or the grievance is otherwise resolved.

17.3.1.3.3. Provided there has been no repetition of a similar kind of conduct for a period of four (4) years following a suspension, the notice of suspension will remains in the employee's file sealed, not to be opened with the exception of a court order or subpoena.

17.4. Required Notice of Suspension

Notice of suspension will be made in writing and served in person or by certified mail upon the unit member by the Superintendent or designee. A copy without the unit member's name will be concurrently provided to the Association President. The notice of suspension will contain:

17.4.1. A statement of the specific acts or omissions upon which the action is based;

17.4.2. A statement of the cause(s) for which action is recommended;

17.4.3. Where applicable, the Education Code section, policy, rule regulation, or directive the member allegedly violated;

17.4.4. The penalty proposed and effective date;

17.4.5. Copies of the documentary evidence upon which the recommendation is based;

17.4.6. A statement of the unit member's right to challenge the proposed action by requesting a hearing pursuant to step four (4) of the grievance procedure as outlined in Article 13 of this Agreement.

17.5. Confidentiality

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

17.6. Education Code

This article is intended for the purpose of suspensions for up to 15 days to replace the provisions of the Education Code Section 44944, but will not apply to suspension pursuant to Education Code Section 44939, 44940, or 44942. Nor is this article intended to preclude the District's right to non re-elect probationary unit members or to release temporary teachers pursuant to the Education Code.

18. ARTICLE 18: COMPLETION OF MEET AND NEGOTIATE

18.1. The terms and conditions set forth herein represent the full and complete understanding between District and Association. The terms and conditions may be altered, changed, added to, deleted from, or modified only by voluntary mutual written consent of District and Association. This agreement terminates and supersedes those past practices, agreements, procedures, traditions, rules, or regulations inconsistent with its provisions.

19. ARTICLE 19: TERM

19.1. This agreement shall remain in full force and effect up to and including June 30, 2027. During non-successor agreement years, each party may open two Articles in addition to Salary (Article 3) and Employee Benefits (Article 12). Language clean-up may be done at any time with the mutual agreement of both parties. Negotiations will begin within ten (10) school days after a request is made by either party.

19.2. Negotiation dates must be scheduled by mutual agreement no later than April 15. An initial proposal must be presented to the other party no later than the first regularly scheduled Governing Board meeting in April.

19.2.1. Negotiations for the 2026-2027 school year shall begin in November of 2026 after the Governor's State Budget proposal is released.

20. ARTICLE 20: SEVERABILITY

20.1 If any provisions of this Agreement are held to be contrary to law by a court of competent jurisdiction, then such provision will be deemed invalid except to the extent permitted by law, but all other provisions will continue in full force and effect. Should a provision be deemed invalid, the Association and the District will meet to re-write the affected portion(s) of this Agreement. Such meeting will take place within ten (10) days upon notification by either party.

SIGNATURE PAGE

Acalanes Union High School District
Certificated Salary Schedule
186 Days Per Year

Step	A	C	D	E	F
	BA with Permit or Certificate	BA including Credential	BA+45 including Credential	BA+60 including Credential	BA+75 including Credential
1	66,232	69,400	72,687	75,968	79,255
2	66,232	72,687	75,968	79,255	82,540
3	66,232	75,968	79,255	82,540	85,825
4	66,232	79,255	82,540	85,825	89,108
5	66,232	82,540	85,825	89,108	92,394
6	66,232	85,825	89,108	92,394	95,679
7	66,232	89,108	92,394	95,679	98,964
8	66,232	92,394	95,679	98,964	102,250
9	66,232	95,679	98,964	102,250	105,536
10	66,232	98,964	102,250	105,536	108,823
11	66,232	98,964	105,536	108,823	112,105
12	66,232	98,964	108,823	112,105	115,393
13	66,232	98,964	108,823	115,393	118,675
14	66,232	98,964	108,823	118,675	121,961
15	66,232	98,964	108,823	118,675	125,247
16	66,232	98,964	108,823	118,675	128,533
17	66,232	98,964	108,823	118,675	131,817
18	66,232	98,964	108,823	118,675	135,104

Counselor Salary Schedule
193 Days Per Year

	A	B	C	D
Step	BA + 30	BA + 45	BA + 60	BA + 75
1	72,008	75,419	78,826	82,234
2	75,419	78,826	82,234	85,645
3	78,826	82,234	85,645	89,054
4	82,234	85,645	89,054	92,460
5	85,645	89,054	92,460	95,871
6	89,054	92,460	95,871	99,279
7	92,460	95,871	99,279	102,688
8	95,871	99,279	102,688	106,096
9	99,279	102,688	106,096	109,505
10	102,688	106,096	109,505	112,913
11	106,096	109,505	112,913	116,324
12	106,096	112,913	116,324	119,730
13	106,096	112,913	119,730	123,139
14	106,096	112,913	123,139	126,548
15	106,096	112,913	123,139	129,958
16	106,096	112,913	123,139	133,363
17	106,096	112,913	123,139	136,774
18	106,096	112,913	123,139	140,183

Psychologist Salary Schedule
193 Days Per Year

Step	A
1	103,799
2	108,316
3	112,827
4	117,340
5	121,851
6	126,363
7	130,877
8	135,390
9	139,904
10	145,749

Speech Pathologist Salary Schedule
191 Days Per Year

Step	A
1	102,723
2	107,192
3	111,657
4	116,122
5	120,589
6	125,054
7	129,520
8	133,988
9	138,455
10	144,239

Effective Date: 7/1/2025
Board Approved Date: 11/19/2025

Acalanes Union High School District
Schedule B Stipend

Assignment	Base Stipend	Pay Cycle	Extra Optional Stipend	Pay Cycle
Academic Decathlon	$2,894	Monthly	$723	Upon Completion (State/ National)
ACIS Comprehensive Site Collaboration	$220	Monthly		
AGATE3	$2,465	Upon Completion	$1,233	Upon Completion
Athletic Director	$8,212	Monthly		
BIRT Chair	$1,446	Monthly		
Black Student Union Advisor	$1,863	Monthly		
Tech mentor	$4,784	Monthly		
Choral	$4,106	Monthly		
Credential Mentoring (Teacher Induction, PPS Supervision)	$3,287	Monthly		
Department Chair - EL	$4,928	Monthly		
Department Chair - Special Ed.	$8,212	Monthly		
Department Chair – Tier 1 (up to 20 sections in department)	$4,928	Monthly		
Department Chair – Tier 2 (21-30 sections in department)	$5,747	Monthly		
Department Chair – Tier 3(31-50 sections in department)	$6,570	Monthly		
Department Chair – Tier 4 (51-70 sections in department)	$7,392	Monthly		
Department Chair – Tier 5(71 or more sections in department)	$8,212	Monthly		
Doctorate Degree	$2,739	Monthly		
Drama	$4,106	Monthly	$2,465	Upon Completion
HOSA Advisor	$2,894	Monthly		
Hourly Rate	$56	Monthly		
Instructional Mentor	$1,626	Semester		
Instrumental	$4,106	Monthly		
Intern Class Instructor	$4,637	Monthly		
Journalism, Yearbook	$4,106	Monthly		
Latin Coach	$2,171	Monthly	$723	Upon Completion (State/ National)
Lead Counselor	$6,570	Monthly		
Leadership[2]	$7,392	Monthly		
Licensure Supervision (MFT, Social Worker, Psychologist Intern)	$3,287	Monthly		
Link Crew	$1,863	Monthly		
Math/Science Quiz Bowl	$723	Monthly		
Masters Degree	$1,956	Monthly		
Mock Trial	$2,894	Monthly	$723	Upon Completion (State/ National)
Model UN	$1,157	Monthly	$723	Upon Completion
Musical Director (Choral, Drama and Instrumental)	$0		$2,465	Upon Completion
New Teacher Mentor	$2,465	Monthly		
Noon Supervisor	$4,106	Monthly		
On Campus CIF Athletic Coaches[5] -Per Sport	$1,446	End of Season		
PAR – Joint Panel	$821	Annual	$821	June
PAR Consulting Teacher - Per RPT	$3,287	Monthly		
Psychologist Summer Assessment	$0		$2,207	Upon Completion Per Assessment
Robotics	$2,894	Monthly	$723	Upon Completion (State/ National)
Speech	$0		$1,233	Upon Completion
Stage Crew	$2,223	Monthly		
Traveling Teacher[4]	$4,928	Monthly		
WASC Self-Study Coordinator[2]	$6,570	Monthly		
Web Master	$4,106	Monthly	$2,465	Upon Completion
Wellness Intern Coordinator	$7,392	Monthly		

Effective Date: **7/1/2026**
Board Approved: **5/21/2025**

1 The Stipends listed in schedule B are for one position. Positions may be shared and stipends split if the site determines this is necessary.
2 Leadership, and WASC Self-Study Coordinators are tied to Department Chair – Tier 3
3 AGATE Coordinators (base stipend) and chaperones (optional stipend) shall be paid in a lump sum after the completion of the AGATE trip.
4 A traveling unit member is defined as an employee who is required by his/her supervisor to travel between two school sites during a school day.
5 On Campus CIF Athletic Coaches may receive more than one stipend per year. The stipend is only applicable to paid coaches. In the event a coaching stipend is split between coaches, the On Campus CIF Athletic Coach Stipend will be split.
6 Certificated staff who need to be accessible to students during lunch are not eligible for this position.

Schedule Notes:

- Stipend may be increased based on workload by mutual agreement between the District and AEA
- If any Unit member receives a prep period for a Schedule B assignment at a site, the district shall provide a prep period for the same assignment at all sites.
- The stipends are standardized compensation rates regardless of the funding source.
- Starting in 2006-07, the schedule B stipends shall increase at the same rate as the negotiated percentage increase for certificated, non-administrative salary schedules with the exception of state and federal categorically-funded positions. These programs shall increase at the same rate as the program's cost of living adjustment.

Schedule B Expectations

Tech Leads

- Work closely with school and district administration to assess staff needs with respect to Canvas and develop effective professional development to meet those needs.
- Provide direct support for certificated staff in the effective use of Canvas and Canvas integrations with a focus on supporting staff new to Canvas.
- Collaborate with site and district administration to stay up to date on new Canvas features and how staff may use them to support student learning.
- Provide direct support for certified staff on Teachmore, Aeries and AUHSD educational testing platform
- Participate in Summer Institute and periodic Instructional Council meetings.
- Collaborate with site and district administration to stay up to date on new Canvas features and how staff may use them to support student learning.
- Supporting AI instructional technology is not the focus of this position.

Choral and Instrumental (Base Stipend)

- For all Music activities outside of regular school hours—at a minimum, this will include two evening concerts per year and may include the following: concerts, festivals, events, fundraisers, field trips, etc.

- Programs and/or rehearsal schedules spent outside of regular school hours should be submitted to the principal as proof that work is being done.
- Stipend will be paid in eleven monthly payments.

Musical Director (Choral, Drama, Instrumental)

- For each director of the musical: choral director, instrumental director, and drama director. The musical should involve sets, costumes, lights, multiple performances, and significant time outside the classroom for each director. This is not an additional music concert.
- Program and/or rehearsal calendar should be submitted with Principal's signature for payment of the stipend.
- Stipend will be paid in one payment after performances are completed.

Drama (Base Stipend)

- For one full-length play with most or all of rehearsal/production time outside of regular school hours involving set, costumes, and multiple nights of performance.
- For any hours spent outside of school time for Drama Nights, class trips, competitions, and/or other class events and performances.
- Program(s) and/or rehearsal schedules for time spent outside of school hours should be submitted to the principal as proof that work is being done.
- Stipend will be paid in eleven monthly payments.

- **Drama (Optional Stipend)**For each additional full-length play with most or all of rehearsal/production time outside

of regular school hours involving set, costumes, and multiple nights of performance.

- Program(s) and/or rehearsal calendar should be submitted with Principal's signature for payment of the stipend.
- Stipend will be paid in one lump sum after the performances are completed.

Journalism and Yearbook (Base Stipend)

- For Journalism, publish a minimum of seven newspapers per year. For Yearbook, publish one yearbook per year.
- Production responsibilities should involve original articles, original photocopy and graphics, and desktop publication. It should involve significant time outside of the classroom for the instructor and students.
- Production schedule should be submitted with Principal's signature for payment of the stipend. This may be a monthly stipend.
- Principals must have proof that teachers are performing significant work outside of regular school hours with their students.
- Stipend will be paid in eleven monthly payments.
- **On Campus CIF Athletic Coaches (Base Stipend)**Serve as liaison for staff and athletes
- See District job description
- Stipend will be paid at end of season

Athletic Director (Base Stipend)

- See district job description
- Stipend will be paid in eleven monthly payments.

- **Diversity Chair District Committee (Base Stipend)**Serve as liaison for district staff and students
- Plan and organize monthly meetings
- Stipend will be paid in eleven monthly payments

Latin Coach (Base Stipend)

- For significant time spent with students outside of regular school hours. This includes hour of practice for competition.
- Programs and/or rehearsal calendars, and/or log of hours must be submitted to the principal that this work is being done to earn the stipend.
- Stipend will be paid in eleven monthly payments.

Link Crew (9th Grade/New Student Orientation)

- Work with site administration to develop 9th grade orientation
- Attend training if needed, work collaboratively to design 9th grade orientation

Plan and implement follow up activities throughout the year

BSU Advisor

- Hold regular weekly or biweekly meetings
- Organize Black Excellent month activities
- Engage in Middle School outreach
- Attend monthly BCSU meetings
- Attend parent advisory meetings
- Assist with BSU Dance, field trips and activities
- Help plan and attend annual BSU Summit
- Optional stipend for advisers who attend the state conference (BSCU)

Math/Science Quiz Bowl (Base Stipend)

- For significant time spent with students outside of regular school hours. This includes hour of practice for competition.
- Programs and/or rehearsal calendars, and/or log of hours must be submitted to the principal that this work is being done to earn the stipend.
- Stipend will be paid in eleven monthly payments.

Leadership (Base Stipend)

- See district job description
- Stipend will be paid in eleven monthly payments.

Webmaster (Base Stipend)

- For daily upkeep of school web site (during school year) so it is a viable communication and information vehicle for students, staff and the community. This includes uploading school bulletins, checking links, supervising the upload of student work, uploading required state information such as the School Report Card and linking to state testing results and other information as deemed necessary by the principal. The web master will

also respond to, or route, inquires sent to the site and adjust the art and design of the site as needed.

- The web site pages and the current status of information on the site will be reviewed by the principal for payment of the stipend.
- Stipend will be paid in eleven monthly payments.

Webmaster (Extra Optional Stipend)

- For major design, change and/or major revisions such as the creation of the school year calendar, handbook, and staff lists, etc. that are deemed necessary for the beginning of the school year.
- Revision will be reviewed by the principal for payment of the stipend.
- Stipend will be paid in one lump sum after the revisions are completed.

Supervisor (Lunch) (Base Stipend)

- Supervise students on campus or assigned area
- Direct visitors to the office
- Direct non-students to leave campus
- Maintain visible adult presence
- Stipend will be paid in eleven monthly payments.

Stage Crew (Base Stipend)

- Serve as liaison between the staff and student-run Sound/Stage crew
- Work directly with staff for regular sound/technical needs
- Schedule students to work; verify timesheets
- Report equipment problems for repair
- Stipend will be paid in eleven monthly payments.

PAR Joint Panel (Base Stipend)

- See description of PAR Joint Panel responsibilities in Article 14
- Payment issued per Schedule B

PAR Joint Panel (Extra Optional Stipend)

- See description of PAR Joint Panel responsibilities in Article 14
- Payment issued per Schedule B

PAR Consulting Teachers – RPT (Extra Optional Stipend)

- See description of PAR Consulting Teacher responsibilities in Article 14
- Payment issued per Schedule B

PAR Consulting Teachers – New Teachers (Extra Optional Stipend)

- See description of PAR Consulting Teacher responsibilities in Article 14
- Payment issued per Schedule B

Credential Mentoring (Teacher Induction, Instruction, New Counselor Mentor, Psychology Intern) (Base Stipend)

- Mentors will comply with the requirements of the appropriate credential program.
- Mentors will meet with mentees on weekly bases, observe mentees and provide support.
- Mentors will attend training as required by the credential program.
- Stipend will be paid in two payments – one in January and one in June.
- Mentors will be paid the full stipend for each mentee they mentor.

New Teacher/Intern Mentor (Base Stipend)

- Mentors will serve a support and a liaison to the certificated staff new to their school site (staff members newly hired, not necessarily new to the profession)
- Mentors will serve as liaison between the administrative team and new staff members.
- Mentors will hold monthly meetings to provide various supports related to best practices related to curriculum, implementation of courses of study, instructional practices, student and parent support and any other district and site initiatives.
- Stipend will be paid in two payments – one in January and one in June.

Department Chairperson (Base Stipend)

- See district job description
- Stipend will be paid in eleven monthly payments.

English Learners Department Chairperson (Base Stipend)

- See district job description
- Stipend will be paid in eleven monthly payments.

Special Education Department Chairperson (Base Stipend)

- See district job description
- Stipend will be paid in eleven monthly payments.

Lead Counselor (Base Stipend)

- See district job description
- Stipend will be paid in eleven monthly payments.

AGATE (Coordinator) Base Stipend

- Plan and organize AGATE trips – one trip per semester
- Work with Educational Services as needed
- Recommend AGATE chaperones to Educational Services
- Facilitate and meet with parents and eligible students at sites
- Communicate with students, parents and site staff on trip logistics
- Supervise AGATE students on trips
- Issue grades for AGATE students completing the trip
- Stipend will be paid in one lump sum after the AGATE trip is over.

AGATE (Chaperone) Base Stipend

- Attend AGATE planning meetings and parent meetings
- Work with site staff as needed
- Assist AGATE Coordinator with trip planning
- Supervise AGATE students on trips

- Stipend will be paid in one lump sum after the trip is over.

Mock Trial, Model UN, Robotics, and Academic Decathlon (Base Stipend)

- For significant time spent with students outside of regular school hours. This includes hour of practice for competition.
- Programs and/or rehearsal calendars, and/or log of hours must be submitted to the principal that this work is being done to earn the stipend.
- Stipend will be paid in eleven monthly payments.

