

CONTRACT

JULY 1, 2022 - JUNE 30, 2025

BETWEEN THE


ALAMEDA UNIFIED SCHOOL DISTRICT

AND THE

ALAMEDA EDUCATION ASSOCIATION

SIGNATURES

FOR THE DISTRICT:


Jennifer Williams (Dec 8, 2022 20:03 PST)

Jennifer Williams, President
Board of Education, AUSD

October 25, 2022

Date

FOR THE ASSOCIATION:


Charlie Satterfield (Dec 8, 2022 16:06 PST)

Charlie Satterfield, President
Alameda Education Association

October 25, 2022

Date

NEGOTIATING TEAMS:

For the District:

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Namita Brown, Legal Counsel
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Robert Ithurburn, Principal, Alameda High School
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For the Association:

Erin Head, Chief Negotiator
Katherine Clarke, AEA Executive Director
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Matthew Giles, Psychologist, Special Education
Norma Hernandez, Teacher, Alameda High School
James Miller, Teacher, Bay Farm School

For information or clarification, you should contact one of your Site Building Representatives, the Association Office at (510) 521-3034, or the District Human Resources Office at (510) 337-7070.

ALAMEDA UNIFIED SCHOOL DISTRICT
2060 Challenger Drive
Alameda, CA 94501
(510) 337-7000

2022-2023

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SIDE LETTERS & EXHIBITS

Exhibit: September 1997 – Extra Duty Guidelines
Side Letter: February 13, 2001 – Kindergarten

ARTICLE 1
RECOGNITION

- 1.01 The Alameda Unified School District, hereinafter referred to as the “employer,” “District,” or “Board,” recognizes the Alameda Education Association/CTA/NEA, hereinafter referred to as the “Association,” as the exclusive representative for all certificated employees, tenured and probationary, who are identified under Teachers’ Salary Schedule A, Child Development Center Certificated Salary Schedule or ROP salary schedule; temporary or any other certificated employees with a contract of specified duration; Adult School teachers, Summer School teachers and other hourly teachers who are teaching ten (10) or more hours per week; and the certificated employees on leave of absence. Excluding: Management – Superintendent, Assistant Superintendents, Directors, Principals, Vice-Principals, Coordinators, Supervisors- Head Counselors, Guidance Consultants, Psychologists, and other Salary Schedule B positions, Acting Management, and Substitutes (day-by-day).

ARTICLE 2

NEGOTIATION PROCEDURES

2.01 Timeline

The Association and the District shall present their “Sunshine proposals” by the first regular Board meeting in the December preceding the expiration of this Agreement, and shall hold an initial bargaining session by the end of the third week in the succeeding January; the parties’ chief negotiators will confer in advance to determine the number of initial proposals to present at the first bargaining session. New subjects of meeting and negotiating arising from the presentation of initial proposals shall be made in accordance with Section 3547(d) of the Educational Employment Relations Act. It is the intent of the parties that negotiations be completed before the school year begins.

2.02 Composition of Teams – Scheduling

2.02.01 Either party may utilize the services of outside consultants to assist in the negotiations.

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

2.02.03 The Association shall be allowed released time for no more than five (5) of its members for the purpose of attending scheduled sessions for negotiations.

Up to two (2) additional persons may be released for negotiations if the Association reimburses the District the actual cost of substitutes.

Representatives of the Association shall be scheduled to participate during the working hours in negotiations and impasse procedures and shall suffer no loss in compensation pursuant to Section 3543.1 of the Government Code. An extension of negotiating session beyond the employee workday and/or work year shall be by mutual consent.

2.03 Board-Provided Materials

2.03.01 The District shall furnish the Association with two (2) copies of the J200 Series (Annual Financial and Budget Report) when approved by the County and submitted to the State, and the P1 and P2 (State Attendance Report) at the time such reports are transmitted to the County or State. Other relevant information shall be available upon request. The Association shall provide to the District all non-confidential information that it has control of that will enable the District to carry out its obligation.

2.03.02 The District shall furnish the Association a document showing the placement of Bargaining Unit Members on the salary schedules and their fringe benefit coverage by name, contract status, and hire date. This document(s) shall be furnished not later than November 15 and shall reflect changes made up to November 1. This document shall be updated and resubmitted to the Association no later than ten (10) days after the start of the second semester and shall reflect the current status of all Bargaining Unit Members as of the second semester.

2.03.03 Within sixty (60) days of ratification of the Contract by both parties herein, the District shall have enough copies of the contract prepared and delivered to the Association for distribution to all its members.

2.04 Process

2.04.01 During negotiations, items tentatively agreed upon may be reduced to writing and initialed by both parties. If mutually agreeable, the tentatively agreed upon items shall be reduced to writing and initialed by both parties prior to adjournment of the meeting at which tentative agreement is reached. Tentative agreements are subject to agreement on all proposals being negotiated.

2.04.02 When the negotiators reach tentative agreement on all matters being negotiated, the complete Agreement shall be submitted to the membership of the Association and the Board for ratification prior to implementation.

2.04.03 Negotiations shall take place at a mutually agreed upon location. Agendas shall be developed at each session for the subsequent session.

2.04.04 During negotiating sessions, proposals and counter-proposals shall be set forth in writing and dated.

2.04.05 All negotiation sessions shall be closed unless mutually agreed upon in advance by both parties.

ARTICLE 3
ASSOCIATION RIGHTS

3.01 Use of Facilities

- 3.01.01 The Association and its members shall have the right to make use of school equipment, buildings, and facilities when not required to render service to the District. Such use shall be in conformance with the Civic Center Act and be scheduled with the principal and not result in disruption of the business of the District. The Association shall reimburse the District upon request for any consumable supplies and shall leave equipment, buildings and facilities in the same condition in which found.
- 3.01.02 The Association shall have the right to post notices of activities and matters of Association concern on Association bulletin boards, at least one of which shall be provided in each school building in areas frequented by teachers. The Association may use the District mail service and employee mailboxes for communications in compliance with the law.
- 3.01.03 Authorized representatives of the Association shall be permitted to transact official Association business on school property when not required to render service to the District. Exercise of this right shall not result in the interference with employees on duty.
- 3.01.04 Organizational representatives will have the right to schedule meetings for employees before or after duty hours or at such other times when employees are not required to render service to the District.
- 3.01.05 No required District or site meetings involving unit members shall be called on the 3rd Tuesday of each month absent an emergency to allow attendance at the Association Representative Council.

3.02 Leaves and Release Time for Association Business

- 3.02.01 The Board shall grant leave to officers or representatives designated by the Association when their presence is requested by the District or required by the duty of fair representation. If this occurs during a time period when the designated officer or representative is off track, the officer/representative will be paid based on the per diem rate. Such days shall not be charged to the Association or the employees.
- 3.02.02 The Board shall grant leave to certain officers and representatives of Association, not to exceed a total of thirty (30) days per school year to attend to organizational business when circumstances are so circumscribed that the organizational matters must be attended to during the normal working day.

In addition to the above, up to twenty-one (21) days over the life of the Contract, upon request, shall be made available to the Association President or designee.

- a. In carrying out this section, the Board shall not incur any costs contrary to codes regarding the expenditure of District funds.

- b. The Association shall pay the cost of substitutes for days of leave under this section.
- c. The Association shall provide prior notice to the Director of Personnel as soon as possible, but not later than twenty-four (24) hours in advance except in emergencies.
- d. No one employee shall use more than ten (10) days under this section in any one school year.

3.02.03 The Association President will notify the District annually of the amount of release time they require after consultation with the Superintendent. The District will pay 25% of Step 13, Column 2 for the Association President's release time.

3.03 Access to Information

- 3.03.01 To the extent maintained by the District, listed names, addresses, telephone numbers, and personal (non-District) email addresses of all employees shall be provided without cost to the Association no later than November 15 of each school year.
- 3.03.02 The Board shall provide the Association with one (1) copy of the complete Board of Education meeting agenda and back-up materials.
- 3.03.03 Upon request, the Board shall furnish the Association any available information concerning District finance, professional staffing, or other information which is necessary for the Association to fulfill its role as exclusive representative.
- 3.03.04 Within thirty (30) days of the hiring of any new bargaining unit member, the Association shall be provided the following information to the extent maintained by the District: name, home address, telephone numbers, personal (non-District) email address, school site, grade level/assignment, date of hire, Full Time Equivalent status, employment status (probationary, temporary, permanent, etc.), and type of credential.

3.04 New Bargaining Unit Member Orientation

- 3.04.01 The District shall provide an annual new bargaining unit member orientation for all newly hired bargaining unit members prior to the first calendared teacher work day. New bargaining unit member shall be paid at the contractual hourly rate for the duration of these orientation meetings when such meetings occur outside of the unit member's contract year and/or work day. The District shall provide written notice of the date, time, and location of the annual new member orientation to the Association president no later than twenty-one (21) calendar days in advance of the meeting.
- 3.04.02 The Association shall be provided no less than sixty (60) minutes of uninterrupted time to communicate with bargaining unit members during the annual new bargaining unit member orientation. Such time will be scheduled at a time of the day mutually agreed upon by the District and the Association. District administration will excuse themselves during the Association portion of the orientation.

3.04.03

Any bargaining unit member hired after the start of the school year shall be provided an in-person onboarding meeting within twenty-one (21) calendar days from the date of hire. The District shall notify the Association of all new hire onboarding meetings no later than ten (10) days prior to the meetings; if an urgent need to staff a position makes the ten-day prior notification impossible, the District will provide the Association with as much prior notification as possible as well as an explanation as to the nature of the need. The Association may have a representative present at new hire onboarding meetings. If the Association is unable to be present at an onboarding meeting, the Association reserves the right to request a meeting with a newly hired unit member at a time mutually agreed upon by the Association and member; this time may be during contractual work hours so long as the meeting does not interfere with the member's duties.

ARTICLE 4
DISTRICT RIGHTS

4.01 All District rights and functions, including its power and authority to direct, manage, and control the operation of the District, shall remain vested with the District, except as modified by the terms and conditions of this Agreement.

4.02 The District has the right to make reasonable rules and regulations pertaining to employees consistent with this Agreement.

4.03 Concerted Activities

The Association agrees that there will be no strike or other form of work stoppage during the term of this Agreement.

In the event that the parties reopen this contract pursuant to mutual agreement, the no strike provisions of this article shall not apply after exhaustion of statutory impasse procedures.