Mock Trial, Model UN, Robotics, and Academic Decathlon (Extra Optional Stipend)

- For every additional level of competition reached such as state or national.
- Programs and/or rehearsal calendars, and/or log of hours must be submitted to the principal that his work is being done to earn the stipend.
- Stipend will be paid in one payment after each competition is completed.

Speech (Extra Optional Stipend)

- For every two weekend competitions with speech students.
- Program and/or rehearsal calendar should be submitted with Principal's signature for payment of the stipend.
- Stipend will be paid in one payment after each two performances are completed.

APPENDIX C

ACALANES UNION HIGH SCHOOL DISTRICT

EXTRA DUTY PAID ASSIGNMENTS

SPORTS	**DUTY**	**PER GAME**
*ALL SPORTS:	TIMER	$40.00
	TICKET SELLER	$40.00
*BASKETBALL		**PER GAME**
	**TIMER	$40.00
	**30 SECOND SHOT TIMER	$40.00
	**SCOREKEEPER	$40.00
	TICKET SELLER/TAKER	$40.00

**$40 for first assignment. $20 for each concurrent assignment

DANCES

With the exception of the Welcome Dance, there will be a limit of 4 dances for which 2 teachers at each school site will be assigned and paid as chaperones the rate of $50 each per dance. By mutual agreement between the site administration and the AEA extra duty members, dances other than the prom or ball may be added to the extra duty list. For prom and/or ball, chaperones who ride the bus and are there for the duration of the dance will receive $200.

Adopted: 11/17/1993
Revised: 8/21/2013

APPENDIX D

FAMILY CARE AND MEDICAL LEAVE PROCEDURE

The following conditions, requirements and procedures shall apply when requests for family care or medical leave are made:

A. Work Week

The workweek is any week in which the employee is in paid status for all or part of the week. Weeks in which the only pay to the employee is for a paid holiday shall be excluded.

B. Employee Eligibility

To be eligible for benefits under the Acts, an employee must have worked for the District:

1. For at least 12 months; and
2. At least 1,250 hours over the previous 12 months.

C. Reasons For Taking Leave

A leave request from an eligible employee must be granted for any of the following reasons:

1. Birth of the employee's child;
2. Placement of a child with the employee for adoption or foster care;
3. Care for the employee's child, spouse, or parent with a serious health condition;
4. The employee's own serious health condition that keeps the employee from performing his/her job function.

D. Advance Notice of Leave And Medical Certification

Employees will provide (1) advance written notice of the leave request and (2) medical certification whenever a serious health condition is involved.

1. If the need for the leave is foreseeable, employees will provide thirty-day (30) advance written notice. If the need for the leave is unforeseen (i.e., an emergency), notice is required to be given as soon as practicable.

2. If the leave is to care for a child, spouse or parent with a serious health condition, or because of the employee's own serious health condition, the employee will provide medical certification from a health care provider or physician. The medical certification must include:
   a. Date of commencement of the serious health condition;
   b. Probable duration of the condition;
   c. Estimated amount of time the health care provider will provide care;
   d. Confirmation that the serious condition of the child, spouse or parent warrants the participation of the employee; or, in the case of the employee's own serious health condition, certification that the employee is unable to perform his/her job functions.

3 The District may require a second and third medical opinion regarding an employee's serious health condition, at the District's expense. If the original leave granted is less than twelve (12) weeks, leave may be extended up to the twelve (12) week maximum, only with additional medical certification.

4. If the leave is needed for planned medical treatment or supervision, the employee must make a reasonable effort to schedule the treatment or supervision to minimize disruptions to the District, outside of working hours whenever possible.

5. An employee's advance notice and medical certification may be required to be given to the Personnel Office which will then determine the adequacy of the notice and medical certification and whether or not the leave will be approved/recommended for approval.

E. Continuation of Health Coverage and Other Job Benefit Plans

1. An employee taking leave will continue to participate in any group health care benefits plan under the same terms and conditions, including any necessary co-payments, in which the employee was enrolled prior to the first day of the leave. Co-payments are due monthly. Failure to pay the premium within thirty (30) days of the due date may result in termination of benefits coverage.

2. If the employee fails to return from the leave for any reason other than the recurrence, continuance, or onset of a serious health condition, the employee will be liable to the District for premiums paid for maintaining the employee's health coverage.

3. An employee may, at his/her expense, continue to participate in all other employee benefit plans offered by the employer during the leave period.

F. Intermittent or Reduced Schedule Leave.

An employee may take leave intermittently (e.g., in blocks of time), or by reducing a normal work schedule, in the following circumstances:

1. Where the leave is for the birth or placement of a child, leave may be taken on an intermittent or reduced schedule basis if the District approves.

2. Leave may be taken intermittently or on a reduced work schedule whenever it is medically necessary to care for a family member with a serious health condition, or because the employee is seriously ill and unable to work the employee's regular work schedule.

3. For purposes of scheduling intermittent leave when approved, full-time employees shall have entitlement to sixty (60) working days of leave. Part-time employees' leave entitlement shall be prorated based on the employee's FTE.

G. Substitution of Paid Leave and Other Leave Requests

1. Employees must use paid leave and family care leave concurrently if the reason for the paid leave meets the requirements of the Family Care Leave Section C.

2. Any paid or unpaid leave taken which meets the requirements of Section C

of this memorandum will be counted as part of the employee's family care leave entitlement, if the employee is so notified at the time the leave begins.

3. Eligible employees can use up to 20 days of sick leave to care for the employee's child, spouse, or parent with a serious health condition

H. Maternity

Employees on maternity leave will not start using family care leave until their disability period is over (i.e., when their physician takes them off disability after the birth of their child). Thus, although family leave due to an employee's serious health condition would normally run concurrently with sick leave where the employee is out for three (3) days or more, this will not apply in the case of disability due to maternity.

J. Period of Eligibility

The 12 month period for determining entitlement commences on the first day of the leave.

K. Seniority, Employee Benefits and Break in Service

An employee on leave will not lose any seniority or employment benefit that accrued prior to the start of the leave. An employee on unpaid Family Care Leave (not paid leave such as vacation or sick leave) will not accrue additional benefits, such as vacation, sick leave or similar benefits, during the leave. The leave will not constitute a break in service for purposes of longevity and seniority.

L. Restoration of Employment and Fitness for Duty Report

Employees returning from an approved leave will be reinstated to the same or equivalent position. Employees returning from an approved medical leave for their own serious health condition may be required to provide a fitness for duty report to return to work.

APPENDIX E
APPENDIX F

See end of contract for all forms.

APPENDIX G-1

ACALANES UNION HIGH SCHOOL DISTRICT

PARTICIPATING TEACHER ACTION PLAN

PAR FORM A

_____ _____ _____

Consulting Teacher Referred Participating Teacher School Year

Goals: Based on Support/Improvement Plan	Proposed Activities/Actions

This document will be part of the employee's personnel file.

_____ _____

Consulting Teacher Signature Date

_____ _____

Referred Participating Teacher Signature Date

PEER ASSISTANCE AND REVIEW PROGRAM

CONSULTING TEACHER LOG

PAR FORM B

_____ _____ _____

Consulting Teacher Referred Participating Teacher School Year

LOG OF ACTIVITIES

Date	Goal	Action	Time Spent	Written Evidence, if appropriate

This document will be part of the employee's file.

_____ _____

Consulting Teacher Signature Date

_____ _____

Preferred Participating Teacher Signature Date

APPENDIX G-3

ACALANES UNION HIGH SCHOOL DISTRICT
PEER ASSISTANCE AND REVIEW PROGRAM
FINAL REPORT
PAR FORM C

_____ _____ _____

Consulting Teacher Referred Participating Teacher School Year

Description of Assistance Provided by Consulting Teacher	Description of Referred Participating Teacher's Participation in PAR

This document will be part of the employee's file.

_____ _____

Consulting Teacher Signature Date

_____ _____

Referred Participating Teacher Signature Date

*Referred Participating Teacher's signature does not necessarily mean agreement, but that the Referred Participating Teacher has seen the report.

APPENDIX H-2

This form is for Department Chairperson Applicant

Department Chairperson Application Form

Available: March 16 Due: Before Spring Break

The role of the Department Chairperson is to coordinate department operations in the school, to provide instructional support for members of the department, and to support the development and implementation of curriculum in the school and the district. Please see attached job description.

Name: _____

I am applying to be Chairperson of _____.
(department)

1. What leadership skills do you see as important for department chair?

2. How would you provide instructional support for new teachers and veteran department members?

3. How would you support the vision of the school and the district? (Through IC, department chair meetings, department meetings, etc.)

3.

4. What does an effective department meeting look like and how would you facilitate one?

APPENDIX H-3

Department Member Input on Potential Department Chairperson Form

Name (person completing the form): _____

Available by: April 15 Due: May 1

The role of the Department Chairperson is to coordinate department operations in the school, to provide instructional support for members of the department, and to support the development and implementation of curriculum in the school and the district.

Name: _____ has applied to be _____ Chairperson.
(department)

Please describe the applicant's abilities and experiences in each of the following areas:
(Note: this information will not be shared with the applicant)

1. Coordinating or participating in department operations in the school.

2. Providing instructional support and curricular development for members of the department and /or schoolwide.

3. Demonstrates leadership qualities, advocacy and the ability to collaborate with other staff (classified, certificated and administrative.)

4. Do you have any additional comments regarding the qualifications of this individual?

APPENDIX I

ACALANES UNION HIGH SCHOOL DISTRICT
Grievance Report Form

NAME OF GRIEVANT _____ DATE _____

GRIEVANCE STEP (circle one) I II III IV

1 Date of alleged violation: _____

Article of the Contract Agreement in Question: _____

Describe the contract violation:

2 What resolution of the grievance do you propose?

Submitted By: _____ Submitted To: _____

Date Received by District: _____

3 Supervisor's/Assistant Superintendent's response to grievance (Box 1)

Supervisor: _____ Submitted To: _____

Date Received by AEA/Grievant: _____

4 AGGRIEVED PARTY'S RESPONSE:

_____ ACCEPT the Supervisor's Response

_____ REJECT the Supervisor's Response and wish to advance the Grievance to the next step of the Grievance Procedure. Please explain below what you find unacceptable about the proposed remedy, and describe your desired remedy.

Grievant's Signature: _____ Date: _____

APPENDIX J

DOMESTIC PARTNERS

In California, and also under this Agreement, a domestic partnership shall be established when all of the following requirements are met:

1. Both partners have a common residence. The term "common Residence" means that both domestic partners share the same residence. It is not necessary that the legal right to possess the common residence be in both of their names. Two people have a common residence even if one or both have additional residences. Domestic partners do not cease to have a common residence if one leaves the common residence but intends to return.

2. Both persons agree to be jointly responsible for each other's basic living incurred during the domestic partnership, the term "basic living expenses" means shelter, utilities, and other costs directly related to the maintenance of the common household of the common residence of the domestic partners. It also means any other cost, such as medical care, if some or all of the cost is paid as a benefit because a person is another person's domestic partner. The term "joint responsibility" means that each partner agrees to provide for the other partner's basic living expenses if the partner is unable to provide for him or herself.

3. Neither person is married nor a member of another domestic partnership.

4. The two persons are not related by blood in any way that would prevent them from being married to each other in California.

5. Both persons are at least eighteen years of age.

6. Either of the following:
   (a) Both persons are members of the same sex.
   (b) One or both of the persons meet the eligibility criteria Under Title II of the Federal Social Security Act as defined in 42 U.S.C. Section 402(a) for old-age insurance benefits, or Title VXI of the Federal Social Security Act as defined in 42 U.S.C. Section 1381 for aged individuals.

7. Both persons are capable of consenting to the domestic partnership.

8. Neither person has filed a Declaration of Domestic Partnership with the California Secretary of State pursuant to applicable law which has not been terminated pursuant to applicable law.

In order to receive any benefits in this Agreement for domestic partners, all requirements set forth above must be met, and the District must receive a copy of the registered form of the Declaration of Domestic Partnership which has been returned to the domestic partners from the California Secretary of State, (Family Code section 298.5). The burden of proof is on the eligible employee seeking benefits- Eligible employees who may obtain benefits pursuant to this Agreement shall immediately notify the District in writing whenever the domestic partnership is terminated. (Family Code section 299).

APPENDIX K

AEA Maternity Leave Matrix

LEAVE SEQUENCE

Family Medical Leave (FMLA-Federal), up to 12 weeks, concurrent with Pregnancy Disability Leave (PDLA-State)	→	California Family Rights Act/ Maternity- Paternity Leave (CFRA/MPL-State), up to 12 weeks	→	Leave Without Pay 1 year maximum

LEAVE COMPONENTS

FMLA (Federal)/PDLA (State)	=	accrued Sick Leave or Differential Pay (While on Dr's Note), with benefits
CFRA/MPL (State)	=	after FMLA/PDLA, up to 12 weeks (60 work days) of sick leave or 50% pay, with benefits, right to return to position /site
LWOP	=	up to 1 year with Board approval of unpaid leave, no benefits, right to return to district; no guarantee of position/site

LEAVE DEFINITIONS

Maternity Leave: Actual length of paid leave based on physician's note; maternity leave ends when the employee is medically able to return to work. If medically able to return to work but wishes to remain on leave, employee uses CFRA/MPL, then must use LWOP. FMLA & PDLA run concurrently for 12 weeks or end physician's note (6 weeks after birth), using sick leave or Differential pay and benefits. Then CFRA/MPL runs 12 weeks using sick leave or 50% pay and benefits.

Differential Leave: Salary minus the cost of a substitute. (As per Ed Code, certificated employees are charged regardless of whether a substitute is hired.) Certificated employees charged at short terms, single subject substitute rate. Differential leave begins after accrued sick leave is exhausted and ends when the employee is medically able to return to work, up to 100 days, or begins CFRA/MPL leave.

50% Pay: 50% Pay begins after accrued sick leave is exhausted and ends when the employee returns to work or ends CFRA/MPL.

FMLA/CFRA: To be eligible, employee must have worked for the District 12 previous months and a minimum of 1,250 hours.

APPENDIX L

Catastrophic Leave Matrix

Note: Catastrophic leave is granted for an incapacitating illness or injury that is expected to continue for an extended period of time per article 7.17

Leave Sequence for full time medical leave of absences:

sick leave → differential leave* → FMLA* → LWOP

*Catastrophic leave may be used to supplement differential and/or FMLA leave so that a unit members does not lose his/her per diem rate of pay.

Catastrophic leave days may also be used by unit member on a part-time medical leave of absence so that a unit member receives his/her per diem rate of pay prior to taking the part-time medical leave.

Leave Components and Definitions:

Leave	Leave Components	Leave Definitions
Sick Leave	Sick leave as accrued by unit member	
Differential Leave	Up to 5 months	Salary minus the cost of a substitute. (As per Ed Code 44977, certificated employees are charged regardless of whether a substitute is hired.) Certificated employees charged at short-term, single-subject substitute rate (Miscellaneous Certificated Salary Schedule Group I). Differential leave begins after accrued sick leave is exhausted and ends when the employee is medically able to return to work.
FMLA	Up to 12 weeks (60 work days) of unpaid leave with benefits, right to return to position/site.	To be eligible, employee must have worked for the District 12 previous months and a minimum of 1,250 hours.
LWOP	Up to 1 year with Board approval of unpaid leave, no benefits, right to return to district; no guarantee of position/site	
Catastrophic Leave	Up to 90 work days.	Catastrophic Leave days may be used to supplement differential leave so that one half day of catastrophic leave plus differential pay equals one paid day. Runs concurrent to FMLA after exhaustion of differential leave. If a unit member is not eligible for FMLA leave, then catastrophic leave continues after differential leave as determined by the catastrophic leave committee. Unit members on a part-time, long-term medical leave of absence as specified by the unit member's physician may use catastrophic leave in half-day increments to bring the unit member up to his/her level of pay before taking the part time medical leave of absence.

APPENDIX M



Certificated Transfer Request

DEADLINE IS MARCH 1ST

_____

Employee Name (Please Print)

I am requesting a transfer of site assignment.

My present assignment is: _____ _____
(Site) (Subject)

I request a transfer to: _____ _____
(Site) (Subject)

I would consider vacancies at other sites. Yes ☐ No ☐

I would consider a vacancy that occurs during the summer. Yes ☐ No ☐

If yes, summer contact:

Summer Address: _____
_____
_____

Summer Phone: (_____) _____

Summer E-mail _____

Additional Information (optional):

_____

_____

_____

_____ _____
(Teacher's Signature) (Date)

Date Received _____

APPENDIX N

Acalanes Union High School District
Human Resources
1212 Pleasant Hill Road, Lafayette, CA 94549
925-280-3900 x 6623 ♦ Fax 925-280-4282

CONSIDERATION FOR SCHEDULE B POSITION

Name: _____

Date: _____

Site: _____

Schedule B Position(s) Requested: *(Assignments Listed on Next Page)*

_____

_____

Please return to the HR office on or before March 1st

8.10 Schedule B

By February 1st of each school year, the District will notify all members by email that Schedule B positions are annual "at-will" positions and provide all members the opportunity to be considered for one or more Schedule B positions for the upcoming school year. Requests for consideration forms will be attached to the February 1st email and must be returned to the HR office prior to March 1st. By June 1st, principals will notify those members that requested consideration of their decision. NOTE: Completing a request for consideration form is not a requirement to be selected for a Schedule B position. Principals may select any member for a Schedule B position. Principals may elect for a Schedule B position to be unfilled

APPENDIX O

Acalanes Union High School District
Human Resources
1212 Pleasant Hill Road, Lafayette, CA 94549
925-280-3900 x 6622 ♦ Fax 925-280-4282

REQUEST FOR CONSIDERATION OF INCREASED FTE

Name: _____

Date: _____

Current Site: _____

Amount of FTE Requested: _____ *Total FTE (including requested FTE) for upcoming year:* _____

I will consider a split-site assignment: ☐ *YES* ☐ *NO*

I will consider a site other than my current site: ☐ *YES* ☐ *NO*

Please return to the HR office on or before March 1st

8.11 Requesting Increased FTE

By February 1st of each school year, the District will provide members the opportunity to request additional FTE, up to 1.0 FTE. A Request for Consideration Form will be attached to the February 1st email and must be returned to the HR office prior to March 1st. Members requesting consideration will be notified during the master schedule building process if there is an opportunity for increasing FTE. Increasing FTE for members, with or without submission of the Request for Consideration Form, is at the discretion of the District.

APPENDIX P

Curricular Areas and Courses (Maximum Student Contact Per Teacher – 1.0 FTE)

Career/Technical Education (140)

- Auto Technology/Advanced
- Design and Fabrication/Advanced
- Furniture Design
- Wood Technology/Advanced

Career/Technical Education (150)

- Architectural Design
- Computer Applications
- Computer Assisted Drafting
- Computer Technology/Advanced
- Electronics/Advanced
- Engineering Drawing/Advanced
- Foods/Advanced
- Health Careers

Drama (145)

- Drama 1,2/Advanced
- Stagecraft

English (145)

- English 1-4/Honors/Advanced Placement/Wise
- Journalism 1-4
- Media Studies/Creative Writing
- Oral Interpretation
- Public Speaking 1-4
- Public Speaking/Creative Writing
- Yearbook

English Language Development (120)

- English Language Development

Instrumental Music (200)

- Concert Band
- Jazz Band
- Orchestra
- Symphonic Band
- Wind Ensemble

Intervention Courses (125)

- Algebra A, B
- Literacy 1-3
- Math Applications
- Math Intervention
- SDAIE Courses

Mathematics (155)

- Algebra 1
- Algebra 2/Trigonometry/Honors
- AP Calculus AB/BC
- AP Statistics
- Geometry/Honors
- Computer Programming/AP
- Math Analysis
- Pre-Calculus

Physical Education/Health (225)

- PE 9/Health
- PE 10
- Weight Training
- Yoga, Pilates and Fitness Training

Science (150)

- Analytical Forensic Science
- Biology/AP
- Biotechnology
- Chemistry/AP
- Engineering and Applied Physics Honors
- Environmental Science/AP
- Geology
- Physics/Honors/AP
- Physiology
- Sports Medicine/Advanced

Social Science (155)

- AP European History
- AP Government & Politics Comparative
- AP Government and Politics US
- AP Human Geography
- AP Macroeconomics
- Contemporary Issues and Public Policy
- Economics
- Law and Society
- Psychology/AP
- US Government
- US History/AP
- World History/Geography

Visual Art (140)

- 3-D Art 1-4
- AP Art History
- AP Studio Art/2-D
- Art 1,2/Advanced/Honors
- Digital Design 1,2
- Digital Arts/Web Design
- Independent Art Portfolio
- Photo Digital Design/Advanced
- Video Production 1 -3

Vocal Music (275-300)

- Chamber Singers
- Choral Performance 1-4
- Chorale
- Concert Choir
- Mixed Chorus
- M/W Ensemble

Other Music

- AP Music Theory (150)

World Language (150)

- French 1-3/Honors/AP
- German 1-3/Honors/ AP
- Japanese 1-3, Honors/AP
- Latin 1-3, Honors/AP
- Mandarin 1-3/Honors/AP

- Spanish 1-3/Honors/AP

Other

*Class maximum collaboratively developed by course advisor (certificated teacher) and site administration

- Leadership
- Work Experience

Appendix Q

ACALANES UNION HIGH SCHOOL DISTRICT
TEACHING ASSIGNMENT REQUEST FORM (Appendix R)
Teaching Assignment Year_____

Submit the completed form by _____*(Wednesday prior to Spring Break)* to your Principal. Copy of the form will be given to the Department Chair.

NAME _____ DEPARTMENT_____

Course Requests – Please list in order of preference:	Prep Period Request – Please list in order of preference:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	
5. _____	

Please prioritize by ranking (1,2,3,4) the following:
___ Course Request ___ Prep Period Placement ___ Classroom Assignment ___Prep Period Every Day

NOTE: *Requests for period of an offering, prep period or classroom assignments cannot be guaranteed due to possible school-wide scheduling conflicts.*

For Part Time Employees Only:
Please select your preferred schedule based on the available scheduling options attached.
Note that while requests can be made, assignments cannot be guaranteed. Priority will be given to ensuring an effective master schedule and scheduling of the full time employees.

80% Employees: ☐ 80% AM ☐ 80% PM
60% Employees: ☐ 60% AM ☐ 60% PM ☐ 60% 3 Day
40% Employees: Preference:_____
20% Employees: Preference:_____

Additional Information:

What worked well with your current schedule?

If you could, what would you change about your current schedule?

Is there another teacher with whom you would like a common prep period for collaboration?

Are there any other considerations you would like us to know about?

SCHEDULE B

All AEA members are encouraged to consider Schedule B positions. Schedule B positions are available to all AEA members on annual basis. Members will be provided the opportunity to be considered for one or more Schedule B positions for the upcoming school year. If interested, please submit provided Schedule B Application to the site principal.

Please see the back for available Schedule B

THE ACALANES EDUCATION ASSOCATION
AND
THE ACALANES UNION HIGH SCHOOL DISTRICT
MEMORANDUM OF UNDERSTANDING

RE: Blended Schedule

The Acalanes Education Association (AEA) and the Acalanes Union High School District (District) agree to the following for the 2026-2027 school year:

1. Blended schedule guidelines in AEA Contract 8.5 will only apply to teachers teaching ELD, Literacy, and Math Intervention.
2. No teacher with a blended schedule as defined above would be over contract at any point during the school year.
3. No class in the English, Math, Science, Social Studies, World Language, CTE departments will exceed 39 students after the 10 day balancing period.

Amy McNamara — 5/26/26

Amy McNamara, AUHSD — Date

Lori Tewksbury (May 27, 2026 09:26:07 PDT) — May 27, 2026

Lori Tewksbury, AEA — Date

Michael Buchel — May 27, 2026

Michael Buchel, AEA — Date

THE ACALANES EDUCATION ASSOCATION
AND
THE ACALANES UNION HIGH SCHOOL DISTRICT
MEMORANDUM OF UNDERSTANDING

RE: CTE Credential Incentive program

2026-2027

The Acalanes Education Association (AEA) and the Acalanes Union High School District (District) agree to the CTE credentialing Incentive Program as follows :

1. To be eligible, teachers must meet the following criteria:
    - Must hold a clear Single Subject Credential
    - Must have three years' experience in AUHSD
    - Must have at least 3 years of industry experience (one year is acceptable if the teachers also has 24 semester units of coursework units in the related field)
2. Eligible Teachers will enroll in the CCCOE/Berkeley Extension program
    - CCCOE will pay $500 of the cost
    - AUHSD will pay the remaining $415 of tuition
3. Upon proof of completion, teachers will receive a $1500 stipend or have units accepted for salary advancement.

Amy McNamara — 5/26/26

Amy McNamara, AUHSD — Date

Lori Tewksbury (May 27, 2026 09:25:43 PDT) — May 27, 2026

Lori Tewksbury, AEA — Date

Michael Buchel — May 27, 2026

Michael Buchel, AEA — Date

THE ACALANES EDUCATION ASSOCATION
AND
THE ACALANES UNION HIGH SCHOOL DISTRICT
MEMORANDUM OF UNDERSTANDING

RE: CTE teachers and Salary Schedule

The Acalanes Education Association (AEA) and the Acalanes Union High School District (District) agree to the following:

1. For the 2026-2027 school year, the District will consider both relevant years of experience in an industry related field and/or teaching experience for placement on the salary schedule, up to 10 years.

Amy McNamara — 5/26/26

Amy McNamara, AUHSD — Date

Lori Tewksbury (May 27, 2026 09:25:25 PDT) — May 27, 2026

Lori Tewksbury, AEA — Date

Michael Buchel — May 27, 2026

Michael Buchel, AEA — Date

THE ACALANES EDUCATION ASSOCATION
AND
THE ACALANES UNION HIGH SCHOOL DISTRICT
MEMORANDUM OF UNDERSTANDING

RE: School Nurses

The Acalanes Education Association (AEA) and the Acalanes Union High School District (District) agree to the following:

1. For the 26-27 School Year, AUHSD school nurses will receive three additional days paid at the summer rate ($300). Days may be scheduled before the start of the school year or by mutual agreement with Human Resources.

Amy McNamara — 5/26/2026

Amy McNamara, AUHSD — Date

Lori Tewksbury (May 27, 2026 09:23:19 PDT) — May 27, 2026

Lori Tewksbury, AEA — Date

Michael Buchel — May 27, 2026

Michael Buchel, AEA — Date

TEACHER EVALUATION FORMS

Form A

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP) 2024

CSTP 1: Engaging and Supporting All Students in Learning

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.

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.

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.

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.

CSTP 2: Creating and Maintaining Effective Environments for Student Learning

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

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.

2C Organizational and Resources 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.

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.

CSTP 3: Understanding and Organizing Subject Matter for Student Learning

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.

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.

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.

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.

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.

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students

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.

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.

4C Facilitating Instruction for Student Learning: Teachers advance student learning by employing varied instructional strategies and supports that help build students' knowledge and skills that facilitate student engagement, well-being, and efficacy.

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.

CSTP 5: Assessing Students for Learning

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.

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.

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.

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.

CSTP 6: Developing as a Professional Educator

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.

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.

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.

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.

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.

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.

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.

Form B

AUHSD Lesson Plan for Formal Observation

Teacher: _____Evaluator_____Date_____

Learning Objective(s) of the Lesson. *Students will be able to…*

-
-
-

State Content Standard(s) Addressed in the Lesson

How does this Lesson tie into the larger learning unit?

Introduction *What hook or starter links this lesson to a previous lesson?*	
Body of the Lesson *Provide the instruction sequence of the lesson, along with estimated time allotments.*	
Check for Understanding *How will you know students are meeting or working towards learning objectives during the lesson and/or at the end of the lesson?*	
Closure *How does the lesson wrap up and build a bridge to the next lesson?*	

Extending the Lesson via Homework *(Not always necessary.)*	
Differentiate *Explain at least one way an activity/task/formative assessment of this lesson could be adjusted to accommodate the needs of English Language Learners and students with potential learning accommodations outlined in an IEP.*	

AUHSD Formal Evaluation Lesson Plan and Observation Form

Teacher:	Subject:	Grade Level:

Learning Objective(s) of the Lesson. *Students will be able to…*

-
-
-

How does this Lesson tie into the larger learning unit?

	Teacher's Notes	Evaluator Notes
Introduction *What hook or starter links this lesson to a previous lesson?*		

Body of the Lesson *Provide the instructional scaffolding of the lesson which includes estimated time allotments during the block period.*		
Check for Understanding *How will you know students are meeting or working towards learning objectives during the lesson and/or at the end of the lesson? (Formative Assessment)*		
Closure *How does the lesson wrap up and build a bridge to the next lesson?*		
Extending the Lesson: *What comes next?*		

Differentiate *Explain at least one way an activity/task/formative assessment of this lesson could be adjusted to accommodate the needs of English Language Learners and students with potential learning accommodations outlined in an IEP.*		

Teacher Reflection on the Lesson: *How well did the lesson achieve its learning objectives? What evidence do I have of student learning? What might I change or improve upon in the future?*

Evaluator Feedback: *How well did the lesson achieve its learning objectives? Next steps and support?*

Form B3

AUHSD *Informal* Observation

Teacher:	Subject/Period:	Grade Level:	Date:

Evaluator is noting what teacher and students are doing throughout the lesson.

	Time	Teacher	Students
Introduction *What hook or starter linked this lesson to a previous lesson?*			
Body of the Lesson *Describe the instructional scaffolding of the lesson and note the length of time for each step.*			
Check for Understanding *How were students asked to demonstrate their learning? Describe formative assessment activities & indicate the time allotted.*			
Closure *How did the lesson wrap up and build a bridge to the next lesson?*			
Extending the Lesson: *What comes next?*			
Differentiate *Explain at least one way an activity/task/formative assessment of this lesson could be adjusted to accommodate the needs of English*			

Language Learners and students with potential learning accommodations outlined in an IEP.			

Teacher Reflection on the Lesson: *How well did the lesson achieve its learning objectives? What evidence do I have of student learning? What might I change or improve upon in the future?*

Evaluator Feedback: *How well did the lesson achieve its learning objectives? Next steps and support?*

Form C

AUHSD TEACHER EVALUATION: POST OBSERVATION RUBRIC

<table>
<tr><td rowspan="3">CSTP 1: Engaging and Supporting All Students in Learning

Exemplary

Teacher is a leader in promoting student-centered learning, actively seeking to understand and address the diverse needs of all students. Partners with families to enhance student learning and well-being. Consistently intervenes and scaffolds curriculum and instruction for student access.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Teacher consistently uses knowledge of students to create engaging, relevant, and challenging learning experiences that support each student's development. Teacher has a strong understanding of multilingual learners and students with special needs, regularly scaffolding their access. Teacher creates structures for intervention time with students.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td>Teacher demonstrates limited awareness of student backgrounds and does not create inclusive learning experiences. Has limited awareness of multilingual learners and students with special needs. Does not provide intervention.</td><td>Teacher is learning to incorporate student interests and backgrounds into lesson plans but implementation is inconsistent. Teacher has awareness of multilingual learners and students with special needs and is beginning to develop strategies to ensure curriculum access. Teacher is beginning to incorporate intervention.</td></tr>
<tr><td colspan="3">Evidence and Comments</td></tr>
<tr><td colspan="3"></td></tr>
</table>

<table>
<tr><td rowspan="3">CSTP 2: Creating and Maintaining Effective Environments for Student Learning

Exemplary
Teacher is a role model in creating inclusive and equitable learning environments that affirms student agency, voice, and identity while promoting equity and inclusivity.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Teacher effectively creates and maintains a safe, caring, and intellectually stimulating learning environment. Establishes classroom routines, procedures, and norms to ensure positive student behavior. Effectively optimizes instructional time. Communicates high expectations and standards for student behavior. Develops classroom environments that actively support students cultural identities, language development and emotional health.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td>Teacher does not manage classroom behavior to create a safe, respectful learning environment or use instructional time effectively. Classroom environment minimally supports students’ cultural identities, language development and emotional health.</td><td>Teacher is developing strategies for managing student behavior and creating a positive learning environment, but implementation is inconsistent. Teacher is inconsistent in utilizing instructional time effectively. Teacher is developing a classroom environment that actively supports students’ cultural identities, language development and emotional health.</td></tr>
<tr><td colspan="3">Evidence and Comments</td></tr>
<tr><td colspan="3"></td></tr>
</table>

<table>
<tr><td rowspan="3">CSTP 3: Understanding and Organizing Subject Matter for Student Learning

Exemplary

Teacher is a curriculum leader who designs and implements innovative learning experiences. The teacher makes learning authentic, relevant, and meaningful. Teacher presents subject matter in a way that promotes understanding of diverse perspectives, and empowers students to take an active role in their learning.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Teacher consistently presents subject matter in an authentic, relevant and meaningful manner. Teacher implements appropriate and effective scaffolds to support academic, linguistic, and social-emotional growth for all students. Teacher implements a coherent, culturally relevant, and equitable curriculum that engages and challenges students.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td>Teacher demonstrates limited knowledge of subject matter. Teacher does not present subject matter in a meaningful or relevant way to students. Curricular objectives are unclear or not connected to the curricular standards. Teacher does not implement scaffolding to support student access to the curriculum.</td><td>Teacher is working to present subject matter in a relevant and meaningful way. The teacher connects subject matter to real-world contexts and differentiates instruction, but implementation is inconsistent. Curricular objectives are clear and connected to the standards, and the teacher has clear knowledge of the subject matter.</td></tr>
<tr><td colspan="3">Evidence and Comments</td></tr>
<tr><td colspan="3"></td></tr>
</table>

<table>
<tr><td rowspan="3">CSTP 4: Planning Instruction and Designing Learning Experiences for All Students

Exemplary

Teacher is a leader in designing and adapting instruction to meet the diverse needs of all students, using evidence-based strategies and collaborating with colleagues to improve instructional practices.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Teacher sets a purposeful direction for instruction and lesson plans, intentionally planning and enacting challenging and relevant learning experiences that foster each student’s academic and social–emotional development. Teacher effectively plans, delivers, facilitates, and adapts instruction to meet the unique needs of learners to ensure students achieve learning goals. Teacher utilizes varied instructional strategies to maintain an engaging learning experience throughout the classroom period.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td></td><td>Teacher's lesson plans lack clear objectives or do not demonstrate evidence of strategic planning of instructional minutes. Teacher does not effectively adapt instruction to meet diverse student needs. Little to no evidence of differentiated instruction.</td><td>Teacher designs lesson plans that incorporate some varied instructional practices, but implementation is inconsistent. Lesson plans demonstrate clear learning objectives and intentional planning of instructional minutes, while working towards meeting the unique needs of all students.</td></tr>
<tr><td colspan="3">Evidence and Comments</td></tr>
<tr><td colspan="3"></td></tr>
</table>

<table>
<tr><td rowspan="3">CSTP 5: Assessing Students for Learning

Exemplary
Teacher is a leader in assessment practices, using assessment data to drive continuous instructional improvement, collaborating with colleagues to develop comprehensive assessment systems, and involving students and families in the assessment process.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Teacher uses a variety of formative and summative assessment methods to understand student learning and well-being. Teacher analyzes assessment data to inform instruction and differentiates learning experiences. Teacher clearly and regularly communicates assessment outcomes to students, families, and appropriate staff.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td></td><td>Teacher does not utilize formative assessment to check for student understanding. Teacher demonstrates limited understanding of how formative and summative assessment data can inform instruction. Teacher does not communicate student progress in a timely manner.</td><td>Teacher utilizes formative assessment to check for student understanding.Teacher uses formative and summative assessment methods and interprets data, but implementation is inconsistent and may not be used to inform instruction. Teacher communicates student progress in a timely manner to students and families, but may not engage with appropriate staff to support students.</td></tr>
<tr><td colspan="3">Evidence and Comments</td></tr>
<tr><td colspan="3"></td></tr>
</table>

<table>
<tr><td rowspan="3">CSTP 6: Developing as a Professional Educator

Exemplary

Teacher is a role model for professional growth, seeking leadership opportunities, collaborating with families and community partners, and promoting equity and access for all students. Consistently meets all professional responsibilities and excels in communication.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Teacher meets professional responsibilities (e.g. professional development, IEP participation, communication, and effective use of Learning Management System), and demonstrates strong reflective practice. Collaborates effectively with department, curricular team, colleagues and families to improve student outcomes, and demonstrate ethical conduct.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td colspan="3">Evidence and Comments</td></tr>
<tr><td colspan="3"></td></tr>
</table>

Form D

AUHSD Reflection on an Instructional Unit and Summative Assessment

INSTRUCTIONS:

This form, along with the supporting documents, is to be completed for at least one class for one unit of study by the unit member and submitted to their evaluator by the last workday in December.