ARTICLE 5 LEAVES

5.01 Bereavement Leave

- 5.01.01 An employee shall be entitled to a leave of seven (7) days due to the death of spouse, domestic partner, parent, or child.
- 5.01.02 An employee shall be entitled to a leave of absence, not to exceed three (3) days for one-way travel of 250 miles or less; or five (5) days if one-way travel of over 250 miles is required, due to the death of any member of their immediately family, except for spouse, domestic partner, parent, or child.
- 5.01.03 For purposes of this provision, the term “immediate family” shall include grandparents, grandchildren, in-laws, siblings of the employee, individual noted on a Domestic Partner Affidavit or any individual residing in the immediate household of the employee. Inclusion of other members in the definition of “immediate family” may be granted at the direction of the Superintendent or their designee.
- 5.01.04 Any employee may be granted up to two (2) days’ bereavement leave for the death of persons of established close family relationship.
- 5.01.05 For leave granted under this provision, no deductions shall be made from salary or sick leave, unless otherwise specified.
- 5.01.06 Upon exhaustion of bereavement leave, an employee may use personal necessity leave in accordance with Section 5.04.
- 5.01.07 Upon exhaustion of personal necessity leave, an extension of bereavement leave may be granted by the Superintendent or their designee but it shall be deducted under sick leave. Requests shall not be unreasonably denied.
- 5.01.08 Notification to the District of the absence shall be made in accord with the sick leave policy.

5.02 Judicial Leave

- 5.02.01 An employee shall be granted leave to appear in court as a witness when subpoenaed, other than as a litigant, to serve on a jury, or respond to an official order from another governmental jurisdiction for reasons not brought about by the connivance or misconduct of the employee. An employee shall receive their regular pay and shall endorse to the District any amounts received for jury duty.

5.03 Illness or Injury Leave

- 5.03.01 A full-time employee shall be entitled to ten (10) days’ leave with full pay each school year for purposes of illness, injury, or wellness.

- 5.03.02 An employee who works less than full-time shall be entitled to that portion of the ten (10) days as the number of hours per week of scheduled days relates to the number of hours or a full-time employee in a comparable position.
- 5.03.03 A full-time employee may use up to ten (10) days of accrued/available sick leave per year to attend to an illness of a child, parent, or spouse. This use shall be subject to the same conditions and restrictions as apply to the employee's use of sick leave for their own illness. This sick leave entitlement shall not extend the maximum period of leave to which the employee is entitled under Government Code Section 12945.2 or the Family Medical Leave Act and shall run concurrently with those leaves when the reason for this leave is also reason for leave under those provisions.
- 5.03.04 Extended Sick leave of Absence with 5 Month Differential Pay
- During each school year when a unit member has exhausted all available sick leave, including all accumulated sick leave, and continues to be absent from their duties on account of illness or accident for an additional period of up to five school months, whether or not the absence arises out of or in the course of employment, the amount deducted from the salary due the unit member for any month in which the absence occurs shall not exceed the sum which is actually paid a substitute employee to fill the position during the absence or, if no substitute employee was employed, the amount that would have been paid to the substitute had they been employed. The District shall make every reasonable effort to secure the services of a substitute employee. Any salary paid to a substitute teacher in excess of the absent unit member's daily rate shall be paid by the District.
- a. The sick leave, including accumulated sick leave, and the five-month differential period shall run consecutively, unless an employee qualifies for Catastrophic Sick Leave, under Article 5.03.15. In the case of an employee who qualifies for Catastrophic Sick Leave, the order of benefits shall be (1) accumulated sick leave, (2) approved catastrophic leave, (3) differential pay leave, and (4) second approved catastrophic leave.
 - b. If awarded catastrophic leave the employee may use that leave prior to the five (5) month differential pay leave.
 - c. A unit member shall not be provided more than one five-month period per illness or accident. However, if a school year terminates before the five-month period is exhausted, the unit member may take the balance of the five-month period in the subsequent school year.
 - d. When a unit member has exhausted all available sick leave, including accumulated sick leave, and continues to be absent on account of illness or accident beyond the five month period provided for above, and the unit member is not medically able to resume the duties of their position, the unit member shall, if not placed in another position, be placed on a reemployment list for a period of 24 months if the unit member is on probationary status, or for a period of 39 months if the unit member is on permanent status. When the unit member is medically able during the 24 or 39 month period, the unit member shall be returned to employment in a position for

which they are credentialed and qualified. The 24-month or 39-month period shall commence at the expiration of the five-month period provided for above.

- 5.03.05 An employee may accumulate unused sick leave without limitations.
- 5.03.06 The District may require verification of illness, injury, or quarantine from a licensed physician, licensed medical care provider or nurse practitioner, if an employee utilized sick leave for five (5) consecutive school days. Employees returning to work from sick leave involving major surgery or serious illness shall be required to present a doctor's release verifying medical permission to return to work.
- 5.03.07 An employee must contact their supervisor in advance of taking sick leave whenever possible in order that other arrangements may be made for services needed. In cases where the absence will be for a period more than one day, the employee will notify the Substitute Desk the day prior to their return. Where earlier notification is not possible, the employee will notify the Substitute Desk between 6:00 AM and 8:00 AM on the day of return to duty.
- 5.03.08 An employee who is absent for one-half day or less shall have one-half day deducted from accumulated leave; and if the absence exceeds more than one-half day, a full day shall be deducted from accumulated leave. When the notification of return to duty is given too late to withdraw the substitute from the assignment, the substitute shall be permitted to work an additional one-half day and the regularly assigned employee shall be assessed an additional half day of absence.
- 5.03.09 A full-time Adult School employee shall be entitled to ten (10) days sick leave. Hourly Adult School employees shall be entitled to sick leave based on twice the number of hours of service per week assigned.
- 5.03.10 An Adult School employee who does not use the allotted sick leave during any school year shall be allowed to accumulate sick leave on the following basis: The average number of days employed per week shall determine the number of days sick leave allowed. The number of days of allowable sick leave shall be converted into hours and the net number of hours unused at the close of the school year will be credited to the employee.
- 5.03.11 A ten (10) month employee serving in a certificated position during the summer months may use any accumulated sick leave in a manner similar to the regular school year.
- 5.03.12 The Superintendent or their designee or the supervisor of the employee may require a physician's or other verification as to any employee's claimed reasons for absence in any situation which it is believed that no valid grounds exist for the employee's claim for absence.
- 5.03.13 Quarantine Absence
There will be no charge against an employee's cumulative sick leave if because of another's illness they have been quarantined by city or county health officers. Under these circumstances, the employee shall receive their salary in full.

Catastrophic Sick Leave Bank

- a. The District shall establish a Catastrophic Leave Bank for all employees beginning January 1, 1998. The purpose of the Catastrophic Sick Leave Bank is to provide those employees with severe, incapacitating, life-threatening illnesses or injuries with additional leave support in a manner that is fair and equitable for all members. The Catastrophic Sick Leave Bank is the only means by which donated sick leave days may be claimed by a member.
- b. Every unit member who wishes to be eligible for this “bank” must contribute one sick leave day to the “bank” for that current year. If the unit member does not contribute when eligible (within 90 days of eligibility as a probationary/permanent teacher) the unit member forfeits the ability to use this bank. This eligibility rule is in effect each time the bank requests new contributions. Any time the bank falls below sixty (60) days a new solicitation shall be done.
- c. A maximum of sixty (60) days may be given a member for catastrophic leave. All catastrophic leaves must be preceded by a letter defining the catastrophic nature of the request. An employee applying for catastrophic leave shall have suffered severe incapacitating, life-threatening illness or injury, as certified by the attending physician or doctor, which requires the regular and continual care of a physician or doctor, and which prevents the employee from performing the substantial duties of their assignment. The Chief Human Resources Officer and the Association President shall act upon the request. The granting of catastrophic leave shall be contingent upon mutual agreement of the District and Association and this decision shall not be grievable.
- d. A condition of the granting of the first sixty (60) days of catastrophic leave shall be the exhaustion of fully paid leave. However, the first sixty (60) catastrophic leave days shall be considered pre-differential days.
- e. Any unit member is eligible to reapply for one additional unit of sixty (60) days if needed after the differential days have been exhausted.
- f. To be eligible for an additional sixty (60) days of catastrophic leave (paragraph above), the unit member shall be enrolled in an income protection plan providing for a minimum of one (1) year’s salary.
- g. An employee who is on catastrophic leave may be required by the Committee to apply for STRS disability.
- h. A review of the Catastrophic Leave Bank may be initiated by the District or the Association by May 1 of any year and shall be continued into the next school year only with mutual agreement.

5.03.15 Sick Leave Incentive

A full-time employee shall accumulate one extra day of sick leave for each year that the employee uses one or less days of sick leave.

A donation to the catastrophic leave bank shall not constitute use of sick leave for purposes of this provision.

5.04 Personal Necessity Leave

5.04.01 Subject to article 5.04.02, any days of leave of absence for illness or injury allowed pursuant to Section 5.03.01 may be used by the employee at their election in cases of personal necessity.

5.04.02 In any single school year a maximum of seven (7) days of accumulated sick leave may be used for personal necessity reasons.

5.04.03 Under personal necessity leave, an employee shall not be required to secure advance approval for leave taken for any of the following reasons:

- a. Death or illness of a member of their immediate family.
- b. Accident involving their person or property, or the person or property of a member of their immediate family.
- c. Imminent danger to the home of the employee, occasioned by an event such as flood or fire, serious in nature, which under the circumstances the employee cannot reasonably be expected to disregard, and which requires the attention of the employee during their assigned hours of service.

5.04.04 Advance approval shall be required for other personal “contingencies” that require the employee’s absence from duty. “Contingency” is used to mean an event or circumstance which is out of the ordinary, beyond the control of the employee and one that cannot be handled before or after regular duty hours such as:

- a. Appearance in court as a litigant
- b. Paternity
- c. Bereavement beyond the number of days allowable in the bereavement leave, Section 5.01.04
- d. Adoption

5.04.05 Where prior notice or approval is necessary for personal necessity leave, the employee shall submit a Leave Request Form to the Human Resources Office. Forms for such leave are to be submitted at least two (2) business days prior to commencement of leave.