Unit Member	Evaluator	School Year
Course	**Unit Title/Topic**	**Dates Taught**

LEARNING OBJECTIVES & STANDARDS

Describe the key learning objectives, standards, or benchmarks being measured in this unit:

SUPPORTING DOCUMENTS (Attach the following):

- A summative assessment instrument (e.g., essay, test, project, presentation, performance) used to assess student learning and achievement for the unit.
- The performance criteria, rubric, and/or grading scale for the summative assessment instrument
- Evidence of "Student Self-Assessment of Learning" that asks students the following:
    - What helped you understand and learn the content of this unit?
    - What would you change or add to help you better understand the content of this unit?
    - Share anything else that affected your learning and understanding of the content of this unit.

STUDENT WORK ANALYSIS

Performance Levels: Describe why the students are in each category.		
Below Standard:	**Approaching Standard:**	**Meeting or Exceeding Standard:**

Student Data Breakdown: Sort the students' work into three (3) categories and indicate the percentage of the class in each category.		
Percentage of Students Below Standard	**Percentage of Students Approaching Standard**	**Percentage of Students Meeting or Exceeding Standard**

Learning Needs Analysis: Describe the learning needs of the students in each category.
Below Standard
Approaching Standard
Meeting or Exceeding Standard

INSTRUCTIONAL REFLECTION

1.Analyze the "Student Assessment of Learning" (Form on last page or alternative form) which was administered to at least one class of students. (Note: Member does not need to share actual results of students surveys.)

2.How will you use the data from your "Analysis of Student Work" (#2A – 2C) and the analysis of "Student Assessment of Learning" () to differentiate instruction and support student learning in the future?

Form E

AUHSD Evaluation: Mid year check in form

Member:	School	Evaluator :

Date of conference:

Conference Notes:

AUHSD Evaluation Rubric feedback (rubric is reviewed): Next Steps/Support needed:

Unit member Signature _____

Evaluator Signature _____

Form F

AUHSD TEACHER EVALUATION: FINAL EVALUATION

<table>
<tr><td rowspan="3">CSTP 1: Engaging and Supporting All Students in Learning

Exemplary

Teacher is a leader in promoting student-centered learning, actively seeking to understand and address the diverse needs of all students. Partners with families to enhance student learning and well-being. Consistently intervenes and scaffolds curriculum and instruction for student access.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Teacher consistently uses knowledge of students to create engaging, relevant, and challenging learning experiences that support each student's development. Teacher has a strong understanding of multilingual learners and students with special needs, regularly scaffolding their access. Teacher creates structures for intervention time with students.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td>Teacher demonstrates limited awareness of student backgrounds and does not create inclusive learning experiences. Has limited awareness of multilingual learners and students with special needs. Does not provide intervention.</td><td>Teacher is learning to incorporate student interests and backgrounds into lesson plans but implementation is inconsistent. Teacher has awareness of multilingual learners and students with special needs and is beginning to develop strategies to ensure curriculum access. Teacher is beginning to incorporate intervention.</td></tr>
<tr><td colspan="3">Evidence and Comments</td><td>Rating</td></tr>
<tr><td colspan="3"></td><td>☐ Satisfactory
☐ Needs Improvement
☐ Unsatisfactory</td></tr>
</table>

<table>
<tr><td rowspan="4">CSTP 2: Creating and Maintaining Effective Environments for Student Learning

Exemplary
Teacher is a role model in creating inclusive and equitable learning environments that affirms student agency, voice, and identity while promoting equity and inclusivity.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Teacher effectively creates and maintains a safe, caring, and intellectually stimulating learning environment. Establishes classroom routines, procedures, and norms to ensure positive student behavior. Effectively optimizes instructional time. Communicates high expectations and standards for student behavior. Develops classroom environments that actively support students cultural identities, language development and emotional health.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td>Teacher does not manage classroom behavior to create a safe, respectful learning environment or use instructional time effectively. Classroom environment minimally supports students’ cultural identities, language development and emotional health.</td><td>Teacher is developing strategies for managing student behavior and creating a positive learning environment, but implementation is inconsistent. Teacher is inconsistent in utilizing instructional time effectively. Teacher is developing a classroom environment that actively supports students’ cultural identities, language development and emotional health.</td></tr>
<tr><td colspan="2">Evidence and Comments</td><td>Rating</td></tr>
<tr><td colspan="2"></td><td>☐ Satisfactory
☐ Needs Improvement
☐ Unsatisfactory</td></tr>
</table>

<table>
<tr><td rowspan="3">CSTP 3: Understanding and Organizing Subject Matter for Student Learning

Exemplary

Teacher is a curriculum leader who designs and implements innovative learning experiences. The teacher makes learning authentic, relevant, and meaningful. Teacher presents subject matter in a way that promotes understanding of diverse perspectives, and empowers students to take an active role in their learning.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Teacher consistently presents subject matter in an authentic, relevant and meaningful manner. Teacher implements appropriate and effective scaffolds to support academic, linguistic, and social-emotional growth for all students. Teacher implements a coherent, culturally relevant, and equitable curriculum that engages and challenges students.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td>Teacher demonstrates limited knowledge of subject matter. Teacher does not present subject matter in a meaningful or relevant way to students. Curricular objectives are unclear or not connected to the curricular standards. Teacher does not implement scaffolding to support student access to the curriculum.</td><td>Teacher is working to present subject matter in a relevant and meaningful way. The teacher connects subject matter to real-world contexts and differentiates instruction, but implementation is inconsistent. Curricular objectives are clear and connected to the standards, and the teacher has clear knowledge of the subject matter.</td></tr>
<tr><td colspan="2">Evidence and Comments</td><td>Rating</td></tr>
<tr><td colspan="2"></td><td>☐ Satisfactory
☐ Needs Improvement
☐ Unsatisfactory</td></tr>
</table>

<table>
<tr><td rowspan="4">CSTP 4: Planning Instruction and Designing Learning Experiences for All Students

Exemplary

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<tr><td colspan="2">Teacher sets a purposeful direction for instruction and lesson plans, intentionally planning and enacting challenging and relevant learning experiences that foster each student’s academic and social–emotional development. Teacher effectively plans, delivers, facilitates, and adapts instruction to meet the unique needs of learners to ensure students achieve learning goals. Teacher utilizes varied instructional strategies to maintain an engaging learning experience throughout the classroom period.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td>Teacher's lesson plans lack clear objectives or do not demonstrate evidence of strategic planning of instructional minutes. Teacher does not effectively adapt instruction to meet diverse student needs. Little to no evidence of differentiated instruction.</td><td>Teacher designs lesson plans that incorporate some varied instructional practices, but implementation is inconsistent. Lesson plans demonstrate clear learning objectives and intentional planning of instructional minutes, while working towards meeting the unique needs of all students.</td></tr>
<tr><td colspan="2">Evidence and Comments</td><td>Rating</td></tr>
<tr><td colspan="2"></td><td>☐ Satisfactory
☐ Needs Improvement
☐ Unsatisfactory</td></tr>
</table>

CSTP 5: Assessing Students for Learning **Exemplary** Teacher is a leader in assessment practices, using assessment data to drive continuous instructional improvement, collaborating with colleagues to develop comprehensive assessment systems. Leading through communication, teacher connects with students, families, and support staff to optimize the learning process.	**Accomplished - 3** Teacher uses a variety of formative and summative assessment methods to measure and understand student learning and well-being. Teacher analyzes assessment data to inform instruction and differentiates learning experiences. Teacher clearly and regularly communicates assessment outcomes to students, families, and appropriate staff.	
	Limited - 1 Teacher does not utilize formative assessment to check for student understanding. Teacher demonstrates limited understanding of how formative and summative assessment data can inform instruction. Teacher does not communicate student progress in a timely manner.	**Developing - 2** Teacher utilizes formative assessment to check for student understanding.Teacher uses formative and summative assessment methods and interprets data, but implementation is inconsistent and may not be used to inform instruction. Teacher communicates student progress in a timely manner to students and families, but may not engage with appropriate staff to support students.

Evidence and Comments	Rating
	☐ **Satisfactory** ☐ **Needs Improvement** ☐ **Unsatisfactory**

<table>
<tr><td rowspan="3">CSTP 6: Developing as a Professional Educator

Exemplary

Teacher is a role model for professional growth, seeking leadership opportunities, collaborating with families and community partners, and promoting equity and access for all students. Consistently meets all professional responsibilities and excels in communication.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Teacher meets professional responsibilities (e.g. professional development, IEP participation, communication, and effective use of Learning Management System), and demonstrates strong reflective practice. Collaborates effectively with department, curricular team, colleagues and families to improve student outcomes, and demonstrate ethical conduct.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td>Teacher does not reflect on instructional or professional practices. Teacher demonstrates minimal engagement during professional learning activities and collaboration. Teacher does not meet professional responsibilities in their department or the school, and communication is limited.</td><td>Teacher occasionally reflects on their teaching and professional practice, but does’t always implement changes. Teacher attends collaboration with colleagues, but participation is inconsistent. Meets professional responsibilities and communication as required.</td></tr>
<tr><td colspan="2">Evidence and Comments</td><td>Rating</td></tr>
<tr><td colspan="2"></td><td>☐ Satisfactory
☐ Needs Improvement
☐ Unsatisfactory</td></tr>
</table>

Form F

Final Evaluation Comments and Recommendations	Overall Rating
	☐ **Satisfactory** ☐ **Needs Improvement** ☐ **Unsatisfactory**

Support Improvement Plan

☐ **Needs Improvement** with support/improvement plan. Requires a "Needs Improvement" in a minimum of two (2) Standards or an "Unsatisfactory" in a minimum of one (1) Standard and a "Needs Improvement" in a minimum of one (1) Standard. Teacher is on evaluation cycle for another year. Teacher will be assigned an instructional mentor.

☐ **Unsatisfactory**, with support/improvement plan and referral to the PAR program. Requires an "Unsatisfactory" in a minimum of two standards.Teacher is on evaluation cycle for another year. Teacher will be assigned an instructional mentor.

If In Needs of Improvement or Unsatisfactory: What specific areas of improvement are required (Describe all areas that apply)?

Date of Final Evaluation Conference: _____

Unit Member Signature_____ **Evaluator Signature _____**

Signature indicates knowledge of, not necessarily agreement with, the report. The unit member has the right to respond. The response will be attached and placed in the unit member's personnel file.

Form G

AUHSD TEACHER EVALUATION: IMPROVEMENT PLAN

<table>
<tr><td rowspan="4">CSTP 1: Engaging and Supporting All Students in Learning

Exemplary

Teacher is a leader in promoting student-centered learning, actively seeking to understand and address the diverse needs of all students. Partners with families to enhance student learning and well-being. Consistently intervenes and scaffolds curriculum and instruction for student access.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Teacher consistently uses knowledge of students to create engaging, relevant, and challenging learning experiences that support each student's development. Teacher has a strong understanding of multilingual learners and students with special needs, regularly scaffolding their access. Teacher creates structures for intervention time with students.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td>Teacher demonstrates limited awareness of student backgrounds and does not create inclusive learning experiences. Has limited awareness of multilingual learners and students with special needs. Does not provide intervention.</td><td>Teacher is learning to incorporate student interests and backgrounds into lesson plans but implementation is inconsistent. Teacher has awareness of multilingual learners and students with special needs and is beginning to develop strategies to ensure curriculum access. Teacher is beginning to incorporate intervention.</td></tr>
<tr><td colspan="3">Areas for Improvement</td></tr>
<tr><td colspan="3"></td></tr>
</table>

<table>
<tr><td rowspan="3">CSTP 2: Creating and Maintaining Effective Environments for Student Learning

Exemplary
Teacher is a role model in creating inclusive and equitable learning environments that affirms student agency, voice, and identity while promoting equity and inclusivity.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Teacher effectively creates and maintains a safe, caring, and intellectually stimulating learning environment. Establishes classroom routines, procedures, and norms to ensure positive student behavior. Effectively optimizes instructional time. Communicates high expectations and standards for student behavior. Develops classroom environments that actively support students cultural identities, language development and emotional health.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td>Teacher does not manage classroom behavior to create a safe, respectful learning environment, and use instructional time effectively. Classroom environment minimally supports students’ cultural identities, language development and emotional health.</td><td>Teacher is developing strategies for managing student behavior and creating a positive learning environment, but implementation is inconsistent. Teacher is inconsistent in utilizing instructional time effectively. Teacher is developing a classroom environment that actively supports students’ cultural identities, language development and emotional health.</td></tr>
<tr><td colspan="3">Areas for Improvement</td></tr>
<tr><td colspan="3"></td></tr>
</table>

<table>
<tr><td rowspan="3">CSTP 3: Understanding and Organizing Subject Matter for Student Learning

Exemplary
Teacher is a curriculum leader who designs and implements innovative learning experiences. The teacher makes learning authentic, relevant, and meaningful. Teacher presents subject matter in a way that promotes understanding of diverse perspectives, and empowers students to take an active role in their learning.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Teacher consistently presents subject matter in an authentic, relevant and meaningful manner. Teacher implements appropriate and effective scaffolds to support academic, linguistic, and social-emotional growth for all students. Teacher implements a coherent, culturally relevant, and equitable curriculum that engages and challenges students.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td>Teacher demonstrates limited knowledge of subject matter and does not make it relevant to students. Curricular objectives are unclear or not connected to the curricular standards. Teacher does not implement scaffolding to support student access to the curriculum.</td><td>Teacher is working to present subject matter in a relevant and meaningful way. The teacher connects subject matter to real-world contexts and differentiates instruction, but implementation is inconsistent. Curricular objectives are clear and connected to the standards, and the teacher has clear knowledge of the subject matter.</td></tr>
<tr><td colspan="3">Areas for Improvement</td></tr>
<tr><td colspan="3"></td></tr>
</table>

<table>
<tr><td rowspan="3">CSTP 4: Planning Instruction and Designing Learning Experiences for All Students

Exemplary

Teacher is a mentor in designing and adapting instruction to meet the diverse needs of all students, using evidence-based strategies and collaborating with colleagues to improve instructional practices.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Teacher sets a purposeful direction for instruction and lesson plans, intentionally planning and enacting challenging and relevant learning experiences that foster each student’s academic and social–emotional development. Teacher effectively plans, delivers, facilitates, and adapts instruction to meet the unique needs of learners to ensure students achieve learning goals. Teacher utilizes varied instructional strategies to maintain an engaging learning experience throughout the classroom period.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td>Teacher's lesson plans lack clear objectives or do not demonstrate evidence of strategic planning of instructional minutes. Teacher does not effectively adapt instruction to meet diverse student needs. Little to no evidence of differentiated instruction.</td><td>Teacher designs lesson plans that incorporate some varied instructional practices, but implementation is inconsistent. Lesson plans demonstrate clear learning objectives and intentional planning of instructional minutes, while working towards meeting the unique needs of all students.</td></tr>
<tr><td colspan="3">Areas for Improvement</td></tr>
<tr><td colspan="3"></td></tr>
</table>

<table>
<tr><td rowspan="3">CSTP 5: Assessing Students for Learning

Exemplary
Teacher is a leader in assessment practices, using assessment data to drive continuous instructional improvement, collaborating with colleagues to develop comprehensive assessment systems. Leading through communication, teacher connects with students, families, and support staff to optimize the learning process.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Teacher uses a variety of formative and summative assessment methods to measure and understand student learning and well-being. Teacher analyzes assessment data to inform instruction and differentiates learning experiences. Teacher clearly and regularly communicates assessment outcomes to students, families, and appropriate staff.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td>Teacher does not utilize formative assessment to check for student understanding. Teacher demonstrates limited understanding of how formative and summative assessment data can inform instruction. Teacher does not communicate student progress in a timely manner.</td><td>Teacher utilizes formative assessment to check for student understanding.Teacher uses formative and summative assessment methods and interprets data, but implementation is inconsistent and may not be used to inform instruction. Teacher communicates student progress in a timely manner to students and families, but may not engage with appropriate staff to support students.</td></tr>
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</table>

<table>
<tr><td rowspan="3">CSTP 6: Developing as a Professional Educator

Exemplary
Teacher is a role model for professional growth, seeking leadership opportunities, collaborating with families and community partners, and promoting equity and access for all students. Consistently meets all professional responsibilities and excels in communication</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Teacher meets professional responsibilities (e.g. professional development, IEP participation, communication, and effective use of Learning Management System), and demonstrates strong reflective practice. Collaborates effectively with department, curricular team, colleagues and families to improve student outcomes, and demonstrate ethical conduct.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td></td><td>Teacher does not reflect on instructional or professional practices. Teacher demonstrates minimal engagement during professional learning activities and collaboration. Teacher does not meet professional responsibilities in their department or the school, and communication is limited.</td><td>Teacher occasionally reflects on their teaching and professional practice, but does’t always implement changes. Teacher attends collaboration with colleagues, but participation is inconsistent. Meets professional responsibilities and communication as required.</td></tr>
<tr><td colspan="3">Areas for Improvement</td></tr>
<tr><td colspan="3"></td></tr>
</table>

Date of Improvement Plan Conference: _____

Unit Member Signature_____ **Evaluator Signature _____**

AUHSD Form H

Staff Name:	School	Evaluator:

PART 1: To be completed and approved by October 15

Identify three professional standards that you would like to focus on this school year:

-
-
-

Please describe the project (teachers), activities/initiatives (non classroom teachers) you would like to complete that address these standards and push you to grow as an educator. How will your work impact students?

How will you know your project, activities/initiatives will be successful? What criteria will you use to assess your progress (data points)?