5.04.06 The employee shall fill out the necessary absence forms upon their return. The District Human Resources Office shall be responsible for the administration of personal necessity leave, including verification of such leaves.

5.05 Industrial Accident/Illness Leave

- 5.05.01 An employee will be entitled to industrial accident or illness leave according to the provisions in the Education Code for personal injury which has qualified for workers' compensation under the provisions of the State Compensation Insurance Fund.
- 5.05.02 Such leave shall not exceed sixty (60) days during which schools of the District are required to be in session or when the employee would otherwise have been performing work for the District in any one fiscal year for the same industrial accident or illness.
- 5.05.03 For any days of absence from duty as a result of the same industrial accident or illness, the employee shall endorse to the District any wage loss benefit check from the State Compensation Insurance Fund which would make the total compensation from both sources exceed 100% of the amount the employee would have received as salary had there been no industrial accident or illness.
- 5.05.04 If the employee fails to endorse to the District any wage loss disability indemnity check received due to the industrial accident or illness as provided above, the District shall deduct from the employee's salary warrant the amount of such disability indemnity actually paid to and retained by the employee.
- 5.05.05 The District has the right to have the employee examined by a physician designated by the District to assist in determining the length of time during which the employee will be temporarily unable to perform assigned duties and the degree to which a disability is attributable to the injury or illness involved.

5.06 Maternity Leave

- 5.06.01 Maternity Leave: The Board shall provide for leave of absence from duty for any employee who is required to be absent from duties because of pregnancy, miscarriage, childbirth, and recovery therefrom. The length of the leave of absence, including the date on which the employee shall resume their duties, shall be determined by the employee and the employee's physician.
- 5.06.02 Pregnancy Disability: An employee is entitled to use personal illness leave as set forth in Section 5.03 of this Article for disabilities caused or contributed to by pregnancy, miscarriage, childbirth, and recovery therefrom. Such leave shall not be used for child care, child-rearing, or preparation for child-rearing, but shall be limited to those disabilities as set forth above.

The length of such disability leave, including the date on which the leave shall commence and the date on which the duties are to be resumed, shall be determined by the employee and the employee's physician; however, the District management may require verification of the extent of disability through consultation with the employee and the employee's physician.

5.07 Child-Rearing Leave

- 5.07.01 Upon request, the Board shall provide an employee who is a natural or adopting parent an unpaid leave of absence for the purpose of rearing their child. Such leave shall remain in effect no longer than the end of the second semester following the request for this leave.
- 5.07.02 An employee shall notify the Superintendent or their designee that they intend to take such leave at least six (6) weeks prior to the anticipated date on which the leave is to commence or as soon as possible. Upon request, the Board shall extend a child-rearing leave up to two (2) additional semesters.
- 5.07.03 Any employee who seeks an extension of a child-rearing leave shall notify the Superintendent or their designee no later than six (6) weeks preceding the expiration of the original leave.

5.08 Health Leave

- 5.08.01 The Board shall grant an employee who has exhausted all other illness leaves, upon request, an unpaid leave for health reasons for the period requested up to the end of the school year.
- 5.08.02 A statement by the employee's physician to the effect that the employee is entitled to such leave shall be furnished at the Board's request.
- 5.08.03 An employee shall notify the Board of their intended return date at least two (2) weeks in advance but in no event later than June 30.

5.09 Study Leave

- 5.09.01 Board may grant an employee an unpaid leave of absence to pursue educational improvement and advancement. This improvement and advancement shall consist of a formal course of study for credit. Such leave shall be for a minimum of one semester and a maximum of two (2) semesters and shall be extended upon request for a maximum of two (2) additional semesters, provided that verification of full-time academic pursuit is presented.
- 5.09.02 An employee shall make application to the Superintendent or their designee at least six (6) weeks prior to the anticipated date on which the leave is to commence.
- 5.09.03 An employee who seeks an extension of study leave shall make application no later than six (6) weeks preceding the expiration of the original leave.

5.10 Legislative Leave

- 5.10.01 An employee who is elected or appointed to a public office shall be entitled to an unpaid leave of absence for the length of their term or terms of office.
- 5.10.02 The employee on such leave shall notify the Board of their intended return at least six (6) weeks in advance.

- 5.10.03 The employee on such leave shall be entitled to return to employment at the end of the leave.

5.11 In-service Leave

- 5.11.01 Upon request, an employee may be granted in-service leave for the purpose of improving their professional performance. This includes attendance at professional conferences and performance of duties as an officer in a professional organization. Application for such leave shall be made to the or their designee through the employee's immediate supervisor. Such leave shall be paid.

5.12 Sabbatical Leave

- 5.12.01 All applications for sabbatical leave shall be submitted to the Human Resources Office and shall include a detailed outline of the purpose and the plans for use of such leaves.
- 5.12.02 An employee who has served the District for seven (7) consecutive years is eligible to apply for sabbatical leave. Authorized leaves shall not constitute a disruption of consecutive years of service accruing toward the sabbatical leave requirements. Leaves may be one semester or one year.
- 5.12.03 Applications for sabbatical leave must be submitted to the Human Resources Office no later than March 1 of the year preceding the school year in which leave is requested.
- 5.12.04 Members of the unit may be granted sabbatical leave in any one school year if approved by the Board in accordance with the provisions of this section.

Distribution of leaves will be weighted against the following criteria:

- a. Specific purpose of the sabbatical and the benefit to the schools and pupils of District
 - b. Quality of applicant's service to the District
 - c. Former sabbatical leaves granted to the employee
 - d. Total length of employee's professional service
 - e. Employee's seniority in the District
 - f. Cost to the District
- 5.12.05 Evaluation of application shall be made by a committee consisting of three (3) employees appointed by the Association and three (3) others appointed by the Superintendent or their designee.
- 5.12.06 An employee on sabbatical leave shall be compensated at the difference between the salary of the employee on leave and the salary at Step 1, Column 3, on Salary Schedule A. While on leave, the employee may continue fringe benefits at their own expense.

- 5.12.07 Upon application, the employee will sign an agreement to return to service in the District for not less than two (2) years upon completion of leave, or restore to the District all compensation received while on leave. Sabbatical leave salary payment will be made in the same manner as if the employee were working in the District.
- 5.12.08 In case of injury to, or illness of, the employee during sabbatical leave which prevents them from completing the purpose of the leave, the sabbatical leave will be terminated and all provisions for sick leave will apply. If death, serious injury, or disabling illness prevents the employee from fulfilling the agreement to return to service in the District, no repayment of salary will be required.
- 5.12.09 The employee who has taken sabbatical leave will file with the Human Resources Office, for transmission to the Board of Education, a detailed report within sixty (60) days after returning, giving evidence that the program of study and/or travel has been carried out.
- 5.12.10 Upon approval by the Board of Education, a contract shall be drawn which provides for reimbursement to the District in the event of failure to complete the specifications of the contract.

5.13 Family Medical Leave

- 5.13.01 The District shall comply with the applicable provisions of the California Family Rights Act and the Family and Medical Leave Act. Nothing herein shall be construed to delete any rights in the contract or the Education Code.
- 5.13.02 Specifically, the Act permits leave for birth of a child, placement of a child for adoption or foster care, to care for a spouse, child or parent with a serious health condition, or a serious health condition which renders the employee unable to perform job functions. Any leave authorized under FMLA or CFRA shall run concurrently with a unit member's accrued sick leave.
- 5.13.03 Definitions of child and parent shall be as defined in the above law.
- 5.13.04 For any of the above leave reasons, the employer shall maintain the employee's health benefits coverage on the same level as if the employee has continued to work to the extent required by the above referenced law. If an employee fails to return to work, an employer may recover its share of health plan premiums paid during the period of unpaid leave unless the failure to return is caused by a serious health condition of the employee or other circumstance beyond the employee's control.
- 5.13.05 Family medical leave will run concurrently with other paid and unpaid leave if the reasons for the leave meet the requirements of family medical leave.
- 5.13.06 An employee may be required to provide medical certification whenever a serious health condition of the employee or their family member is the reason for the leave. A second or third medical opinion may be required regarding the employee's serious health condition at the District's expense. In certain circumstances, the employee may be required to provide recertification of their serious health condition (e.g., when the duration and/or need for the leave is uncertain). Failure to obtain medical certification

when necessary may delay the granting of the leave request until such certification is provided.

5.13.07 Where advance notice is possible, an employee must provide 30 days advance written notice of the need for the leave. If the need for the leave is unforeseen, written notice must be given as soon as possible. Failure to provide advance written notice may delay the granting of leave.

5.13.08 An employee may be required to provide periodic reports of their status and of their intent to return to work while on leave. Such reports may be required as often as every 30 days, unless otherwise specified by the employee's immediate supervisor.

5.13.09 An employee on family leave for their own serious health condition is required to provide a fitness-for-duty certificate from their physician before they will be reinstated to employment.

5.14 Military Leave

5.14.01 Unit members who have active duty assignments during the school year shall be compensated in accordance with applicable law.

5.15 Casual Absence

A supervisor shall have the power to grant a full-time employee permission to be absent, without loss of salary, for parts of a day, not to exceed one-half day, when good reason for such absence exists and provided that frequent requests for such absence are avoided. Such absences may be granted only when the supervisor is certain that the normal assignment for the individual can be adequately covered.

5.16 General Purpose Leave

A leave granted by the Board not specified or defined is a general purpose leave. In the application, the employee must specify the reason for the leave. If this leave is granted, it shall be granted for a maximum of one year. An employee is not limited to one general leave per career. Normally the Board shall not grant a leave to allow the employee to accept other employment, whether the employment be as an educator or in a different occupation.

5.17 Returning from Leave

5.17.01 An employee on an unpaid leave of absence shall be entitled to be assigned to the same site and position held prior to the leave of absence, or if circumstances do not permit such assignment, to an available position at the site similar to the position held at the time the leave was granted only if the employee notifies the District by March 1 of their intent to return for the coming school year. If an employee is on leave for health purposes, the District may require a report from the employee's physician prior to March 1 regarding whether the employee will return to work at the beginning of the following school year. This provision shall not apply to any leave longer than one year.

5.17.02 If, when requested to do so an employee fails to notify the District prior to July 1 of their intent to remain or not to remain in the service of the District, the District may terminate the employee as of June 30th of that year in accord with Education Code section 44842. A notice and hearing as required by the Education Code shall be offered prior to termination.

5.18 Miscellaneous

5.18.01 An employee on an unpaid leave of absence shall be entitled to make payments for all District Group Insurance programs in which the employee may wish to participate.

5.18.02 The Superintendent or their designee may require, where any absence for illness, accident or quarantine is taken during a work stoppage, a statement from the attending physician for such absence. The expense, if any, for this statement verifying valid absence during work stoppage, shall be paid by the District if the employee's medical plan does not cover such expense. No compensation shall be paid for absences which are not under the provisions of this Article.

5.18.03 The District has the right to require that an employee be examined by a physician designated by the District at the District's expense prior to an employee's return from leave.

This procedure shall be implemented only for just cause. The employee reserves the right to a second medical opinion by a physician or practitioner of the employee's choice at the District's expense.

No absence arising from implementation of this section shall result in loss of salary, fringe benefits, sick leave, or any other leave rights.

ARTICLE 6

GRIEVANCE PROCEDURE

6.01 Definitions

- 6.01.01 A “grievance” is a claim of a violation, misinterpretation or misapplication of a provision of this Agreement.
- 6.01.02 A “grievant” may be any certificated employee(s) of the District covered by the terms of this Agreement who is making a claim(s), or the Association where the grievance is a class action and the Association President or a unit member(s) belonging to the affected class signs the grievance, or where the Association is the adversely affected party.
- 6.01.03 A “day” is defined as a working day when teachers are required to be in attendance. If the grievant(s) is at a year-round school, “day” will be a working day on the year-round calendar applicable to the grieving unit member(s).

6.02 Purpose

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to the problem which may from time to time arise affecting the welfare or working conditions of teachers. Both parties agree that these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.

6.03 Levels

6.03.01 Level One

Within twenty (20) days after the aggrieved knew of the act or condition and its aggrieving nature that formed the basis of the grievance, the aggrieved person shall formally file a statement of grievance on the District-provided form or a copy (Appendix B). Forms may be obtained from site administrator, District Office or Association. The grievant shall have previously attempted to resolve the alleged grievance by discussion with their immediate supervisor. The administrator shall render a proposed resolution in writing within ten (10) days of receiving the written grievance, with a copy to AEA.

6.03.02 Level Two

If the grievant is dissatisfied with the response at Level One, they may within five (5) days of the Level One response appeal the decision to the Superintendent/ Designee. As soon as possible, but in no event later than ten (10) days after receipt of the written grievance by the Superintendent /Designee, the Superintendent/Designee shall meet with the aggrieved person and a representative of the Association, if requested by the grievant, in an effort to resolve it. The Superintendent/Designee shall give the grievant a written response within five (5) days of the meeting, with a copy to AEA.

6.03.03 Level Three: Mediation

If the grievant is not satisfied with the response at Level Two, the District and the Association may mutually agree to submit the grievance to mediation.

- 6.03.03.01 The Association must notify the District in writing within five (5) working days of the conclusion of Level Two of the Association's desire to refer the grievance to mediation. The District shall respond to the Association whether or not the District agrees to the mediation of the grievance no later than five (5) working days after receipt of the Association's written request.
- 6.03.03.02 Within five (5) working days following the agreement of the District and the Association to mediate the grievance, the Association shall notify State Mediation and Conciliation Service or other mutually agreed upon source to appoint a mediator. The mediator shall schedule a mediation conference at the earliest possible date. Mediation conferences will take place at a mutually convenient location and time.
- 6.03.03.03 There shall be one (1) person from each party designated as spokesperson for the party at the mediation conference.
- 6.03.03.04 The mediator shall assist the parties in resolving the grievance. The mediator shall have the authority to meet separately with either party, but shall not have the authority to compel the resolution of a grievance. Either party may raise any issue related to the grievance, whether or not it was raised earlier.
- 6.03.03.05 If, after due diligence, the mediator concludes resolution is not possible, the mediator shall notify both parties in writing.
- 6.03.03.06 The fees and expenses of the mediator shall be shared equally by the parties.

6.03.04 Level Four

If the grievant is not satisfied with the written response to their grievance at Level Two, and the parties do not agree to participate in Level Three, or the grievance is not resolved at Level Three, the aggrieved person may, within ten (10) days after a decision by the Superintendent/Designee, request in writing that the Association submit their grievance to arbitration. The Association, by written notice to the Superintendent/Designee, within fifteen (15) days after receipt of the request from the aggrieved person, may submit the grievance to arbitration. If any question arises as to the arbitrability of the grievance, such questions shall be ruled upon by the arbitrator.

6.04 Arbitration

- 6.04.01 The parties shall select a mutually acceptable arbitrator. Should they be unable to agree on an arbitrator within five (5) days of the Association's submission of the grievance to

arbitration, the District shall request a list of arbitrators from the State Mediation and Conciliation Service. The parties shall alternately strike names, the first strike being determined by lot. No issues shall be considered which have not been a part of the grievance from Level One.

6.04.02 The arbitrator's decision shall be in writing and shall set forth their findings of fact, reasoning and conclusions on the issues submitted. The arbitrator will be without power or authority to make any decision which requires the commission of an act prohibited by law or which is violative of the terms of this Agreement. However, it is agreed that the arbitrator is empowered to include in any award such financial reimbursement or other remedies as they judge to be proper. The decision of the arbitrator will be submitted to the Superintendent and the Association and will be final and binding upon the parties of this Agreement.

6.04.03 All costs for the services of the arbitrator, including but not limited to, per diem expenses, their travel and subsistence expenses and the cost of any hearing room will be borne equally by the Board and the Association. All other costs will be borne by the party incurring them.

6.04.04 The parties may agree to an expedited arbitration procedure in any particular case. If used, the parties agree to be bound by the expedited rules of the American Arbitration Association.

6.05 Miscellaneous

6.05.01 If a grievance arises from action or inaction on the part of a member of the administration at a level above the principal or immediate supervisor, the aggrieved person shall submit such grievance in writing to the Superintendent and the Association directly and the processing of such grievance will be commenced at Level Two. Time limits for appeal provided in each level shall begin the day following receipt of written decision by the parties in interest.

6.05.02 A reasonable number of representatives of the exclusive representative shall have the right to receive reasonable periods of released time without loss of compensation for the processing of grievances.

6.05.03 All documents, communications and records originating with the grievance will be filed in a separate grievance file and will not be kept in the personnel file of any of the participants.

6.05.04 The time limits specified at each level should be considered to be maximums and every effort should be made to expedite the process. The time limits may, however, be extended by mutual agreement. A statement of this Agreement shall be in writing.

6.05.05 In the event a grievance is filed at such a time that it cannot be processed through all the steps in this grievance procedure by the end of the school year and, if left unresolved until the beginning of the following year, could result in harm to the aggrieved person, the time limits set forth herein will be reduced so that the procedure may be exhausted

prior to the end of the school year or may be extended so resolution is attempted as soon as practicable.

- 6.05.06 Nothing contained herein shall be construed as limiting the right of any teacher to represent themselves through Level Two of the procedure and have the grievance resolved without intervention of the Association provided the District shall not agree to a resolution of the grievance until the Association has received a copy of the grievance and the proposed resolution and been given the opportunity to file a response.
- 6.05.07 No reprisals of any kind will be taken by the Superintendent or by any member or representative of the administration or the Board against any aggrieved person, any party in interest, any member of the Association, or any other participant in the grievance procedure by reason of such participation.
- 6.05.08 If the administration fails to respond in writing to the grievant at any of the pre-arbitral levels of the procedure, the grievant may proceed to the next level.

ARTICLE 7
PROFESSIONAL DUES & PAYROLL DEDUCTION

7.01 Payroll Deduction

Any unit member who is a member of the Alameda Education Association, CTA/NEA, or who has applied for membership, may sign and deliver to the District an assignment authorizing deduction of unified membership dues, initiation fees and general assessments in the Association. Pursuant to such authorization, the District shall deduct one-twelfth (1/12) of such dues from the regular salary check of the unit member each month for twelve (12) months. Deductions for unit members who sign such authorization after the commencement of the school year shall be appropriately prorated to complete payments by the end of the school year. All such authorization shall continue in effect from year to year unless revoked in writing thirty (30) days after the contract expires.

7.02 Agency Fee

Any unit member who is not a member of the Alameda Education Association, CTA/NEA or who does not make application for membership within thirty (30) days of the effective date of this Agreement, or within thirty (30) days from the date of commencement of assigned duties within the bargaining unit, shall become a member of the Association or pay to the Association a fee in an amount equal to unified membership dues, initiation fees and general assessments, payable to the Association in one lump sum cash payment in the same manner as required for the payment of membership dues, provided, however, that the unit member may authorize payroll deduction for such fee in the same manner as provided in Section 7.01 of this Article. In the event that a unit member shall not pay such fee directly to the Association, or authorize payment through payroll deduction as provided in Section 7.01, the Association shall so inform the District, and the District shall immediately begin automatic payroll deduction as provided in Education Code Section 45061 and in the same manner as set forth in Section 7.01 of this Article. There shall be no charge to the Association for such mandatory agency fee deductions. Annually, unit members who are not members of the Association may request a rebate or fee reduction of that portion of their fee that is not devoted to the cost of negotiations, contract administration, and other activities of the employee organization that are germane to its function as the exclusive bargaining representative.

If the mandatory agency fees or rebate request provisions set forth above are found unconstitutional by a court of competent jurisdiction, District shall notify the Association and the relevant provisions shall be deemed severed from this Agreement and have no continuing force or effect.

7.03 Religious Exemption

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

A. Alameda Foundation for Education

B. Foundation to Assist California Teachers

C. Xanthos

D. United Way

Such payment shall be made in compliance with 7.02 of this Article.

7.03.02 Proof of payment and a written statement of objection along with verifiable evidence of membership in a religious body whose traditional tenets or teachings object to joining or financially supporting employee organizations, pursuant to Section 7.03 above, shall be made on an annual basis to the Association and District as a condition of continued exemption from the provisions of Sections 7.01 and 7.02 above. Proof of payment shall be in the form of receipts and/or cancelled checks indicating the amount paid, date of payment, and to whom payment in lieu of the service fee has been made. Such proof shall be presented in compliance with 7.02 of this Article.

7.03.03 Any unit member making payments as set forth in Section 7.03 and who requests that the grievance or arbitration provisions of this Agreement be used in their behalf, shall be responsible for paying the reasonable cost of using said grievance or arbitration procedures.