Date of Part I review_____

Unit member signature_____ Evaluator Signature _____

Part II

Collaborative Reflection Meeting Notes (taken by the Evaluator)**:**

Date of Part II review_____

Unit member signature_____ Evaluator Signature _____

Form H Project Ideas (You are not restricted to these ideas, but these are examples to inspire you)

Classroom teachers:

- Design your own project
- Partner with another teacher for a peer observation cycle of at least two observations and reflections
- A book study, implementation, and reflection
- Student feedback, reflection and implementation (Inquiry cycle). This could be around curriculum, assessment or a culture/climate goal
- Designing curriculum for a new prep or class
- A unit study cycle similar to form D - reflect on a unit and your assessment of it
- A project centered on the implementation of a new technology
- A project around supports for populations that have historically struggled (EL students, Special Education)
- An academy intervention project
- A project for the benefit of the whole school
- Lead colleagues through a data analysis cycle
- Special Education Teachers - feedback, reflection and implementation cycle on IEP case management, facilitation of IEPs
- Attend professional development, reflect on what you have learned and implement/share a practice

Non Classroom teachers:

- Implementation of a school wide initiative
- Implementation of a school wide student activity
- Redesign an existing school process
- Organize a collaboration with job-alikes centered around a student activity or new process
- Feedback/reflection cycle on IEP processes, facilitation of meetings, support of teachers
- Attend professional development, reflect on what you have learned and implement/share a practice

Tips for a successful Form H

- Collaborate with a department chair or colleague
- Have a complete draft of your project proposal (Part I) I by Oct 1.

WELLNESS EVALUATION FORMS

WELLNESS EVALUATION FORMS

AUHSD Form H

Staff Name:	School	Evaluator:

PART 1: To be completed and approved by October 15

Identify three professional standards that you would like to focus on this school year:

-
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Date of Part I review_____

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AUHSD WELLNESS EVALUATION RUBRIC

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Exemplary:
Inspires and leads systemic change to ensure equitable and inclusive school environments are a strength for all students. Empowers others to implement solution-focused transformations that benefit diverse student populations. Skillfully identifies and addresses systemic biases within the school system. Champions policies at multiple levels that prioritize well-being and equity.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Effectively utilizes leadership skills to cultivate programs that enhance student well-being, equity, and inclusive school climates. Strategies to address programmatic needs related to equity and service delivery. Proactively advocates for the well-being and rights of all students, particularly those from marginalized backgrounds. Contributes to the correction of discriminatory practices.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td>Demonstrates an initial understanding of their role in supporting student well-being, equity, and inclusion. Shows a willingness to learn about diverse student needs. Begins to recognize opportunities for advocacy at the individual level.</td><td>Actively explores and applies leadership skills to promote equity and inclusion in some initiatives. Collaborates with others to support diverse student populations. Advocates for individual students' needs with increasing confidence.</td></tr>
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<table>
<tr><td rowspan="4">Standard 2: School-Wide Mental and Behavioral Health Promotion and Prevention

Exemplary:
Innovates and evaluates comprehensive school-wide mental and behavioral health systems that build resilience and positive behavior. Proactively identifies and leverages strengths to address systemic barriers to mental health access and support. Leads the integration of robust behavioral supports and mental health services with academic and learning goals. Serves as a leader and provides valuable training to staff and families on mental health promotion and prevention</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Leads in the development and implementation of school-wide mental and behavioral health promotion and prevention programs. Utilizes data and assessment skills to inform the creation of interventions that build social-emotional skills. Develops and implements positive behavioral supports at various levels within the MTSS framework. Contributes their expertise to policy development that fosters a positive school climate.</td></tr>
<tr><td>Limited- 1</td><td>Developing - 2</td></tr>
<tr><td>Recognizes the importance of addressing mental and behavioral health in schools. Participates in some existing school-wide initiatives. Shows awareness of basic factors influencing student mental well-being.</td><td>Contributes to the implementation of preventive activities related to mental and behavioral health. Collaborates in delivering Tier 1 interventions. Identifies risk and protective factors and their impact on learning.</td></tr>
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<table>
<tr><td rowspan="3">Standard 3: Coordination and Oversight of Direct Services and Supports (Student Case Management)

Exemplary:
Leads the creation of well-integrated and accessible systems of support for students and families across school, home, and community. Establishes strong and sustainable collaborative relationships with a diverse array of community agencies and resources. Provides expert consultation and supervision to various professionals, enhancing the quality and effectiveness of service delivery. Proactively identifies and leverages resources to address systemic barriers to accessing needed services and supports.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Effectively coordinates and collaborates with a variety of educational partners within the school and the broader community to enhance the impact of school-based services. Builds and utilizes partnerships and networks with community service providers. Offers consultative support to address student-related needs and promote positive change. Provides guidance and support to volunteers or paraprofessionals as needed.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td>Demonstrates an initial awareness of the importance of organizing direct services and supports for students. Shows a willingness to learn about available direct services within the school.</td><td>Begins to participate in the coordination of some direct services for individual students under guidance. Collaborates with relevant professionals to provide direct support.</td></tr>
</table>

<table>
<tr><td rowspan="4">Standard 4: Utilizing Data-Based Decision Making and Evaluation

Exemplary

Leads the development and implementation of comprehensive data-driven systems for decision making and evaluation across the school. Expertly collaborates with the MTSS team to collect, analyze, and interpret school-wide data to identify systemic strengths and areas for growth related to equity. Uses data to drive continuous improvement in student outcomes and program effectiveness. Provides valuable support for analyzing, interpreting, and applying empirical foundations to enhance school practices.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Skillfully utilizes assessment methods to identify student strengths and needs. Systematically collects data from multiple sources to inform decisions at various levels. Uses data effectively to develop targeted interventions, services, and programs and to measure student growth and program outcomes within the MTSS framework. Regularly evaluates the effectiveness and fidelity of interventions.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td>Shows a developing awareness of the role of data in informing practice. Begins to participate in data collection with guidance.</td><td>Actively gathers and uses data to inform some aspects of decision making and monitor student progress. Participates in basic data analysis. Contributes to the evaluation of some interventions.</td></tr>
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Standard 5: Demonstrates Professionalism, Ethical Practice, and Legal Compliance as well as a dedication to Professional Growth **Exemplary** Serves as a role model for professionalism, ethical practice, and legal compliance within their school and the wider profession. Demonstrates advanced ethical reasoning and provides leadership in navigating complex ethical issues, potentially contributing to the development of ethical guidelines or best practices. Maintains a comprehensive and current understanding of relevant legal and policy changes and advocates for practices that align with both ethical and legal standards. Leads and contributes to professional development initiatives within their setting or professional organizations, mentoring colleagues and supporting their ongoing growth. Demonstrates a proactive commitment to social justice and equity within their professional practice, advocating for systemic change where necessary.	**Accomplished - 3** Consistently demonstrates professional conduct in all interactions, showing respect, responsibility, adaptability, and initiative. Proficiently applies ethical principles in their practice, proactively identifying and addressing potential ethical dilemmas and adhering to relevant professional codes. Maintains a working knowledge of and adheres to federal, state, and local laws, policies, and regulations relevant to their professional practice. Actively engages in continuous professional growth through activities such as continuing professional development, peer consultation, and staying current with research and best practices. Reflects critically on their practice to identify strengths and areas for further development.	
	Limited - 1 Shows an emerging understanding of what constitutes professional behavior, ethical conduct, and the importance of adhering to laws and policies in their role. Expresses interest in learning about relevant ethical guidelines and legal requirements. Begins to recognize the value of ongoing professional development.	**Developing - 2** Actively seeks opportunities for professional development to expand their skills and knowledge. Demonstrates a basic understanding of relevant ethical principles and consults resources (e.g., NASP Principles for Professional Ethics, ASCA ethical standards, NASW Code of Ethics) for guidance. Adheres to fundamental legal, policy, and workplace procedures. Reflects on their professional interactions and seeks feedback.

<table>
<tr><td rowspan="3">Standard 6: Collaborative Partnerships for Student Success

Exemplary

Leads the development of robust and sustainable collaborative partnerships across all systems to maximize opportunities for student success. Proactively facilitates open communication and shared decision-making among all partners. Creates innovative and culturally responsive strategies for engaging families and the community in supporting student outcomes. Serves as a highly effective liaison between the school, families, and community resources, ensuring seamless and comprehensive support for all students.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Effectively collaborates with teachers, administrators, and other school personnel to promote student learning and well-being. Skillfully educates and engages families to build strong home-school connections. Develops and leverages partnerships with community agencies and resources to provide comprehensive student support. Communicates clearly and effectively with all stakeholders.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td>Shows a willingness to connect with educators, families, and community members. Participates in some communication efforts to support students.</td><td>Actively participates in collaborative activities with educators, families, or community partners to address student needs. Engages in developing communication skills to foster positive relationships.</td></tr>
</table>

Form E

AUHSD Evaluation: Mid year check in form

Member:	School	Evaluator :

Date of conference:

Conference Notes:

AUHSD Evaluation Rubric feedback (rubric is reviewed): Next Steps/Support needed:

Unit member Signature _____

Evaluator Signature _____

AUHSD WELLNESS COORDINATOR EVALUATION: FINAL EVALUATION

<table>
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<tr><td>Demonstrates an initial understanding of their role in supporting student well-being, equity, and inclusion. Shows a willingness to learn about diverse student needs. Begins to recognize opportunities for advocacy at the individual level</td><td>Actively explores and applies leadership skills to promote equity and inclusion in some initiatives. Collaborates with others to support diverse student populations. Advocates for individual students' needs with increasing confidence.</td></tr>
<tr><td colspan="3">Evidence and Comments</td><td>Rating</td></tr>
<tr><td colspan="3"></td><td>☐ Satisfactory
☐ Needs Improvement
☐ Unsatisfactory</td></tr>
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<tr><td rowspan="3">Standard 2: School-Wide Mental and Behavioral Health Promotion and Prevention

Exemplary:
Innovates and evaluates comprehensive school-wide mental and behavioral health systems that build resilience and positive behavior. Proactively identifies and leverages strengths to address systemic barriers to mental health access and support. Leads the integration of robust behavioral supports and mental health services with academic and learning goals. Serves as a leader and provides valuable training to staff and families on mental health promotion and prevention.</td><td colspan="2">Accomplished - 3</td></tr>
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Evidence and Comments	**Rating**
	☐ **Satisfactory** ☐ **Needs Improvement** ☐ **Unsatisfactory**

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Evidence and Comments	**Rating**
	☐ **Satisfactory** ☐ **Needs Improvement** ☐ **Unsatisfactory**

Final Evaluation Comments and Recommendations	Overall Rating
	☐ **Satisfactory** ☐ **Needs Improvement** ☐ **Unsatisfactory**

Support Improvement Plan

☐ **Needs Improvement** with support/improvement plan. Requires a "Needs Improvement" in a minimum of two (2) Standards or an "Unsatisfactory" in a minimum of one (1) Standard and a "Needs Improvement" in a minimum of one (1) Standard. Teacher is on evaluation cycle for another year. Teacher will be assigned an instructional mentor.

☐ **Unsatisfactory**, with support/improvement plan and referral to the PAR program. Requires an "Unsatisfactory" in a minimum of two standards.Teacher is on evaluation cycle for another year. Teacher will be assigned an instructional mentor.

If In Needs of Improvement or Unsatisfactory: What specific areas of improvement are required (Describe all areas that apply)?

Date of Final Evaluation Conference: _____

Unit Member Signature_____ **Evaluator Signature _____**

Signature indicates knowledge of, not necessarily agreement with, the report. The unit member has the right to respond. The response will be attached and placed in the unit member's personnel file.

AUHSD WELLNESS COORDINATOR IMPROVEMENT PLAN

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<tr><td rowspan="3">Standard 2: School-Wide Mental and Behavioral Health Promotion and Prevention

Exemplary:
Innovates and evaluates comprehensive school-wide mental and behavioral health systems that build resilience and positive behavior. Proactively identifies and leverages strengths to address systemic barriers to mental health access and support. Leads the integration of robust behavioral supports and mental health services with academic and learning goals. Serves as a leader and provides valuable training to staff and families on mental health promotion and prevention</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Leads in the development and implementation of school-wide mental and behavioral health promotion and prevention programs. Utilizes data and assessment skills to inform the creation of interventions that build social-emotional skills. Develops and implements positive behavioral supports at various levels within the MTSS framework. Contributes their expertise to policy development that fosters a positive school climate.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td>Recognizes the importance of addressing mental and behavioral health in schools. Participates in some existing school-wide initiatives. Shows awareness of basic factors influencing student mental well-being.</td><td>Contributes to the implementation of preventive activities related to mental and behavioral health. Collaborates in delivering Tier 1 interventions. Identifies risk and protective factors and their impact on learning.</td></tr>
<tr><td colspan="3">Areas for Improvement</td></tr>
<tr><td colspan="3"></td></tr>
</table>

<table>
<tr><td rowspan="3">Standard 3: Coordination and Oversight of Direct Services and Supports (Student Case Management)

Exemplary:
Leads the creation of well-integrated and accessible systems of support for students and families across school, home, and community. Establishes strong and sustainable collaborative relationships with a diverse array of community agencies and resources. Provides expert consultation and supervision to various professionals, enhancing the quality and effectiveness of service delivery. Proactively identifies and leverages resources to address systemic barriers to accessing needed services and supports.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Effectively coordinates and collaborates with a variety of educational partners within the school and the broader community to enhance the impact of school-based services. Builds and utilizes partnerships and networks with community service providers. Offers consultative support to address student-related needs and promote positive change. Provides guidance and support to volunteers or paraprofessionals as needed</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td></td><td>Demonstrates an initial awareness of the importance of organizing direct services and supports for students. Shows a willingness to learn about available direct services within the school.</td><td>Begins to participate in the coordination of some direct services for individual students under guidance. Collaborates with relevant professionals to provide direct support.</td></tr>
<tr><td colspan="3">Areas for Improvement</td></tr>
<tr><td colspan="3"></td></tr>
</table>

<table>
<tr><td rowspan="3">Standard 4: Utilizing Data-Based Decision Making and Evaluation

Exemplary

Leads the development and implementation of comprehensive data-driven systems for decision making and evaluation across the school. Expertly collaborates with the MTSS team to collect, analyze, and interpret school-wide data to identify systemic strengths and areas for growth related to equity. Uses data to drive continuous improvement in student outcomes and program effectiveness. Provides valuable support for analyzing, interpreting, and applying empirical foundations to enhance school practices.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Skillfully utilizes assessment methods to identify student strengths and needs. Systematically collects data from multiple sources to inform decisions at various levels. Uses data effectively to develop targeted interventions, services, and programs and to measure student growth and program outcomes within the MTSS framework. Regularly evaluates the effectiveness and fidelity of interventions.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td>Shows a developing awareness of the role of data in informing practice. Begins to participate in data collection with guidance.</td><td>Actively gathers and uses data to inform some aspects of decision making and monitor student progress. Participates in basic data analysis. Contributes to the evaluation of some interventions.</td></tr>
<tr><td colspan="3">Areas for Improvement</td></tr>
<tr><td colspan="3"></td></tr>
</table>

Standard 5: Demonstrates Professionalism, Ethical Practice, and Legal Compliance as well as a dedication to Professional Growth **Exemplary** Serves as a role model for professionalism, ethical practice, and legal compliance within their school and the wider profession. Demonstrates advanced ethical reasoning and provides leadership in navigating complex ethical issues, potentially contributing to the development of ethical guidelines or best practices. Maintains a comprehensive and current understanding of relevant legal and policy changes and advocates for practices that align with both ethical and legal standards. Leads and contributes to professional development initiatives within their setting or professional organizations, mentoring colleagues and supporting their ongoing growth. Demonstrates a proactive commitment to social justice and equity within their professional practice, advocating for systemic change where necessary.	**Accomplished - 3** Consistently demonstrates professional conduct in all interactions, showing respect, responsibility, adaptability, and initiative. Proficiently applies ethical principles in their practice, proactively identifying and addressing potential ethical dilemmas and adhering to relevant professional codes. Maintains a working knowledge of and adheres to federal, state, and local laws, policies, and regulations relevant to their professional practice. Actively engages in continuous professional growth through activities such as continuing professional development, peer consultation, and staying current with research and best practices. Reflects critically on their practice to identify strengths and areas for further development.	
	Limited - 1 Shows an emerging understanding of what constitutes professional behavior, ethical conduct, and the importance of adhering to laws and policies in their role. Expresses interest in learning about relevant ethical guidelines and legal requirements. Begins to recognize the value of ongoing professional development.	**Developing - 2** Actively seeks opportunities for professional development to expand their skills and knowledge. Demonstrates a basic understanding of relevant ethical principles and consults resources (e.g., NASP Principles for Professional Ethics, ASCA ethical standards, NASW Code of Ethics) for guidance. Adheres to fundamental legal, policy, and workplace procedures. Reflects on their professional interactions and seeks feedback.
Areas for Improvement		

<table>
<tr><td rowspan="3">*Standard 6: Collaborative Partnerships for Student Success

Exemplary

Leads the development of robust and sustainable collaborative partnerships across all systems to maximize opportunities for student success. Proactively facilitates open communication and shared decision-making among all partners. Creates innovative and culturally responsive strategies for engaging families and the community in supporting student outcomes. Serves as a highly effective liaison between the school, families, and community resources, ensuring seamless and comprehensive support for all students.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Effectively collaborates with teachers, administrators, and other school personnel to promote student learning and well-being. Skillfully educates and engages families to build strong home-school connections. Develops and leverages partnerships with community agencies and resources to provide comprehensive student support. Communicates clearly and effectively with all stakeholders.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td>Shows a willingness to connect with educators, families, and community members. Participates in some communication efforts to support students.</td><td>Actively participates in collaborative activities with educators, families, or community partners to address student needs. Engages in developing communication skills to foster positive relationships.</td></tr>
<tr><td colspan="3">Areas for Improvement</td></tr>
<tr><td colspan="3"></td></tr>
</table>

Date of Improvement Plan Conference: _____

Unit Member Signature_____ **Evaluator Signature _____**

COUNSELOR

EVALUATION FORMS

AUHSD Form H

Staff Name:	School	Evaluator:

PART 1: To be completed and approved by October 15

Identify three professional standards that you would like to focus on this school year:

-
-
-

Please describe the project (teachers), activities/initiatives (non classroom teachers) you would like to complete that address these standards and push you to grow as an educator. How will your work impact students?