7.04 Miscellaneous

7.04.01 With respect to all sums deducted by the District pursuant to Sections 7.01 and 7.02 above, whether for membership dues or agency fee, the District agrees promptly to remit such monies to the Association accompanied by an alphabetical list of unit members for whom such deductions have been made, categorizing them as to membership or non-membership in the Association, and indicating any changes in personnel from the list previously furnished.

7.04.02 The Association agrees to furnish any information needed by the District to fulfill the provisions of Section 7.03 of this Article.

7.04.03 The Association shall pay to the District all legal fees, costs incurred in defending against any court or administrative action challenging the legality or constitutionality of the agency fee provisions of this Agreement or their implementation; and shall indemnify and hold harmless the District, its Board members, and employees from any judgment arising out of such challenges. The Association shall have the exclusive right to decide and determine whether any such action or proceeding shall or shall not be compromised, resisted, defended, tried, or appealed.

ARTICLE 8 TEACHING HOURS

8.01 Site Time

Required site time for members of the unit shall be those hours needed to teach and supervise students; to attend faculty meetings, department meetings, student and parent conferences, Back-to-School Night and Open House; and to perform the Extra Duties defined in 8.06 below.

Any new requirement will be evaluated prior to its adoption and will not be implemented without negotiations if it is expected to increase required site time.

8.02 Professional Duties and Activities

8.02.01 Professional duties, to be performed on or off site, shall include:

- Preparation for instruction
- Evaluation of student work
- The development of education plans, when appropriate.

8.02.02 Additional professional activities may include:

- Special help for students
- Curriculum and program development
- Attendance at school functions, specifically excluding any event whose primary purpose is the marketing of a site (e.g., K Information Night, Steam Nights, incoming 9th grader Information Night)
- Other activities, which arise in the course of the year, due to unexpected circumstances
- Professional growth

8.03 Preparation Time

8.03.01 Preparation periods shall be self-directed time for teacher use and discretion for professional activities such as:

- Preparation of lesson plans, student assignments and materials, visual aids, films, room displays, and evaluation of student work.
- Conferencing with parents, students, administrators, and other District employees as scheduled by the unit member.
- Other duties mutually agreed upon by the teacher and the principal or immediate supervisor.

Members shall notify the site administrator or designee before taking their preparation period off of their assigned site. Site administrators retain the discretion to meet with teachers during their preparation time on occasion.

8.03.02 Time for preparation and planning shall be allocated as follows:

One hour a week of teacher planning time shall be arranged for Child Development Center Teachers, except for teachers working a split shift. Teachers on a split shift will be entitled to a maximum of the equivalent of two (2) days preparation time per year, as authorized by the administrator. State licensing ratios will need to be maintained in this arrangement. The planning time will be established between each teacher and the director as long as there is not additional cost to the program.

Transitional Kindergarten Teachers: Preparation time begins after the completion of their student day. As with other teachers receiving a daily preparation period, in-lieu time will only be granted per 8.04(a) or (b) below.

Kindergarten Teachers: If the District operates a “full day” Kindergarten day consistent with the 2017/18 school year, Kindergarten teachers shall receive four 60-minute preparation periods per week, three of which shall be individually scheduled, and one self-directed common preparation period.

If the District operates a Kindergarten day consistent with the 2015/16 school year preparation time shall begin after the completion of the student day. As with other teachers receiving a daily preparation period, in-lieu time will only be granted per 8.04(a) or (b) below.

The District shall provide the Association with a schedule for the kindergarten day no later than January 31 of the prior school year.

Elementary Grade Teachers: Four 60-minute preparation periods per week, three of which shall be individually scheduled, and one self-directed common preparation period.

Any unit member who loses their individually scheduled preparation period due to a holiday identified in article 8.08.02 (excepting full-week breaks) shall have the option to work up to one hour beyond their professional work day in order to make up the missed preparation period. Such work shall be consistent with the purposes set forth in article 8.03.01 and shall be compensated at the in-lieu rate.

On other occasions during the instructional year when an individually scheduled preparation period is missed due to District scheduling, in-lieu time shall be granted. Fourth and fifth grade classroom teachers shall receive one additional release day per trimester.

Unit members shall not be assigned preparation periods on Monday for more than two consecutive school years unless the unit member requests it.

Secondary teachers (6-12): Preparation time is equivalent to at least one sixth of the aggregate student academic day. Exceptions to this preparation time require a waiver request submitted to the Association.

8.04 In-Lieu Time

- a. In-lieu time shall be granted when, during a preparation period, a unit member supervises another unit member's class for one period as assigned by the administrator. The assignment shall be presented to the employee in writing.
- b. In-lieu time shall be granted when a teacher takes additional students into their classroom because of the absence of another teacher. In-lieu time shall be credited when the additional students, plus the regular enrollment of that class, exceeds class maximum as stated in the contract.
- c. Accumulated in-lieu time may be turned in for compensation by submitting a time card to Human Resources. Effective July 1, 2022, in-lieu time shall be paid at \$70 per hour. The minimum payment for a missed preparation period shall be one hour.

8.05 Lunch Time

Every member of the bargaining unit shall be entitled to not less than a forty (40) minute duty-free uninterrupted lunch period per day, except on rainy days or any other day with a variation in schedule when the lunch period shall be no less than thirty (30) minutes. Unit members and site administrators may mutually agree that members will perform the extra duties provided for in section 8.06 below during the member's lunch period. No unit members shall be required to perform extra duties during the member's lunch period.

8.06 Extra Duties

Faculty members have the option to select, in advance, those extra duties they would prefer to perform. Sign-ups for extra duties will occur at the beginning of the school year and as events are placed on the school calendar. Documentation of extra-duty events served will be kept by the site administrator and will be made available upon request. Any questions concerning the assignment of or the crediting and accounting of extra-duty events will be addressed to the site administrator.

Where possible, the administration shall provide advanced written notification of extra-duty assignments.

8.06.01 All middle school and high school unit members shall select up to four (4) extra duties at 4.0 hours for a total of 16.0 hours from among the following areas:

Athletic events

Dances

Plays

Graduation

High School Class Sponsor (equivalent of 4 extra duties)

Club Sponsor (equivalent of 2 extra duties)

PTA or PTSA representative

AEA representative, officer, or negotiating team member (maximum of two extra duties)

School Site Council

ELAC

Leadership Team

Go Green Coordinator

Other additional duties as mutually agreed upon by the unit member and administrator

Events lacking coverage will be assigned to faculty members with the fewest accumulated events.

There shall be a maximum of two (2) class sponsors per class at the high school.

The sponsoring of student clubs shall be voluntary.

8.06.02 Elementary school members shall select duties in the following areas:

PTA

SSC

DLAC

ELAC

Event supervision, such as science fairs, carnivals, concerts, etc.

AEA representative, officer or negotiating team member (maximum of eight [8] hours credit)

Go Green Coordinator

Leadership Team

Emergency Preparedness Coordinator(s)

SST

Sunshine Committee Coordinator(s)

Other additional duties as mutually agreed upon by the unit member and administrator

8.06.03 No unit member will be required to perform extra duties beyond 16.0 hours in a school year.

As duties vary from site to site, administrators will consult with unit members at their request at the start of each school year regarding the expectations and anticipated time commitments of the site's extra duties.

8.06.04 All extra duties and obligations shall be equitably and reasonably distributed. Such duties will be posted as assigned. Part-time members shall be expected to perform non-teaching duties as set forth in this section on a prorated basis in the same manner as full-time employees.

Activities and events that do not have enough staff sign-ups will be assigned by the administration to members of the faculty that have the least number of events served and/or the least number of events committed for the school year.

8.06.05 Traveling Employees

Unit members who are required to travel between school sites within a given day in the performance of their duties shall be assigned non-instructional duties as described above. Principals shall confer regularly to see that these duties are assigned in such manner.

8.07 Faculty Meetings

Unit members shall not be required to attend more than two (2) faculty meetings per month. The meetings shall be of one hour duration each except in unusual circumstances.

8.08 Site Collaboration

Collaboration is designed by the Site leadership team to support the process of working together to achieve the goals and actions in the school site plan. The structure will support time for teachers to plan, problem-solve together, and participate in inquiry together. Sites shall have Four (4) days per month for no less than 55 minutes and no longer than 60 minutes of collaboration within the workday on Wednesdays. Site leadership teams will create a schedule for collaboration.

The Site Leadership Team will be representative of members on staff and selected by constituent unit members each year.

1. Secondary teams will include a minimum of department heads/leads and administrators
2. Elementary teams will include a minimum of three teachers and one administrator.
3. Members should represent different grade levels with one special education related staff member, intervention lead, or specialist teacher also recommended.

The District and AEA will meet twice a year to review implementation of site based collaboration.

8.09 Length of Work Year

8.09.01 The length of the work year for members of the unit shall be 186 days, of which 180 shall be teaching days, two (2) shall be work days, two (2) shall be staff development days, and two (2) shall be for teacher collaboration as determined by the Site Leadership Team.

8.09.02 Calendars

Calendars for future school years (beginning with the 2020/21 school year) shall be jointly developed on an annual basis by a committee consisting of three members selected by the Association, three members selected by the District. Additionally, one member from each of the other recognized bargaining units within the District may serve on the committee in a non-voting, advisory only capacity. The calendar committee shall propose two calendar options for the school year no later than December 1. The

committee's proposed calendars shall be submitted within 30 days to the Association's membership. The two options will be voted upon by the Association membership by February 1. Within 30 days, the option chosen by the Association's membership shall be submitted to the District's Governing Board for consideration. The calendar selected by the membership shall not take effect unless ratified by the District's Governing Board. If the Association and the District cannot agree to a calendar through this process, the last agreed-upon calendar shall remain in effect.

The calendar committee may consider the following guidelines, which have been developed with the intention that the District and the Association create calendars in conjunction with education code provisions, parent and community needs, student testing, and the need to maximize student attendance.

Teacher Work Days

Two (2) teacher work days occur within the work year for unit members.

Teacher Staff Development Days

Two (2) staff development days occur within the work year for unit members.

Teacher Collaboration Days

Two (2) teacher collaboration days occur within the work year for the unit members

August/September

The first Monday in September shall be observed as Labor Day.

November

Veterans Day shall be observed as a holiday on November 11, as well as the Thanksgiving holiday, proclaimed by the President. The Friday after Thanksgiving will be observed as a local holiday.

December

The winter break shall be at least 10 work days. December 25 and January 1 shall be among the 10 days selected for the winter break.

January

Martin Luther King's birthday shall be observed as a holiday on the third Monday in January.

February

President's Day may be observed as a holiday on the third Monday and Lincoln's Day holiday may occur on the Friday before the President's Day holiday or combined with other days to have an entire week off which would be call President's Week.

March/April

Spring break will be for five (5) work days.

May

Memorial Day shall be observed as a holiday on the last Monday of the month.

June

The last day of the work year will be no later than the Friday of the third full week in June.

8.09.03 Any state-mandated increase in the length of the student day need not be negotiated as long as the requirements of this Article are met; however, the District is obligated to negotiate the impacts of any such increase.

8.09.04 The School Psychologist work year will consist of 195 days, of which a minimum of 175 shall be student days. For the remaining 20 days and the 175 student days the psychologists will submit a proposed calendar to their immediate supervisor for approval, no later than June 30th.

8.09.04.01 The workday for school psychologists shall be eight (8) hours.

8.10 Kindergarten Teachers

8.10.01 All Kindergarten classes will have minimum release days from the first student day through the end of the third week of instruction.

8.10.02 Kindergarten teachers may allow a student to take a rest period.

8.10.03 Kindergarten teachers who, at the written direction of their administrator, attend kindergarten information night will be paid for their time, at a minimum of one hour.

8.11 Middle School Teachers

Full-time middle school teachers shall not be assigned to more than six (6) teaching periods per day.

8.12 Committees

8.12.01 Participation on school site and cross-site department committees normally shall not result in additional compensation even if some of the required hours are outside of the student's instructional day. Additional pay may be provided at the discretion of the site administrator.

8.12.02 Any District committees, with a majority of committee members' consent, may meet after school rather than during the school day. If the committee chooses to meet after school, unit members attending shall receive an hourly rate for time spent in the committee after the regular workday.

8.13 ASTI Calendar

ASTI is in partnership with a separate institute of higher education, unique challenges arise which requires ASTI to create a school calendar that bridges two institutes. Therefore, this program shall have a separate calendar approval process.

ASTI will have its own calendar committee made up of two AEA representatives who will be appointed by the AEA President/designee and two AUSD administrators, one of which will be the ASTI site administrator.

This committee will jointly develop two calendar options for the ASTI faculty to vote on. The two calendar options will be presented to the AEA E-Board for their consent. Once the AEA E-Board has given their consent, the two calendars will be presented to the ASTI faculty for selection of a calendar. The ASTI faculty shall make its selection no later than March 31st.

AEA shall notify the District within 30 days after the calendar committee has submitted its two calendar options to the AEA E-Board. This calendar shall then be submitted to the District's Governing Board for consideration.

ARTICLE 9 CLASS SIZE

9.01 State Law

The District agrees to assign pupils to classes in compliance with the state law.

9.02 Regular Program Class Size

Class sizes shall not exceed the following except as provided for in Sections 9.03, 9.04, 9.05, 9.07, and 9.08.

	<u>Class Maximum</u>
Grade TK	Class size will be compliant with State Law
Grades K-3	25
Grades 3/4 combination	25
Grades 4-5	32
Grades 4/5 combination	30
Grades 6-8 at elem. sites	32
Grades 6-8	33
Grades 9-12	35

9.03 Middle School Site

No middle school site teacher shall have more than 180 student contacts per day if at a site on a seven-period day schedule, or 165 student contacts per day if at a site on a six-period day schedule, excluding teachers referred to in Section 9.05. In computing student contacts for middle school CORE teachers, the number of students in each class period shall be added to compute the total, even though the students may be the same for 2 or 3 consecutive periods. The middle school site class maximum may be 35 students for academic classes where only a single section is offered.

9.04 Jointly Taught Classes

When a class is jointly taught or supervised by more than one credentialed teacher, class size shall be determined by dividing the number of students by the number of credentialed teachers assigned to the class. This section shall not apply to classes co-taught with a Special Education teacher.

9.05 Music, Physical Education, ROTC

The following classes may exceed the above maximum number: Music, Physical Education, ROTC. Physical Education class size, at the middle school and high school, shall not exceed fifty-five (55) students. No high school physical education teacher shall have more than 250 student contacts per

day. No middle school teacher who teaches only P.E. shall have more than 240 student contacts per day if at a site on a seven period day, or 200 if at a site on a six period day. P.E. teachers grades 6-12 who teach classes in addition to P.E. shall have student contacts calculated on a pro-rata basis.

9.06 Time Limit for Adjustment

In the event an elementary, middle school, or secondary class exceeds the maximum, the District shall have twenty (20) days at the beginning of the school year to adjust such class and five (5) days at the beginning of the second semester. Resolution shall not be achieved by creating another class out of compliance.

9.07 Special Classes

The maximum size for special classes shall be those limits prescribed by law.

9.08 Exceptions

9.08.01 Large group instruction or experimental classes are permitted where the teacher and the District mutually agree to exceed the maximums.

9.08.02 In the event it is desirable that other negotiated maximums be exceeded in a given school, the exclusive representative and the District shall mutually agree to make such exceptions.

9.09 Waivers For Teacher's Assistants

Teachers in grades 6-12 may request a waiver of the maximum daily student contacts and/or the maximum class size limits set forth above when the inclusion of a "work experience student" (also known as a "teacher's assistant") in one such class would cause either the maximum daily student contacts and/or the individual class size limits to be exceeded.

9.09.01 Waiver Approval Process

- a) The waiver must be approved by the site principal
- b) The waiver must be approved by an official AEA Site Representative
- c) A copy of all approved waivers will be provided to the Chief Human Resources Officer and the Association; if either party wishes to review the waiver they may call for a meeting with the site administrator and the requesting Unit Member.
- d) Prior to the 20th day of school, a work experience student/teacher's assistant may remain in a class even if their presence causes the class to exceed maximum class size limits, pending completion of the waiver process. After the 20th day of school, the full approval process must be completed before a work experience student/teacher's assistant may be placed in a class if their presence would cause the class to exceed maximum class size limits.

ARTICLE 10 TRANSFER

10.01 Definitions

- 10.01.01 A transfer is a move from one work site to another. A transfer may be initiated by the unit member or by the District. A transfer may result in a change in work calendar.
- 10.01.02 A reassignment is a change in teaching assignment that does not involve a change in work site, e.g. a change in grade level in grades K-5, or teaching a course in a different department in grades 6-12.
- 10.01.03 A relocation is a room change at a work site.
- 10.01.04 A vacancy for purposes of transfer is a certificated position declared vacant by the Chief Human Resources Officer.
 - 10.01.041 All positions filled by temporaries at the end of a school year shall be declared vacancies if (1) the school site where the temporary is assigned projects the same number or more FTE in the coming school year, and (2) no permanent employees are returning to the site from a one-year leave.
 - 10.01.042 All positions which are additions to the current number of District FTE shall be declared vacancies.
 - 10.01.043 A position created by the resignation, death, or retirement of an employee necessitating a replacement shall be declared a vacancy. If the resignation, death, or retirement does not result in a vacancy, then the District shall supply the Association with supporting rationale and data, upon request by the Association, within ten (10) days of the request.
- 10.01.05 Consistent with the California Education Code Section 35036, a seniority preference posting is defined as a posting for a position which (1) is vacant between the first day of school and April 15, or (2) is, prior to April 15, known for the ensuing school year based on all information available to the district and site administrators/program managers.

10.02 Employee-Initiated Transfer

- 10.02.01 A unit member may request a transfer from one work site to another as per 10.04, Procedure for Filling Vacancies.
- 10.02.02 Any permanent employee in special program shall have the option of applying for transfer to vacancies in the regular educational program.
- 10.02.03 Any Child Development Center or Adult School employee who transfers into the regular educational program shall be granted leave from their previous position until permanent status in the regular program is received. Should such employee decide to return to the previous program, no loss of seniority or other rights shall occur.

10.03 Employee-Initiated Exchange

- 10.03.01 A permanent employee may apply to exchange their position for another position by applying in the Human Resources Office each year by March 1.
- 10.03.02 The Chief Human Resources Officer or their designee shall assist eligible employees who apply in finding exchange partners.
- 10.03.03 The following criteria shall be met prior to the implementation of an exchange:
 - a. Participating employees shall receive a satisfactory evaluation in the last evaluation year.
 - b. Participating employees shall be appropriately credentialed.
 - c. Approval by the Chief Human Resources Officer.
- 10.03.04 The exchange shall be between two unit members only and shall be for one year.
- 10.03.05 If the exchanging employees, the site principals, and the Chief Human Resources Officer agree, the exchanged positions may become the employees' regular positions after the one-year exchange period.

10.04 Procedure for Filling Vacancies

- 10.04.01 A seniority list will be provided to each site and the Association by February 1.
- 10.04.02 Vacancies shall be emailed to the District-maintained distribution list of certificated employees and to the Association, and placed on the District-designated website (Edjoin.org) for a period of at least five (5) days. If a vacancy occurs twenty (20) days or fewer before the beginning of school, the posting of a vacancy shall remain at the discretion of the Chief Human Resources Officer. Any listing shall specify whether the posting is a general or seniority preference. Seniority preference postings as defined by 10.04.07 for which there is no qualified applicant after the initial 5 day period will be reclassified as general without need to repost the position. General postings which remain vacant as of the first day of school will be reclassified as seniority preference for 5 days, and should no qualified applicant be found, will be reclassified as general without need to repost the position general.
- 10.04.03 On March 30 the district will email to the District-maintained distribution list of certificated employees a list of all known vacancies for the following school year. The district will continue to update this list through April 15 via daily emails. Electronic copies of the list and updates will be provided daily to the Association.
- 10.04.04 Applications shall be made in writing to the Human Resources Office within the posted time.
- 10.04.05 The Chief Human Resources Officer shall provide the hiring manager (i.e. the principal of the school or director of the program or department where the vacancy is located) a list of applicants who are credentialed for the position.