How will you know your project, activities/initiatives will be successful? What criteria will you use to assess your progress (data points)?

Date of Part I review_____

Unit member signature_____ Evaluator Signature _____

Part II

Collaborative Reflection Meeting Notes (taken by the Evaluator)**:**

Date of Part II review_____

Unit member signature_____ Evaluator Signature _____

Form H Project Ideas (You are not restricted to these ideas, but these are examples to inspire you)

Classroom teachers:

- Design your own project
- Partner with another teacher for a peer observation cycle of at least two observations and reflections
- A book study, implementation, and reflection
- Student feedback, reflection and implementation (Inquiry cycle). This could be around curriculum, assessment or a culture/climate goal
- Designing curriculum for a new prep or class
- A unit study cycle similar to form D - reflect on a unit and your assessment of it
- A project centered on the implementation of a new technology
- A project around supports for populations that have historically struggled (EL students, Special Education)
- An academy intervention project
- A project for the benefit of the whole school
- Lead colleagues through a data analysis cycle
- Special Education Teachers - feedback, reflection and implementation cycle on IEP case management, facilitation of IEPs
- Attend professional development, reflect on what you have learned and implement/share a practice

Non Classroom teachers:

- Implementation of a school wide initiative
- Implementation of a school wide student activity
- Redesign an existing school process
- Organize a collaboration with job-alikes centered around a student activity or new process
- Feedback/reflection cycle on IEP processes, facilitation of meetings, support of teachers
- Attend professional development, reflect on what you have learned and implement/share a practice

Tips for a successful Form H

- Collaborate with a department chair or colleague
- Have a complete draft of your project proposal (Part I) l by Oct 1.

Form E

AUHSD Evaluation: Mid year check in form

Member:	School	Evaluator :

Date of conference:

Conference Notes:

AUHSD Evaluation Rubric feedback (rubric is reviewed):
Next Steps/Support needed:

Unit member Signature _____ **Evaluator Signature** _____

AUHSD COUNSELORS EVALUATION: FINAL EVALUATION

Counselor: _____ Evaluator: _____ Date: _____

<table>
<tr><td rowspan="3">Standard 1: Professional Development

Exemplary:
Provides leadership and takes on responsibility in one or more areas: Participation and contributions in department, site or district committees.
Follows professional and district guidelines and policies. Maintains confidentiality, maintains professional relationships with students and colleagues. Works to identify and address systemic bias within the school system. Works to continuously update programs and materials to ensure that a comprehensive school counseling program is available and responsive to the needs of the community.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Exemplary professional conduct with students and colleagues. Advocates for and participates in regular review and revision of programs, materials and policies for continued improvement, especially to be even more responsive to the needs of special populations.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td>Limited participation and contribution in department or site committees.Needs frequent guidance on district policy and professional conduct. Limited awareness of the needs and priorities of different populations and stake-holders in the school community.</td><td>Participation and contributions in department, site or district committees. Follows professional and district guidelines and policies. Maintains confidentiality, maintains professional relationships with students and colleagues. Demonstrates sensitivity and understanding for sub-groups of students with specific needs.</td></tr>
</table>

Evidence and Comments	Rating

Standard 2: Mental Health **Exemplary :** Provides leadership and special expertise in one or more of the following areas: Fostering a safe, welcoming school culture by employing methods such as classroom education, trauma-informed practice, restorative approaches and culturally responsive programming. Uses observation, data and assessments to identify and refer students needing additional support. Effective use of appropriate assessments and procedures in cases of determining acute risk. Works with school-based resources and community partners to help students access on-going care.	**Accomplished - 3** Ability to provide support and consultation to colleagues when responding to student needs and acute mental health situations. Active advocate for group or school-wide programming to address mental health.	
	Limited - 1 Needs frequent guidance on procedures for supporting students with acute mental health needs, including risk assessment and mandated reporting. Limited or inconsistent critical evaluation of data and observation. Inconsistent or inadequate follow-up with students and families in situations where there is an identified need. Limited or inconsistent engagement in school-wide programming and events.	**Developing - 2** Consistently evaluating data and observations to identify students who may be in need of additional support. Ability to perform risk assessments and mandated reporting tasks and follow-up with consultation as needed. Consistent follow-up with students and families after an incident or supporting a known issue. Collaboration with colleagues and students to maintain or improve school culture, especially around mental health.

Evidence and Comments	Rating

<table>
<tr><td rowspan="4">Standard 3: School Counseling Domains: Academic, Postsecondary, and Social Emotional Development

Exemplary:
Encompasses Academic, Postsecondary, and Social Emotional Development, fostering a balanced and holistic approach to student development.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Supports a comprehensive, data-driven counseling program that fosters academic support, college and career readiness, and social-emotional well-being for all students. Proactively collaborates with the student's full educational team to remove systemic barriers and ensure equitable access to all resources. Consistently uses a balanced and holistic approach to student development for all students.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td>Provides basic support for academic, postsecondary, and social-emotional development but lacks a structured or individualized approach. Collaboration with interest groups is minimal, and student needs are not consistently addressed appropriately and with care.</td><td>Supports students through structured academic planning, college and career exploration, and social emotional support. Collaborates with the student's full educational team to remove barriers and improve student outcomes. Provides guidance on postsecondary options while encouraging and supporting student's individual learning needs.</td></tr>
<tr><td colspan="2">Evidence and Comments</td><td>Rating</td></tr>
<tr><td colspan="2"></td><td></td></tr>
</table>

<table>
<tr><td rowspan="3">Standard 4: Multi-Tiered Systems of Support (Intervention & Collaboration)

Exemplary:
Implements a tiered approach to intervention and assistance to address the diverse needs of students through a Multi-Tiered System of Support (MTSS).</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Demonstrates a comprehensive mastery of MTSS (Intervention & Collaboration), seamlessly integrating its principles into practice. Student needs are proactively identified and met with personalized, data-driven interventions. Data is effectively utilized to inform practice, address systemic barriers, and enhance student outcomes. The counselor actively contributes to team decision-making, providing valuable insights and fostering strong collaboration. This results in significant positive impact on student academic, social, and emotional growth, while actively preparing students for future success.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td>Demonstrates an emerging understanding of MTSS (Intervention & Collaboration), often struggling to consistently apply its principles. Student needs are addressed with limited differentiation, relying on generic interventions. Data is used minimally to inform practice, and contributions to team decision-making are infrequent. Collaboration with colleagues is limited, resulting in minimal impact on student academic, social, or emotional growth.</td><td>Exhibits a developing understanding of MTSS (Intervention & Collaboration), actively engaging in tiered support. Student needs are increasingly recognized and addressed, with attempts to tailor interventions. Data begins to inform practice, identifying potential areas for improvement. Contributions to team discussions are present, though consistency and depth may vary. Collaborative efforts are evident, leading to some positive impact on student outcomes and demonstrating a link between interventions and progress</td></tr>
<tr><td colspan="2">Evidence and Comments</td><td>Rating</td></tr>
<tr><td colspan="2"></td><td></td></tr>
</table>

Standard 5: Indirect services: coordination, collaboration, and consultation. **Exemplary:** Focuses on the collaborative efforts of coordination, consultation, and supervision to establish a nurturing and collaborative ecosystem that supports student success through indirect services.	**Accomplished - 3**		
	The counselor effectively coordinates resources, working well with both school and community partners to meet the needs of students and families. They take a proactive role in interdisciplinary teams, committees, and groups to enhance counseling programs. The counselor consistently provides helpful consultative support to teachers, parents, and community providers, ensuring clear communication and collaboration to support student success.		
	Limited - 1	**Developing - 2**	
	The counselor demonstrates limited involvement in coordinating with school and community partners. Participation in interdisciplinary teams and committees is infrequent, and consultative support for teachers, staff, or families is minimal. The counselor may need additional support in fostering communication and collaboration across groups.	The counselor coordinates some school and community resources to meet student needs. They participate in interdisciplinary teams and committees but may not always take a leadership role. Consultative support is provided to teachers and families, though it may vary in consistency. The counselor is developing their ability to facilitate communication and collaboration among various interest groups.	
Evidence and Comments			**Rating**

Standard 6: Creating & maintaining safe, supportive, and inclusive environments for student wellbeing. **Exemplary:** Foster an environment that is inclusive, safe, and supportive for the overall well-being of students.	**Accomplished - 3**	
	Consistently fosters a positive, safe, and engaging school climate by actively promoting inclusivity, empathy, and respect, maintaining accessibility for students, effectively intervening in conflicts and unsafe behaviors, and implementing strategies that enhance student involvement and belonging.	
	Limited - 1	**Developing - 2**
	Shows minimal efforts in promoting inclusivity, safety, and student engagement, with limited accessibility, inconsistent conflict resolution, and minimal prevention strategies.	Somewhat encourages inclusivity, safety, and engagement, but inconsistently applies strategies for conflict, safety intervention, and belonging.

Evidence and Comments	Rating

Final Evaluation Comments and Recommendations	Overall Rating

Support Improvement Plan

☐ **Needs Improvement** with support/improvement plan. Requires a "Needs Improvement" in a minimum of two (2) Standards or an "Unsatisfactory" in a minimum of one (1) Standard and a "Needs Improvement" in a minimum of one (1) Standard. Teacher is on evaluation cycle for another year. Teacher will be assigned an instructional mentor.

☐ **Unsatisfactory**, with support/improvement plan and referral to the PAR program. Requires an "Unsatisfactory" in a minimum of two standards.Teacher is on evaluation cycle for another year. Teacher will be assigned an instructional mentor.

If In Needs of Improvement or Unsatisfactory: What specific areas of improvement are required (Describe all areas that apply)?

Date of Final Evaluation Conference: _____

Unit Member Signature_____ **Evaluator Signature _____**

Signature indicates knowledge of, not necessarily agreement with, the report. The unit member has the right to respond. The response will be attached and placed in the unit member's personnel file.

NURSES

EVALUATION FORMS

AUHSD Form H

Staff Name:	School	Evaluator:

PART 1: To be completed and approved by October 15

Identify three professional standards that you would like to focus on this school year:

-
-
-

Please describe the project (teachers), activities/initiatives (non classroom teachers) you would like to complete that address these standards and push you to grow as an educator. How will your work impact students?

How will you know your project, activities/initiatives will be successful? What criteria will you use to assess your progress (data points)?

Date of Part I review_____

Unit member signature_____ Evaluator Signature _____

Part II

Collaborative Reflection Meeting Notes (taken by the Evaluator)**:**

Date of Part II review_____

Unit member signature_____ Evaluator Signature _____

Form H Project Ideas (You are not restricted to these ideas, but these are examples to inspire you)

Classroom teachers:

- Design your own project
- Partner with another teacher for a peer observation cycle of at least two observations and reflections
- A book study, implementation, and reflection
- Student feedback, reflection and implementation (Inquiry cycle). This could be around curriculum, assessment or a culture/climate goal
- Designing curriculum for a new prep or class
- A unit study cycle similar to form D - reflect on a unit and your assessment of it
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- An academy intervention project
- A project for the benefit of the whole school
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- Special Education Teachers - feedback, reflection and implementation cycle on IEP case management, facilitation of IEPs
- Attend professional development, reflect on what you have learned and implement/share a practice

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- Implementation of a school wide student activity
- Redesign an existing school process
- Organize a collaboration with job-alikes centered around a student activity or new process
- Feedback/reflection cycle on IEP processes, facilitation of meetings, support of teachers
- Attend professional development, reflect on what you have learned and implement/share a practice

Tips for a successful Form H

- Collaborate with a department chair or colleague
- Have a complete draft of your project proposal (Part I) I by Oct 1.

Form E

AUHSD Evaluation: Mid year check in form

Member:	School	Evaluator :

Date of conference:

Conference Notes:

AUHSD Evaluation Rubric feedback (rubric is reviewed):
Next Steps/Support needed:

Unit member Signature _____ **Evaluator Signature** _____

AUHSD NURSE EVALUATION: FINAL EVALUATION

Standard 1: Quality of Practice: The school Nurse practices ethically and contributes to the quality of nursing practice **Exemplary:** Practices ethically and contributes to the quality of school nursing practice through evidence based and data supported practice. Actively contributes to and often leads quality improvement initiatives, consistently uses creativity and innovation in the delivery of care and documents the application of the nursing process to an exceptional standard.	**Accomplished - 3**	
	Shows independence in contribution to quality of nursing practice. Demonstrates quality by documenting the application of the nursing process responsibly, accountably, and ethically. Uses creativity/innovation and participates in quality improvement practices.	
	Limited - 1	**Developing - 2**
	Basic documentation of nursing process using district approved database, basic clinical assessment skills with application to school nurse setting.	Consistent documentation of the nursing process in school databases. Emerging creativity or participation in quality improvements. Ethical practice of school nurses office and services with some support.

Evidence and Comments	**Rating**
	Satisfactory **Needs Improvement** **Unsatisfactory**

Standard 2: Education **Exemplary:** Actively seeks and applies advanced knowledge, consistently participates in ongoing educational activities, contributes significantly to a conducive work environment, sharing findings effectively. **I**ntegrates and critically evaluates data to improve evidence based changes in school nursing practice. Leads or significantly participates in data collection/research activities. Maintains all required credentials and actively participates in school nurse organizations, Serves as a mentor to new School Nurses in the district.	**Accomplished - 3** Furthers educational background in school nursing through active participation in school health services. Implements knowledge obtained from advanced education into school nursing practice. Actively participates in local and state school nurse organizations.	
	Limited - 1 Limited understanding of school nurse practice and resources. Utilizes mentoring or resources to identity state legal directives, mandates and district board regulations for role. Communicates regularly with school nurse team. Engages in learning opportunities through school nurse organizations to improve practice.	**Developing - 2** Emerging understanding of school nurse practice and delivery of school nursing services in the school setting using district and state resources. Engages in learning opportunities through school nurse organizations to support evidence based changes to school nurse practice.

Evidence and Comments	**Rating**
	Satisfactory **Needs Improvement** **Unsatisfactory**

Standard 3: Collaboration **Exemplary:** Consistently collaborates exceptionally well with all stakeholders including administration, site teams (SRT, 504, IEP), families and students. Actively leads partnerships to effect positive change, functions as a highly effective liaison between family, school and community and is a strong and effective advocate in multidisciplinary collaboration (ex. Return to school plans post injury/surgery/extended illness/ new diagnosis). Participates on site, district and public health community groups to promote student success.	**Accomplished - 3** Collaborates with multidisciplinary members of the school community including site/administrative staff, parents/families, and school site teams in supporting student health and well-being and success in their school experience. Partners with others to effect change, functions as a liaison between family, school, and community, and acts as an advocate in multidisciplinary collaboration.	
	Limited - 1 Collaboration is sometimes challenging or inconsistent; may struggle with the liaison role or advocacy to benefit student health in multidisciplinary team settings.	**Developing - 2** Has collaboration skills to work with limited stakeholders and site multidisciplinary teams. Communicates with a school nurse mentor to identify resources to support their role with family, school and community.

Evidence and Comments	**Rating**
	Satisfactory **Needs Improvement** **Unsatisfactory**

Standard 4: Environmental Health and Safety: **Exemplary:** Actively leads and collaborates on district wide and site specific initiatives to promote an environmentally safe and healthy practice utilizing current public health and evidence based research. Consistently ensures clear communication about risks and reduction strategies and significantly contributes to initiating strategies that promote a positive school culture for health and wellness.	**Accomplished - 3** Practices consistently in an environmentally safe and healthy manner using current public health and evidence based research.. Promotes a practice environment that reduces environmental health risks. Assures communication regarding environmental risks and exposure reduction. Participates in or assists in the development of strategies that support school sites and district wide healthy school culture.	
	Limited - 1 Minimal awareness of environmental health risks or contribution to a healthy school environment/culture. Utilizes school nurse teams to establish safe and healthy practices on campus to reduce risk and improve health and wellness of students.	**Developing - 2** Demonstrates an emerging role in promoting risk reduction on school sites and identification of public health and evidence based research to support decisions. May not consistently communicate effectively about risks. Participates with the school nurse team to develop strategies to promote a healthy school culture for the health and wellness of students.

Evidence and Comments	**Rating**
	Satisfactory **Needs Improvement** **Unsatisfactory**

Standard 5: Program Management and Coordination of Care: **Exemplary:** Provides exceptional delivery of age and developmentally appropriate care in a culturally and ethically sensitive manner. Skilled in delivery of mandated screenings, immunization compliance and coordination and delivery of medication and specialized health care procedures individualized student health plans. Serves as a mentor to school nurse teams. Conducts school needs assessment and evaluates ongoing health programs for outcomes and the need for the development of new programs, staff training or resources for students, parents and staff.	**Accomplished - 3** Skilled in providing age and developmentally appropriate care in the school setting. Completes mandated screenings with appropriate certifications. Reviews student records to support immunization compliance, planning for delivery of medical care and identifies and coordinates training of staff on condition and emergency care. Independently creates health plans for students with acute and chronic health conditions and effectively collaborates with site staff, student and parent to evaluate student outcomes	
	Limited - 1 Basic understanding of age and developmentally appropriate care in the school setting. Requires support in the completion of hearing and vision assessments, immunization review and coordination of health plans/orders for student health conditions	**Developing - 2** Able to demonstrate age and developmentally appropriate care in the school setting. Actively pursuing certification in hearing and vision screenings for mandated assessments. Understands and actively participates in review of student records for immunization compliance, health planning for delivery of health services on campus. May require support on implementation of services, training or student health plan development for acute or chronic health conditions.

Evidence and Comments	**Rating**
	Satisfactory **Needs Improvement** **Unsatisfactory**

Standard 6: Communication **Exemplary:** Consistently communicates effectively in all formats and with all audiences considering communication or learning preferences when working with others. Understands the complexity of factors that influences school health and conveys accurate health information to students, staff and parents through health training, website resources or informative posts (parent square, parent newsletters). Uses communication strategically to achieve complex goals and provide a highly valued professional perspective within multidisciplinary teams with the district and community. Demonstrates strong conflict resolution skills.	**Accomplished - 3** Communicates effectively in a variety of formats in all areas of school nursing practice. Seeks continuous improvement of communication/conflict resolution skills, conveys information clearly, uses communication as a strategy to achieve nursing goals, and contributes professional perspective with multidisciplinary teams.	
	Limited - 1 Able to initiate basic communication to appropriate staff and apply feedback as needed. Basic knowledge of staff roles (administrator, counselors, teachers, wellness) and how each role collaborates with school nurses. Willingness to effectively communicate with students and families as needed for pertinent health information.	**Developing - 2** Targeted communication is effective with established communication formats. Participates in multidisciplinary meetings on site. Emerging confidence in collaborating with staff for overall student wellness. Establishing strategies for conflict resolution.