10.04.06 General Posting

- 10.04.061 The hiring manager shall select candidates for interview from among all external candidates on the list. For purposes of this section, any unit members on temporary contracts shall be treated as external candidates. Any current permanent or probationary unit members with applicable credentials applying for the position shall be granted an interview.
- 10.04.062 The position shall be awarded to the candidate who has the experience, education, and skills which best fit the grade level, subject and field of the position.
- 10.04.063 If two or more candidates are equal, and at least one of those candidates is a current unit member, the position shall be awarded to the candidate with more years of service in the District.

10.04.07 Seniority Preference Posting

- 10.04.071 For purposes of this section a “qualifying” applicant is a unit member who:
- a. Completes an application within five days of the posting of the position posted on or before April 15.
 - b. Has appropriate qualifications and credentialing.
 - c. Has received a rating of ‘Satisfactory’ or ‘Effective or higher’ in all areas of the most recent final evaluation report.
 - d. Has not filled a seniority preference posting within the last 24 months.
- 10.04.072 Qualifying unit members applying for a seniority preference posting shall meet with a panel consisting of the hiring manager, one unit member from the site or program selected by the Association, and one unit member from the site or program selected by the hiring manager. The purpose of this meeting will be to familiarize the applicant with the site’s program and philosophy to ensure that the transfer would result in a good fit for all parties.
- 10.04.073 The position will be awarded to the most senior applicant. If two or more equally senior applicants apply, the hiring manager shall select the applicant whose experience, and education and skills best fit the grade level, subject, and field of the position.
- 10.04.074 The Chief Human Resources Officer or their designee shall notify the candidates in writing of acceptance or denial within five days of the conclusion of the hiring process.

10.05 District-Initiated Transfer

- 10.05.01 Prior to the District initiating a transfer, the Association President shall be notified.
- 10.05.02 A unit member who is to be transferred shall receive written notice of such action together with the reason/s for the transfer. If the transfer is for programmatic needs, the program and the need shall be specified. Transfers shall not be retaliatory or capricious.
- 10.05.03 The Chief Human Resources Officer shall arrange a conference with the unit member and discuss the reason/s for requesting the transfer. This conference shall occur within ten working days of the initial written notification.
- 10.05.04 Prior to or at the conference, the unit member may submit a written statement to the Chief Human Resources Officer or their designee citing the reasons for not being transferred. The Chief Human Resources Officer shall consider any such statement before making a final decision to transfer the unit member, and shall render a final decision within five (5) working days of the conference.
- 10.05.05 A unit member who is to be transferred shall have the right to indicate preference in writing from a list of known vacancies. The Chief Human Resources Officer shall consider such preferences, subject to the unit member's experience, credential, training, or seniority, when making the final decision.
- 10.05.06 In the event a transfer is initiated due to changing enrollment, the following procedures shall be followed for overstaffed schools:
 - 10.05.061 The local administrator shall decide in which subject or grade level the overage exists, and shall inform the entire faculty at a staff meeting of the number of positions to be eliminated.
 - 10.05.062 Any unit member in the overstaffed school may volunteer to be displaced. The displacement will not be considered a transfer and shall not affect the employee's right to request a subsequent transfer. Such voluntary displacement carries no automatic right to return to the home school and the unit member must accept all conditions, which would have applied to the unit member who was being displaced.
 - 10.05.063 If no unit member(s) volunteers from the over-staffed school, the unit member(s) to be retained will be determined by the administrator on the basis of the educational program of the school. The unit member(s) retained shall be judged on the following verifiable criteria:
 - 10.05.063.1 Such unit member possesses special instructional skills or qualifications needed by the pupils and the educational program.
 - 10.05.063.2 The grade level, subject, field and position for which the employee is best suited.

10.05.063.3 The experience and training which best fit the position.

10.05.063.4 The years of service in the District when the above factors are equal.

10.05.064 The reasons for any transfer shall be given to the unit member, in writing.

10.05.065 Any unit member transferred or reassigned under this section who has not been placed by the first workday of the traditional year calendar shall have the right of first refusal to any open positions for which they possess qualifications.

10.06 A unit member who has been reassigned or transferred by the district for reasons other than changing enrollment or programmatic need shall not be subject to another reassignment or transfer for 24 months, unless initiated by the unit member.

10.07 School Closure/Year-Round Conversion

A unit member who is displaced because of school closure or because the school to which they are assigned is converting to year-round and they do not want to work year-round shall have preferential application and placement rights in filling available vacancies. The District shall confer with the Association to develop a process for such transfers on a case-by-case basis as closures/conversions occur.

10.08 Assistance for Moving

10.08.01 When a unit member is relocated from room to room, or transferred from site to site, the District will provide assistance in moving District property and the unit member's property used for instructional purposes.

10.08.02 Unit members transferred by the District or relocated by the District to a new site, classroom, or teaching space shall be given, if requested, up to two (2) working days for preparation for the new position and moving time if the move occurs within the 185-day work year. These working days must be applied for and used within ten (10) working days of the transfer or relocation.

10.08.03 Unit members who are transferred by the District or relocated by the District to a new site, classroom, or teaching space outside of the 185 day work year shall be compensated at their per diem for up to two (2) days.

10.09 Psychologists and Speech Language Pathologists (SLP) Site Assignments

No later than April 15th of each year psychologists and speech language pathologists will submit their site assignment preferences to the Director of Special Education. The Director of Special Education will provide no later than one week prior to the last student day of the school year, the site assignments for the following year.

ARTICLE 11 EVALUATION

The District and the Association recognize a collaborative evaluation process that is both flexible and supportive is needed in order to achieve a supportive partnership between evaluator and unit member being evaluated. A joint AEA-AUSD Evaluation Committee culminated in a new evaluation process that incorporates the use of the Differentiated Professional Growth Cycle ("DPGS" or "DPG System"). The DPGS Handbook ("the Handbook") contains a full description of both the DPGS philosophy and all procedures and is incorporated herein by reference.

11.01 Purpose

11.01.01 The principal objective of evaluation is to continue to improve the quality of instruction; therefore, the fundamental premise for a successful evaluation program rests in the reciprocal respect and confidence generated between the evaluator and the unit member being evaluated.

11.01.02 This Article incorporates specific procedures for the formal and structured evaluation that is scheduled in conformance with Education Code Sections 44660-44665. The evaluation criteria are based on state law and the California Standards for the Teaching Profession (CSTP). (See Appendix C-1).

11.01.03 DPGS Evaluation Committee

The DPGS Evaluation committee, made up of three Association-appointed members and an equal number of District-appointed members, shall exist to evaluate and assess the effectiveness of the evaluation process and make best practices recommendations to the bargaining team. Unit members appointed to the committee may vary from time to time and in response to the task under consideration

11.02 Criteria Areas for Evaluation

11.02.01 Members of the unit with instructional duties shall be evaluated in all standards of the California Standards of the Teaching Profession ("CSTP")

11.02.02 Members of the unit with non-instructional duties shall be evaluated in accordance with job descriptions. (See Appendix C-4)

11.03 Procedures for Evaluation

11.03.01 The District shall formally evaluate the performance of probationary employees annually and may evaluate temporary employees. A teacher in their first year of permanency who has received at least satisfactory/effective evaluations in the probationary period shall be next evaluated in the second year of permanency.

11.03.02 After the second year, a permanent teacher shall be evaluated every other year until year eight (8). A permanent teacher on leave for one year or more shall be evaluated in the year they return.

A teacher receiving an overall ineffective or emerging rating shall be referred to PAR in accordance with Article 28 and shall be evaluated annually until they receive an effective rating.

11.03.03 By mutual agreement of the evaluator and the unit member to be evaluated, the Permanent unit members shall be evaluated at least once every four (4) years using the regular process of evaluation in this article providing

- a. The unit member has been employed by the District for eight (8) years.
- b. The unit member's immediate overall prior evaluation was satisfactory/effective or innovative and deemed as meeting or exceeding the standards.
- c. The unit member has been determined to be highly qualified as defined by the California Commission for Teacher Credentialing and required by their teaching assignment.

The mutual decision to move a unit member out of the 2-year evaluation cycle shall be made at the end of the unit member's evaluation year provided that the unit member meets all of the criteria listed above. The evaluator shall attach the Mutual Agreement to Extend the Evaluation Cycle (Appendix C-6) to the unit member's Evaluation Report.

Mutual agreement may be withdrawn by either the evaluator or the unit member within 45 calendar days of the beginning of the school year. Should the evaluator withdraw consent, notice shall be provided to the unit member. The withdrawal of consent shall not subject a permanent unit member to be evaluated more than every other year as per 11.03.02. The parties intend this section to apply to extended evaluation cycle and not cohort placement.

11.03.04 By September 30, the unit member and the evaluator responsible for their evaluation shall meet for a Goal Setting conference. At this conference, the unit member's previous formal evaluations shall be reviewed and the two CSTP focused goals and one student learning growth goal in accordance with Step 2: Goal Setting, of the DPGS Handbook will be discussed and mutually selected. Failure to reach agreement on the CSTP element goal(s) or on the student growth goal, will result in the evaluator and educator discussing with the Chief Human Resources Officer, who will make the final decision.

During the course of the evaluation period, unforeseen circumstances may arise which require modification of the goals. The necessity for review of the goals shall be mutually determined by the educator and the evaluator and the determination of the new goals shall be arrived at in accordance with this Article. All rubrics, plans, and forms needed for the Goal Setting Conference are attached hereto and incorporated herein as part of the DPGS Handbook.

11.03.05 All formal and informal observations under the evaluation process will occur between October and March as outlined in the Step 3: Observation Process of the DPGS Handbook.

For Probationary employees, two formal observations as well as several informal observations will be required. The first observation shall be completed by December 1st.

For permanent employees, the evaluation shall be two (2) formal observations or one (1) formal observation with multiple informal observations. The option of two (2) formal observations or one (1) formal observation with informal observations shall be mutually agreed to by the evaluator and unit member. Formal observations shall last no less than thirty (30) minutes and shall be prescheduled by the evaluator and the unit member. If no agreement can be reached, the evaluator shall schedule the required observations. The evaluator and the educator will meet at least two work days prior to each formal observation. The educator shall provide a brief outline for the planned lesson, and comply with the discussion outline contained in Step 3 of the DPGS Handbook. These observations shall be completed before April 1.

Nothing in this section precludes the educator from asking for additional observations by the evaluator.