Evidence and Comments	**Rating**
	Satisfactory **Needs Improvement** **Unsatisfactory**

Final Evaluation Comments and Recommendations	**Overall Rating**
	Satisfactory **Needs Improvement** **Unsatisfactory**

Support Improvement Plan

Needs Improvement with support/improvement plan. Requires a "Needs Improvement" in a minimum of two (2) Standards or an "Unsatisfactory" in a minimum of one (1) Standard and a "Needs Improvement" in a minimum of one (1) Standard. Teacher is on evaluation cycle for another year. Teacher will be assigned an instructional mentor.

Unsatisfactory, with support/improvement plan and referral to the PAR program. Requires an "Unsatisfactory" in a minimum of two standards.Teacher is on evaluation cycle for another year. Teacher will be assigned an instructional mentor.

If In Needs of Improvement or Unsatisfactory: What specific areas of improvement are required (Describe all areas that apply)?

Date of Final Evaluation Conference: _____

Unit Member Signature_____ **Evaluator Signature** _____

Signature indicates knowledge of, not necessarily agreement with, the report. The unit member has the right to respond. The response will be attached and placed in the unit member's personnel file.

LIBRARIAN EVALUATION FORMS

AUHSD Form H

Staff Name:	School	Evaluator:

PART 1: To be completed and approved by October 15

Identify three professional standards that you would like to focus on this school year:

-
-
-

Please describe the project (teachers), activities/initiatives (non classroom teachers) you would like to complete that address these standards and push you to grow as an educator. How will your work impact students?

How will you know your project, activities/initiatives will be successful? What criteria will you use to assess your progress (data points)?

Date of Part I review_____

Unit member signature_____ Evaluator Signature _____

Part II

Collaborative Reflection Meeting Notes (taken by the Evaluator)**:**

Date of Part II review_____

Unit member signature_____ Evaluator Signature _____

Form H Project Ideas (You are not restricted to these ideas, but these are examples to inspire you)

Classroom teachers:

- Design your own project
- Partner with another teacher for a peer observation cycle of at least two observations and reflections
- A book study, implementation, and reflection
- Student feedback, reflection and implementation (Inquiry cycle). This could be around curriculum, assessment or a culture/climate goal
- Designing curriculum for a new prep or class
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- A project for the benefit of the whole school
- Lead colleagues through a data analysis cycle
- Special Education Teachers - feedback, reflection and implementation cycle on IEP case management, facilitation of IEPs
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- Implementation of a school wide initiative
- Implementation of a school wide student activity
- Redesign an existing school process
- Organize a collaboration with job-alikes centered around a student activity or new process
- Feedback/reflection cycle on IEP processes, facilitation of meetings, support of teachers
- Attend professional development, reflect on what you have learned and implement/share a practice

Tips for a successful Form H

- Collaborate with a department chair or colleague
- Have a complete draft of your project proposal (Part I) I by Oct 1.

AUHSD TEACHER LIBRARIAN EVALUATION RUBRIC

Standard 1: Teacher Librarian facilitates students' access to information. **Exemplary:** Demonstrates exceptional expertise in instructing students to formulate appropriate research questions and search strategies to identify, locate and retrieve information in a timely, safe and responsible manner.	**Accomplished - 3**	
	Demonstrates expertise in instructing students to formulate appropriate questions and search strategies to identify, locate and retrieve information in a timely, safe and responsible manner.	
	Limited - 1	**Developing - 2**
	Does not demonstrate expertise in instructing students to formulate appropriate questions or retrieve information.	Demonstrates some expertise in instructing students to formulate research questions, identify, locate and retrieve information in a safe and responsible manner.

Standard 2: Teacher Librarian facilitates students' ability to evaluate information. **Exemplary** Is highly effective in helping students determine the relevance of information, assess the comprehensiveness, currency, credibility, authority, and accuracy of resources. Teacher Librarian expertly assists students to consider the need for additional information.	**Accomplished - 3**	
	Is highly effective in helping students determine the relevance of information, assess the comprehensiveness, currency, credibility, authority, and accuracy of resources. Teacher Librarian advises students to consider the need for additional information.	
	Limited - 1	**Developing - 2**
	Engages in basic facilitation of students' ability to evaluate information.	Demonstrates developing skills in helping students determine the relevance of information, assess the comprehensiveness, currency, credibility, authority, and accuracy of resources.

Standard 3: Teacher Librarian instructs students in the organization, synthesis, creation and communication of information. **Exemplary** Possesses deep knowledge of instructional strategies which facilitate students' successful organization, synthesis and communication of information, with an emphasis on helping students understand the ethical implications of research.	**Accomplished - 3**	
	Possesses knowledge of instructional strategies which facilitate students' successful organization and communication of information, with an emphasis on helping students understand the ethical implications of research.	
	Limited - 1	**Developing - 2**
	Has a basic understanding of instructional strategies which facilitate students' organization of information.	Possesses knowledge of instructional strategies which facilitate students' successful organization of information and is developing skills in helping students understand the ethical implications of research.

Standard 4: Teacher Librarian integrates information literacy skills for students into all areas of learning. **Exemplary** Expertly provides instruction and resources to encourage students to read widely and use various media for information. Supports students' personal interest in lifelong learning by facilitating students to seek, produce, and share information. Students will appreciate and respond to creative expressions of information.	**Accomplished - 3**	
	Provides instruction and resources to encourage students to read widely and use various media for information. Supports students' personal interest in lifelong learning and appreciation of creative expressions of information.	
	Limited - 1	**Developing - 2**
	Shows limited interest in helping students to read and use various media.	Provides some instruction and resources to encourage students to read and use various media for information. Supports students' personal interest in lifelong learning.

<table>
<tr><td rowspan="3">School Library Program Standards: Staffing, Access, Teacher Librarian Responsibilities, Resources

Exemplary: Demonstrates exceptional ethical conduct, staying abreast of evolving school library standards and advocating for them. Demonstrates professional collaboration, including excellent interpersonal skills and management of the library space. Teacher Librarian is responsible, adaptable, dependable, technologically competent and takes initiative with a deep respect for human diversity, and a commitment to social justice and equity.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Demonstrates ethical conduct, staying abreast of evolving school library standards and advocating for them. Demonstrates professional collaboration, including competent interpersonal skills, management of the library space and responsibility, adaptability, initiative, dependability, and technological competence, with a respect for human diversity, and a commitment to social justice and equity.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td>Does not demonstrate ethical conduct or professional collaboration. Limited management of the library space.</td><td>Stays abreast of evolving school library standards. Demonstrates professional collaboration and management of the library space with responsibility, dependability and technological competence.</td></tr>
</table>

CALIFORNIA MODEL SCHOOL LIBRARY STANDARDS

Form E

AUHSD Evaluation: Mid year check in form

Member:	School	Evaluator :

Date of conference:

Conference Notes:

AUHSD Evaluation Rubric feedback (rubric is reviewed): Next Steps/Support needed:

Unit member Signature _____

Evaluator Signature _____

Form F: LIBRARIAN

AUHSD TEACHER LIBRARIAN EVALUATION: FINAL EVALUATION

<table>
<tr><td rowspan="3">Standard 1: Teacher Librarian facilitates students' access to information.

Exemplary:
Demonstrates exceptional expertise in instructing students to formulate appropriate research questions and search strategies to identify, locate and retrieve information in a timely, safe and responsible manner.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Demonstrates expertise in instructing students to formulate appropriate questions and search strategies to identify, locate and retrieve information in a timely, safe and responsible manner.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td>Does not demonstrate expertise in instructing students to formulate appropriate questions or retrieve information.</td><td>Demonstrates some expertise in instructing students to formulate research questions, identify, locate and retrieve information in a safe and responsible manner.</td></tr>
</table>

Evidence and Comments	Rating
	☐ **Satisfactory** ☐ **Needs Improvement** ☐ **Unsatisfactory**

<table>
<tr><td rowspan="3">Standard 2: Teacher Librarian facilitates students' ability to evaluate information.

Exemplary
Is highly effective in helping students determine the relevance of information, assess the comprehensiveness, currency, credibility, authority, and accuracy of resources. Teacher Librarian expertly assists students to consider the need for additional information.</td><td colspan="2">Accomplished - 3</td></tr>
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<tr><td>Engages in basic facilitation of students' ability to evaluate information.</td><td>Demonstrates developing skills in helping students determine the relevance of information, assess the comprehensiveness, currency, credibility, authority, and accuracy of resources.</td></tr>
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☐ Needs Improvement
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</table>

<table>
<tr><td rowspan="4">Standard 3: Teacher Librarian instructs students in the organization, synthesis, creation and communication of information.

Exemplary
Possesses deep knowledge of instructional strategies which facilitate students’ successful organization, synthesis and communication of information, with an emphasis on helping students understand the ethical implications of research.</td><td colspan="2">Accomplished - 3</td></tr>
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<table>
<tr><td rowspan="3">Standard 4: Teacher Librarian integrates information literacy skills for students into all areas of learning.

Exemplary
Expertly provides instruction and resources to encourage students to read widely and use various media for information. Supports students' personal interest in lifelong learning by facilitating students to seek, produce, and share information. Students will appreciate and respond to creative expressions of information.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Provides instruction and resources to encourage students to read widely and use various media for information. Supports students' personal interest in lifelong learning and appreciation of creative expressions of information.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td>Shows limited interest in helping students to read and use various media.</td><td>Provides some instruction and resources to encourage students to read and use various media for information. Supports students' personal interest in lifelong learning.</td></tr>
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Evidence and Comments	Rating
	☐ **Satisfactory** ☐ **Needs Improvement** ☐ **Unsatisfactory**

<table>
<tr><td rowspan="4">School Library Program Standards: Staffing, Access, Teacher Librarian Responsibilities, Resources

Exemplary: Demonstrates exceptional ethical conduct, staying abreast of evolving school library standards and advocating for them. Demonstrates professional collaboration, including excellent interpersonal skills and management of the library space. Teacher Librarian is responsible, adaptable, dependable, technologically competent and takes initiative with a deep respect for human diversity, and a commitment to social justice and equity.</td><td colspan="2">Accomplished - 3</td></tr>
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☐ Needs Improvement
☐ Unsatisfactory</td></tr>
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Final Evaluation Comments and Recommendations	Overall Rating
	☐ **Satisfactory** ☐ **Needs Improvement** ☐ **Unsatisfactory**

Support Improvement Plan

☐ **Needs Improvement** with support/improvement plan. Requires a "Needs Improvement" in a minimum of two (2) Standards or an "Unsatisfactory" in a minimum of one (1) Standard and a "Needs Improvement" in a minimum of one (1) Standard. Staff member is on evaluation cycle for another year and will be assigned a mentor.

If In Needs of Improvement or Unsatisfactory: What specific areas of improvement are required (Describe all areas that apply)?

Date of Final Evaluation Conference: _____

Unit Member Signature_____ **Evaluator Signature _____**

Signature indicates knowledge of, not necessarily agreement with, the report. The unit member has the right to respond. The response will be attached and placed in the unit member's personnel file.

AUHSD LIBRARIAN EVALUATION: IMPROVEMENT PLAN

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<tr><td rowspan="3">Standard 1: Teacher Librarian facilitates students' access to information.

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<tr><td rowspan="3">Standard 2: Teacher Librarian facilitates students' ability to evaluate information.

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Date of Improvement Plan Conference: _____

Unit Member Signature_____ **Evaluator Signature _____**

SCHOOL PSYCHOLOGIST EVALUATION FORMS

AUHSD Form H

Staff Name:	School	Evaluator:

PART 1: To be completed and approved by October 15

Identify three professional standards that you would like to focus on this school year:

-
-
-

Please describe the project (teachers), activities/initiatives (non classroom teachers) you would like to complete that address these standards and push you to grow as an educator. How will your work impact students?

How will you know your project, activities/initiatives will be successful? What criteria will you use to assess your progress (data points)?

Date of Part I review_____

Unit member signature_____ Evaluator Signature _____

Part II

Collaborative Reflection Meeting Notes (taken by the Evaluator)**:**

Date of Part II review_____

Unit member signature_____ Evaluator Signature _____

Form H Project Ideas (You are not restricted to these ideas, but these are examples to inspire you)

Classroom teachers:

- Design your own project
- Partner with another teacher for a peer observation cycle of at least two observations and reflections
- A book study, implementation, and reflection
- Student feedback, reflection and implementation (Inquiry cycle). This could be around curriculum, assessment or a culture/climate goal
- Designing curriculum for a new prep or class
- A unit study cycle similar to form D - reflect on a unit and your assessment of it
- A project centered on the implementation of a new technology
- A project around supports for populations that have historically struggled (EL students, Special Education)
- An academy intervention project
- A project for the benefit of the whole school
- Lead colleagues through a data analysis cycle
- Special Education Teachers - feedback, reflection and implementation cycle on IEP case management, facilitation of IEPs
- Attend professional development, reflect on what you have learned and implement/share a practice

Non Classroom teachers:

- Implementation of a school wide initiative
- Implementation of a school wide student activity
- Redesign an existing school process
- Organize a collaboration with job-alikes centered around a student activity or new process
- Feedback/reflection cycle on IEP processes, facilitation of meetings, support of teachers
- Attend professional development, reflect on what you have learned and implement/share a practice

Tips for a successful Form H

- Collaborate with a department chair or colleague
- Have a complete draft of your project proposal (Part I) I by Oct 1.

AUHSD PSYCHOLOGIST EVALUATION RUBRIC

Standard 1: Data-Based Decision Making and Evidence-Based Practices **Exemplary:** Demonstrates exceptional expertise in selecting and utilizing a comprehensive range of data, research, and assessments for in-depth analysis and related decision-making. Integrates and critically evaluates data to improve outcomes for students.	**Accomplished - 3** Selects, integrates, and interprets multiple data sources effectively, independently understands and uses different assessments and data to drive student-centered decisions, and adapts evidence-based strategies for diverse needs.	
	Limited - 1 Shows limited understanding of assessment and data, uses limited data sources with minimal analysis, and needs guidance in applying evidence-based practices.	**Developing - 2** Uses some data sources but struggles with integration, begins to analyze data but needs support in drawing conclusions, and inconsistently applies evidence-based practices.

Standard 2: Collaboration and System-Level Support **Exemplary** Is a highly effective collaborative partner with diverse stakeholders, resulting in significant positive outcomes for students, families, and the school. Works towards appropriate systemic change and contributes to school-wide initiatives, mentoring others.	**Accomplished - 3** Effectively collaborates with diverse stakeholders to support student success, contributes to school-wide initiatives and systemic improvements, and works independently to build partnerships that enhance student outcomes.	
	Limited - 1 Engages in basic collaboration with limited stakeholders, primarily focuses on individual cases rather than systemic support, and requires guidance in contributing to school-wide initiatives.	**Developing - 2** Participates in collaboration but may struggle with consistency or impact, begins to engage in system-level discussion but with limited influence, and words with some stakeholders but needs support in fostering partnerships.

Standard 3: Academic and Learning Supports **Exemplary** Possesses knowledge of current learning theories and instructional practices to develop highly effective and individualized academic or learning interventions. Supports the development and evaluation of school-wide learning programs.	**Accomplished - 3**	
	Effectively develops and implements individualized academic and learning interventions, uses learning theories and data to guide targeted student support, and contributes meaningfully to the development and improvement of school-wide programs.	
	Limited- 1	**Developing - 2**
	Has a basic understanding of learning theories and instructional practices, provides general academic support but struggles to individualize interventions, and requires guidance in contributing to school-wide learning programs.	Applies some research-based strategies but inconsistently tailors interventions, begins to analyze student learning needs but needs support in intervention design/implementation, and participates in discussion about school-wide programs but with limited impact.

Standard 4: Mental and Behavioral Health, and Safe Schools **Exemplary** Demonstrates advanced expertise in the prevention, assessment, and intervention of complex mental and behavioral health issues. Contributes to school-wide efforts to create safe school climates and provides expert consultation. Provides meaningful mental health support.	**Accomplished - 3**	
	Effectively assesses, prevents, and intervenes in mental and behavioral health concerns, provides consistent, meaningful support to students, and contributes to school-wide efforts to create a safe and supportive environment.	
	Limited - 1	**Developing - 2**
	Has a basic understanding of mental and behavioral health issues, provides limited interventions and relies on guidance for assessment and support, and participates in school safety efforts but in a minimal role.	Applies some mental and behavioral health strategies but inconsistently, begins to assess and intervene in student concerns but needs support with complex cases, and engages in school safety efforts but with limited leadership.

Standard 5 : Legal, Ethical, and Professional Practice **Exemplary:** Demonstrates exceptional ethical conduct, staying abreast of evolving ethical and legal standards and advocating for them. Demonstrates professional work characteristics, including excellent interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.	**Accomplished - 3** Consistently applies ethical and legal standards with confidence, demonstrates strong professional characteristics, including initiative and dependability, advocates for ethical practices and contributes to a fair and just school environment.	
	Limited - 1 Has a basic understanding of ethical and legal standards but may need guidance in application, demonstrates inconsistent professional characteristics such as adaptability and initiative, and requires support in advocating for ethical and legal practices.	**Developing - 2** Understands and applies most ethical and legal standards but may need occasional clarification, developing professional skills, including responsibility, advocacy, and respect for diversity, and engages in ethical discussions but lacks confidence in advocating for policies.

Form E

AUHSD Evaluation: Mid year check in form

Member:	School	Evaluator :

Date of conference:

Conference Notes:

AUHSD Evaluation Rubric feedback (rubric is reviewed): Next Steps/Support needed:

Unit member Signature _____

Evaluator Signature _____

Form F: PSY

AUHSD PSYCHOLOGISTS EVALUATION: FINAL EVALUATION

<table>
<tr><td rowspan="4">Standard 1: Data-Based Decision Making and Evidence-Based Practices

Exemplary:
Demonstrates exceptional expertise in selecting and utilizing a comprehensive range of data, research, and assessments for in-depth analysis and related decision-making. Integrates and critically evaluates data to improve outcomes for students.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Selects, integrates, and interprets multiple data sources effectively, independently understands and uses different assessments and data to drive student-centered decisions, and adapts evidence-based strategies for diverse needs.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td>Shows limited understanding of assessment and data, uses limited data sources with minimal analysis, and needs guidance in applying evidence-based practices.</td><td>Uses some data sources but struggles with integration, begins to analyze data but needs support in drawing conclusions, and inconsistently applies evidence-based practices.</td></tr>
<tr><td colspan="2">Evidence and Comments</td><td>Rating</td></tr>
<tr><td colspan="2"></td><td>☐ Satisfactory
☐ Needs Improvement
☐ Unsatisfactory</td></tr>
</table>

<table>
<tr><td rowspan="3">Standard 2: Collaboration and System-Level Support

Exemplary
Is a highly effective collaborative partner with diverse stakeholders, resulting in significant positive outcomes for students, families, and the school. Works towards appropriate systemic change and contributes to school-wide initiatives, mentoring others.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Effectively collaborates with diverse stakeholders to support student success, contributes to school-wide initiatives and systemic improvements, and works independently to build partnerships that enhance student outcomes.</td></tr>
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<tr><td>Engages in basic collaboration with limited stakeholders, primarily focuses on individual cases rather than systemic support, and requires guidance in contributing to school-wide initiatives.</td><td>Participates in collaboration but may struggle with consistency or impact, begins to engage in system-level discussion but with limited influence, and words with some stakeholders but needs support in fostering partnerships.</td></tr>
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<table>
<tr><td rowspan="4">Standard 3: Academic and Learning Supports

Exemplary
Possesses knowledge of current learning theories and instructional practices to develop highly effective and individualized academic or learning interventions. Supports the development and evaluation of school-wide learning programs.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Effectively develops and implements individualized academic and learning interventions, uses learning theories and data to guide targeted student support, and contributes meaningfully to the development and improvement of school-wide programs.</td></tr>
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Evidence and Comments	Rating
	☐ **Satisfactory** ☐ **Needs Improvement** ☐ **Unsatisfactory**

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<tr><td rowspan="4">Standard 4: Mental and Behavioral Health, and Safe Schools

Exemplary
Demonstrates advanced expertise in the prevention, assessment, and intervention of complex mental and behavioral health issues. Contributes to school-wide efforts to create safe school climates and provides expert consultation. Provides meaningful mental health support.</td><td colspan="2">Accomplished - 3</td></tr>
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Standard 5 : Legal, Ethical, and Professional Practice **Exemplary:** Demonstrates exceptional ethical conduct, staying abreast of evolving ethical and legal standards and advocating for them. Demonstrates professional work characteristics, including excellent interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.	**Accomplished - 3** Consistently applies ethical and legal standards with confidence, demonstrates strong professional characteristics, including initiative and dependability, advocates for ethical practices and contributes to a fair and just school environment.	
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Evidence and Comments	**Rating**
	☐ **Satisfactory** ☐ **Needs Improvement** ☐ **Unsatisfactory**

Final Evaluation Comments and Recommendations	Overall Rating
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Support Improvement Plan

☐ **Needs Improvement** with support/improvement plan. Requires a "Needs Improvement" in a minimum of two (2) Standards or an "Unsatisfactory" in a minimum of one (1) Standard and a "Needs Improvement" in a minimum of one (1) Standard. Staff member is on evaluation cycle for another year and will be assigned a mentor.

If In Needs of Improvement or Unsatisfactory: What specific areas of improvement are required (Describe all areas that apply)?

Date of Final Evaluation Conference: _____

Unit Member Signature_____ **Evaluator Signature _____**

Signature indicates knowledge of, not necessarily agreement with, the report. The unit member has the right to respond. The response will be attached and placed in the unit member's personnel file.

AUHSD PSYCHOLOGIST EVALUATION: IMPROVEMENT PLAN

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<tr><td rowspan="3">Standard 1: Data-Based Decision Making and Evidence-Based Practices

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<tr><td colspan="2">Effectively collaborates with diverse stakeholders to support student success, contributes to school-wide initiatives and systemic improvements, and works independently to build partnerships that enhance student outcomes.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td>Engages in basic collaboration with limited stakeholders, primarily focuses on individual cases rather than systemic support, and requires guidance in contributing to school-wide initiatives.</td><td>Participates in collaboration but may struggle with consistency or impact, begins to engage in system-level discussion but with limited influence, and words with some stakeholders but needs support in fostering partnerships.</td></tr>
<tr><td colspan="3">Areas for Improvement</td></tr>
<tr><td colspan="3"></td></tr>
</table>

<table>
<tr><td rowspan="3">Standard 3: Academic and Learning Supports

Exemplary
Possesses knowledge of current learning theories and instructional practices to develop highly effective and individualized academic or learning interventions. Supports the development and evaluation of school-wide learning programs.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Effectively develops and implements individualized academic and learning interventions, uses learning theories and data to guide targeted student support, and contributes meaningfully to the development and improvement of school-wide programs.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td></td><td>Has a basic understanding of learning theories and instructional practices, provides general academic support but struggles to individualize interventions, and requires guidance in contributing to school-wide learning programs.</td><td>Applies some research-based strategies but inconsistently tailors interventions, begins to analyze student learning needs but needs support in intervention design/implementation, and participates in discussion about school-wide programs but with limited impact.</td></tr>
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<tr><td rowspan="3">Standard 4: Mental and Behavioral Health, and Safe Schools

Exemplary
Demonstrates advanced expertise in the prevention, assessment, and intervention of complex mental and behavioral health issues. Contributes to school-wide efforts to create safe school climates and provides expert consultation. Provides meaningful mental health support.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Effectively assesses, prevents, and intervenes in mental and behavioral health concerns, provides consistent, meaningful support to students, and contributes to school-wide efforts to create a safe and supportive environment.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td></td><td>Has a basic understanding of mental and behavioral health issues, provides limited interventions and relies on guidance for assessment and support, and participates in school safety efforts but in a minimal role.</td><td>Applies some mental and behavioral health strategies but inconsistently, begins to assess and intervene in student concerns but needs support with complex cases, and engages in school safety efforts but with limited leadership.</td></tr>
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<tr><td rowspan="3">Standard 5 : Legal, Ethical, and Professional Practice

Exemplary: Demonstrates exceptional ethical conduct, staying abreast of evolving ethical and legal standards and advocating for them. Demonstrates professional work characteristics, including excellent interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.</td><td colspan="2">Accomplished - 3</td></tr>
<tr><td colspan="2">Consistently applies ethical and legal standards with confidence, demonstrates strong professional characteristics, including initiative and dependability, advocates for ethical practices and contributes to a fair and just school environment.</td></tr>
<tr><td>Limited - 1</td><td>Developing - 2</td></tr>
<tr><td>Has a basic understanding of ethical and legal standards but may need guidance in application, demonstrates inconsistent professional characteristics such as adaptability and initiative, and requires support in advocating for ethical and legal practices.</td><td>Understands and applies most ethical and legal standards but may need occasional clarification, developing professional skills, including responsibility, advocacy, and respect for diversity, and engages in ethical discussions but lacks confidence in advocating for policies.</td></tr>
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Date of Improvement Plan Conference: _____

Unit Member Signature_____ **Evaluator Signature _____**

SPEECH LANGUAGE PATHOLOGIST

EVALUATION FORMS

AUHSD Form H

Staff Name:	School	Evaluator:

PART 1: To be completed and approved by October 15

Identify three professional standards that you would like to focus on this school year:

-
-
-

Please describe the project (teachers), activities/initiatives (non classroom teachers) you would like to complete that address these standards and push you to grow as an educator. How will your work impact students?

How will you know your project, activities/initiatives will be successful? What criteria will you use to assess your progress (data points)?

Date of Part I review_____

Unit member signature_____ Evaluator Signature _____

Part II

Collaborative Reflection Meeting Notes (taken by the Evaluator)**:**

Date of Part II review_____

Unit member signature_____ Evaluator Signature _____

Form H Project Ideas (You are not restricted to these ideas, but these are examples to inspire you)

Classroom teachers:

- Design your own project
- Partner with another teacher for a peer observation cycle of at least two observations and reflections
- A book study, implementation, and reflection
- Student feedback, reflection and implementation (Inquiry cycle). This could be around curriculum, assessment or a culture/climate goal
- Designing curriculum for a new prep or class
- A unit study cycle similar to form D - reflect on a unit and your assessment of it
- A project centered on the implementation of a new technology
- A project around supports for populations that have historically struggled (EL students, Special Education)
- An academy intervention project
- A project for the benefit of the whole school
- Lead colleagues through a data analysis cycle
- Special Education Teachers - feedback, reflection and implementation cycle on IEP case management, facilitation of IEPs
- Attend professional development, reflect on what you have learned and implement/share a practice

Non Classroom teachers:

- Implementation of a school wide initiative
- Implementation of a school wide student activity
- Redesign an existing school process
- Organize a collaboration with job-alikes centered around a student activity or new process
- Feedback/reflection cycle on IEP processes, facilitation of meetings, support of teachers
- Attend professional development, reflect on what you have learned and implement/share a practice

Tips for a successful Form H

- Collaborate with a department chair or colleague
- Have a complete draft of your project proposal (Part I) I by Oct 1.

AUHSD SPEECH/LANGUAGE PATHOLOGISTS EVALUATION RUBRIC

Standard 1: Assessment **Exemplary:** Consistently and comprehensively selects, administers, and interprets a variety of formal and informal assessment tools and procedures relevant to the student's needs and aligned with evidence-based practices. Assessment data is synthesized from multiple sources into a legally defensible document, appropriately establishes eligibility under a Speech-Language Impairment based on the California Code of Regulations, and identifies areas of need.	**Accomplished - 3** Appropriately selects, administers, and interprets formal and informal assessment tools and procedures relevant to the student's needs. Assessment data includes analysis from multiple sources that appropriately establishes eligibility under a Speech-Language Impairment based on the California Code of Regulations.	
	Limited - 1 Rarely appropriately selects, administers, or interprets assessment tools and procedures according to the student's needs.	**Developing - 2** Sometimes appropriately selects, administers, and interprets assessment tools and procedures relevant to the student's needs, but may lack comprehensiveness or consistent alignment with best practices.

Standard 2: Evidence Based Treatment **Exemplary**: Independently and consistently selects and implements intervention strategies and techniques that are strongly supported by current, high-quality research and aligned with individual student needs and values. Regularly monitors and	**Accomplished - 3** Selects and implements intervention strategies and techniques that are supported by research and aligned with individual student needs. Monitors and evaluates the effectiveness of interventions using data to make adjustments.	
	Limited - 1 Rarely selects or implements intervention strategies and techniques that are supported by	**Developing - 2** Sometimes selects and implements intervention strategies and techniques with limited or inconsistent

evaluates the effectiveness of interventions using data to make informed adjustments. Actively seeks out and applies new research findings to practice.	research. Monitoring and evaluation of intervention effectiveness using data is minimal or absent.	use of current research to guide practice. Monitoring and evaluation of intervention effectiveness using data is infrequent or inconsistent.

Standard 3: Collaboration **Exemplary:** Proactively and effectively collaborates with a wide range of stakeholders (e.g., general and special education teachers, related service providers, administrators, community agencies) to support student learning and achieve common goals. Provides unique contributions based on SLP expertise to curriculum and instruction. Actively engages in collaborative problem-solving and shared decision-making.	**Accomplished - 3**	
	Collaborates effectively with other school professionals (e.g., teachers, related service providers) to support student learning. Provides contributions based on SLP expertise. Engages in collaborative problem-solving and decision-making.	
	Limited- 1	**Developing - 2**
	Rarely collaborates with other school professionals, working primarily in isolation. SLP expertise is not consistently integrated into curriculum and instruction. Minimal or no participation in collaborative decision-making.	Inconsistently collaborates with other school professionals, sometimes missing opportunities for shared planning and problem-solving. Contributions based on SLP expertise may not always be clearly articulated or integrated. Limited engagement in collaborative decision-making.

Standard 4: Ethics **Exemplary:** Consistently adheres to the ASHA Code of Ethics in all professional activities, demonstrating the highest standards of integrity, fairness, and responsibility. Proactively identifies and resolves potential ethical dilemmas, advocating for the welfare of students and the professions. Educates others on ethical practice and mentors colleagues on ethical decision-making.	**Accomplished - 3** Adheres to the ASHA Code of Ethics in professional activities, demonstrating integrity and responsibility. Identifies and addresses ethical dilemmas appropriately, prioritizing the welfare of students.	
	Limited - 1	**Developing - 2**
	Sometimes demonstrates adherence to the ASHA Code of Ethics, potentially engaging in practices that raise ethical concerns. Struggles to identify or address ethical dilemmas appropriately.	Usually demonstrates adherence to the ASHA Code of Ethics, but may occasionally face challenges in navigating ethical dilemmas or may not consistently prioritize ethical considerations. May require guidance in resolving ethical issues.

Standard 5: Presentation of Reports **Exemplary:** Prepares and presents clear, concise, comprehensive, and timely written and oral reports that effectively speech-language assessment findings, progress, and recommendations to relevant stakeholders (e.g., IEP teams, parents, administrators). Presentation of reports are well-organized, use appropriate	**Accomplished - 3** Prepares and presents clear and concise written and oral reports that communicate assessment findings, intervention plans, progress, and recommendations to relevant stakeholders. Presentation of reports are organized and use appropriate professional language. Participates in meetings to explain findings and recommendations.	
	Limited - 1	**Developing - 2**
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professional language, and are tailored to the audience's needs and understanding. Actively participates in meetings to explain findings and recommendations effectively.	disorganized and may use inappropriate or unclear language. Minimal or no participation in meetings to explain findings and recommendations.	disorganized or use inconsistent professional language. Participation in meetings to explain findings and recommendations may be limited or unclear.

Standard: 6: Parent Communication **Exemplary:** Establishes and maintains proactive, respectful, and culturally sensitive communication with parents/guardians. Provides parents with clear explanations, resources, and strategies to support their child's communication development at home. Seeks parent input when appropriate.	**Accomplished - 3**	
	Establishes and maintains respectful and culturally sensitive communication with parents/guardians. Provides parents with explanations and information regarding their child's communication. Seeks parent input when appropriate.	
	Limited- 1	**Developing - 2**
	Limited parental communication in their child's speech-language services. Provides minimal explanations or resources to parents. Does not consistently seek or value parent input.	Communication with parents may lack clarity, or be less culturally sensitive. Provides limited explanations or resources to parents. Parent input may not always be actively sought or valued.

Form E

AUHSD Evaluation: Mid year check in form

Member:	School	Evaluator :

Date of conference:

Conference Notes:

AUHSD Evaluation Rubric feedback (rubric is reviewed): Next Steps/Support needed:

Unit member Signature _____

Evaluator Signature _____

AUHSD SPEECH/LANGUAGE PATHOLOGIST EVALUATION: FINAL EVALUATION

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Exemplary: Consistently and comprehensively selects, administers, and interprets a variety of formal and informal assessment tools and procedures relevant to the student's needs and aligned with evidence-based practices. Assessment data is synthesized from multiple sources into a legally defensible document, appropriately establishes eligibility under a Speech-Language Impairment based on the California Code of Regulations, and identifies areas of need.</td><td colspan="2">Accomplished - 3</td></tr>
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<tr><td colspan="2">Evidence and Comments</td><td>Rating</td></tr>
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☐ Needs Improvement
☐ Unsatisfactory</td></tr>
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Standard 2: Evidence Based Treatment **Exemplary**: Independently and consistently selects and implements intervention strategies and techniques that are strongly supported by current, high-quality research and aligned with individual student needs and values. Regularly monitors and evaluates the effectiveness of interventions using data to make informed adjustments. Actively seeks out and applies new research findings to practice.	**Accomplished - 3** Selects and implements intervention strategies and techniques that are supported by research and aligned with individual student needs. Monitors and evaluates the effectiveness of interventions using data to make adjustments.	
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Evidence and Comments	**Rating**
	☐ **Satisfactory** ☐ **Needs Improvement** ☐ **Unsatisfactory**

<table>
<tr><td rowspan="4">Standard 3: Collaboration

Exemplary: Proactively and effectively collaborates with a wide range of stakeholders (e.g., general and special education teachers, related service providers, administrators, community agencies) to support student learning and achieve common goals. Provides unique contributions based on SLP expertise to curriculum and instruction. Actively engages in collaborative problem-solving and shared decision-making</td><td colspan="2">Accomplished - 3</td></tr>
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Evidence and Comments	**Rating**
	☐ **Satisfactory** ☐ **Needs Improvement** ☐ **Unsatisfactory**

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<tr><td rowspan="4">Standard: 6: Parent Communication

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Final Evaluation Comments and Recommendations	Overall Rating
	☐ **Satisfactory** ☐ **Needs Improvement** ☐ **Unsatisfactory**

Support Improvement Plan

☐ **Needs Improvement** with support/improvement plan. Requires a "Needs Improvement" in a minimum of two (2) Standards or an "Unsatisfactory" in a minimum of one (1) Standard and a "Needs Improvement" in a minimum of one (1) Standard. Teacher is on evaluation cycle for another year. Teacher will be assigned an instructional mentor.

☐ **Unsatisfactory**, with support/improvement plan and referral to the PAR program. Requires an "Unsatisfactory" in a minimum of two standards.Teacher is on evaluation cycle for another year. Teacher will be assigned an instructional mentor.

If In Needs of Improvement or Unsatisfactory: What specific areas of improvement are required (Describe all areas that apply)?

Date of Final Evaluation Conference: _____

Unit Member Signature_____ **Evaluator Signature _____**

Signature indicates knowledge of, not necessarily agreement with, the report. The unit member has the right to respond. The response will be attached and placed in the unit member's personnel file.

AUHSD SPEECH LANGUAGE PATHOLOGIST EVALUATION: IMPROVEMENT PLAN

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Date of Improvement Plan Conference: _____

Unit Member Signature_____ **Evaluator Signature _____**