The evaluator and unit member shall meet within seven (7) work days, barring extenuating circumstances, after the observation to discuss the observation and the observation report. A written copy of the observation report will be given to the unit member at the meeting. The evaluator and educator shall utilize the forms referred to in Step 3: Observation Process of the DPGS Handbook to record the Post Observation Summary and the Professional Goals and Growth Plans.

If the observation is ineffective, the evaluator shall specify improvement suggestions and directions on the observation report, as outlined in Step 3: Observation, Post-Observation Conference section of the DPGS Handbook.

If the evaluator and educator mutually agree to not hold a second formal observation, there will be a mid-year reflective conversation as outlined in Step 3: Observation, Post-Observation Conference section of the DPGS Handbook.

11.03.06 A formal evaluation conference shall be held to discuss the written Summative Evaluation. It shall be held no later than March 1 for a probationary teacher and May 1 for all others. The contents of the observation forms and the Summative Evaluation shall be discussed at the conference.

Prior to the meeting, the evaluator will draft their initial thoughts on the Summative Evaluation Form, assessing performance against the agreed goals, as outlined in Step 4: Summative Conference and Reflection of the DPGS Handbook. The evaluator and educator will discuss and review the evidence of progress on the teaching practice and student learning growth and reflect on the professional growth of the educator over the evaluative year.

Following the meeting the evaluator will finalize the Summative Evaluation Form, as outlined in Step 4: Summative Conference and Reflection of the DPGS Handbook, and provide it to the educator within seven (7) workdays of the conference. The educator may add additional comments to the Summative Evaluation.

- 11.03.07 All unit members shall receive an overall rating of “Innovating, Effective, Emerging, or Ineffective,” as well as in each evaluation criteria area, as outlined in Form E (Summative Evaluation) of in the DPGS Handbook.
- 11.03.08 For any unit member receiving an overall rating of “Ineffective or Emerging” the educator shall submit in writing on or before the last workday of the year the action they have taken to correct the specified deficiencies and shall be referred to PAR in accord with Article 28, III B.
- 11.03.09 Innovating performance may be indicated when exceptional results are achieved with students or exemplary school and/or District programs are developed.
- 11.03.10 The evaluated unit member shall sign all copies of the Summative Evaluation to acknowledge receipt of the Summative Evaluation. In the event that the unit member feels their evaluation was incomplete or unjust, they may put their objections in writing and have them attached to the Summative Evaluation to be placed in the personnel file with the evaluation. These shall be submitted within thirty (30) calendar days of the evaluation conference.
- 11.03.11 Any unit member who receives an overall “Ineffective” Summative Evaluation shall, upon request, be entitled to a different administrator appointed by the Superintendent or designee for the next evaluation cycle.
- 11.03.12 When the evaluator or the unit member being evaluated deems it necessary, they may request the assistance of other evaluators to supplement the observation and evaluation activities.

11.04 Other Areas Related to Evaluation

- 11.04.01 The written evaluation shall not contain negative comments based on unsubstantiated citizen, parent, or student allegations.
- 11.04.02 Any significant complaint against a unit member shall be handled in accordance with Article 20.03 (Complaints Against Unit Member).
- 11.04.03 The evaluation and assessment of certificated employee performance pursuant to this Article shall not include the use of publishers’ norms established by standardized tests.
- 11.04.04 The Summative Evaluation shall be made out in triplicate. The original is submitted to the Human Resources Office with copies to the evaluator and the unit member. No other document created as a part of the evaluation process shall be placed in the personnel file unless the member so chooses.
- 11.04.05 Specifics regarding process and Forms to be used in connection with this procedure are in the DPGS Handbook, that is attached and incorporated herein as Appendix C-2 of the collective bargaining agreement between the Parties.
- 11.04.06 The use of unsubstantiated hearsay information is excluded from the evaluation process.

11.04.07 The Summative Evaluation shall be signed by both the evaluator and the unit member verifying that a conference was held and the evaluation was discussed.

11.05 Counselor Evaluation

Counselor evaluations shall follow the evaluation time schedule for employees in contained in the DPGS Handbook and use the forms in Appendices C-3 and C-4 of the current contract.

11.06 Evaluation Time Schedule for Unit Members

Date to be Completed

11.06.01	Evaluation Pre-Conference	Before September 30
11.06.02	Scheduled formal observations for Permanent employees	Before April 1
	Final date for Permanent employee Summative Evaluation and conference	Before May 1
11.06.03	First scheduled formal observation for Probationary employees	Before December 1
	Final date for Probationary employee Summative Evaluation and conference	Before March 1

ARTICLE 12
HEALTH AND WELFARE BENEFITS

12.01 District-Provided Coverage

For the term of this Agreement, the District agrees to contribute monthly towards benefits for all unit members and their domestic partners and dependents to the amount of the medical cap. Any cost above the medical cap shall be covered by a deduction from the unit member's salary. For unit members who select medical coverage for themselves only, the cap shall be set at \$451.11 per month. For unit members who select medical coverage for themselves and one other person (employee-plus-one coverage), the cap shall be set at \$573.82 per month. For unit members who select family coverage (employee plus more than one other person), the cap shall be set at \$667.28 per month.

Effective January 1, 2023 for unit members who select medical coverage for themselves only, the cap shall be set at \$514.11 per month. For unit members who select medical coverage for themselves and one other person (employee-plus one coverage), the cap shall be set at \$703.02 per month. For unit members who select family coverage (employee plus more than one other person), the cap shall be set at \$859.58 per month.

Vision, dental, and term life insurance shall be covered by unit members' elections under a member's 125 Plan. For the 2019 Open Enrollment period, the parties agree to change the Dental plan election from non-voluntary to voluntary. The plan shall provide for a non-composite rate structure. This new plan will become effective January 1, 2020.

The availability of currently offered medical plans is conditioned upon the insurance carriers' continued contracting with the District.

Unit members must complete their enrollment forms within 30 days of their date of hire or wait for the Open Enrollment period or as the result of a qualifying event to enroll in group benefits.

Unit members have the responsibility to notify Human Resources benefits desk of any qualifying event that effects their dependents or their own ability to qualify to receive group benefits.

12.02 Retirement Health Plan

12.02.01 Length and Coverage: Each retired unit member with at least ten years' service credit with the District is entitled to the same medical benefit as a full-time unit member, except that they shall be entitled to employee-only coverage, and they shall not be entitled to the in lieu payment described in section 12.03.01. The unit member will be covered until their 65th birthday. They may elect to cover their spouse at their own expense. Providers and rates are specified in Appendix H. Benefits shall be discontinued if the retired unit member fails to make the required employee contributions. A grace period of 10 days shall be given before benefits are terminated.

12.02.02 Eligibility: Qualifying employees must be 52 to 65 years of age.

12.03 Cash in Lieu Options

- 12.03.01 If satisfactory evidence of other medical coverage is produced as required by the District no more than once per year, and unit member so authorizes, the District shall allocate a cash payment of \$305 per month in lieu of providing medical coverage. This benefit shall be available to full-time unit members and to part-time unit members on a prorated basis. As long as the District maintains an Internal Revenue Code section 125 Plan, subject to the terms of the plan, and applicable law, this may be done under the section 125 Plan.

As an alternative, unit members may receive the payment described in section 12.03.01 as a taxable cash benefit, subject to appropriate tax, or have it invested in a tax sheltered annuity of their choice, after withholding appropriate Medicare/FICA and other payroll deductions, subject to a monthly administrative fee, with the District providing payroll deduction for this purpose.

The deadline to submit this paperwork is December 31st.

12.04 Duration of Benefits

- 12.04.01 The benefits provided in this Article shall remain in effect during the term of this Agreement.
- 12.04.02 Any unit member on an unpaid leave under this Agreement shall be entitled to continue coverage under the plans of this Article by paying the premiums on a monthly basis.
- 12.04.03 Any unit member whose employment terminates during the life of this contract shall be entitled to continuing benefit coverage on District plans at their own expense in accord with federal law.
- 12.04.04 Benefits begin the first day of the month following the date employment begins.

12.05 Benefits for a Part- Time Employee

- 12.05.01 A part-time unit member shall have the option of enrolling in any of the employee benefit plans offered. The employer contribution will be prorated based upon the employee FTE. Example: 60% employee would receive an employer contribution of \$308.47 (\$514.11 x 60%) for Employee Only coverage level.
- 12.05.02 An hourly Adult School unit member shall have the option of buying into any of the employee benefit plans by paying the premium difference between the ratio of part-time employment and full-time employment. Full time shall be considered 30 hours per week, as per Article 22.03.
- 12.05.03 Such employee shall become eligible upon the first day of employment. Benefits begin the first month following the date employment begins.

12.06 Open Enrollment

Open Enrollment which allows for change in fringe benefits coverage will be yearly for a month's duration announced by the District and the Association.

12.07 Domestic Partners

Employees' domestic partners and their dependents shall be eligible for benefits on the same terms as employees' spouses and their dependents, subject to carrier availability.

12.07.01 Definition

Domestic partners are two adults who have chosen to share one another's lives in an intimate and committed relationship of mutual caring. A domestic partnership may be established between two persons regardless of their gender.

12.07.02 Criteria

12.07.02.01 A domestic partnership shall be established when all of the following requirements are met:

- a. Both persons have a common residence.
- b. Both person agree to be jointly responsible for each other's basic living expenses incurred during the domestic partnership.
- c. Neither person is married nor a member of another domestic partnership.
- d. The two persons are not related by blood in a way that would prevent them from being married to each other in this state.
- e. Both persons are at least 18 years of age.
- f. Both persons are capable of consenting to the domestic partnership.
- g. Both persons have filed a Declaration of Domestic Partnership (Appendix F-1) with the Alameda Unified School District.
- h. It has been at least six months since either of the two parties has filed a Notice of Termination of Domestic Partnership (Appendix F-3) with the Alameda Unified School District. This prohibition does not apply if the previous domestic partnership ended because one of the partners died or married.
- i. The two parties agree to notify the Alameda Unified School District in writing if there is a change in the circumstances attested to in the Declaration of Domestic Partnership or if the domestic partnership is terminated.

12.07.02.02 A domestic partnership shall terminate when any of the following occurs:

- a. One partner gives or sends to the other partner a written notice by certified mail that they are terminating the partnership.
- b. One of the domestic partners dies.
- c. One of the domestic partners marries.
- d. The domestic partners no longer have a common residence. A temporary separation resulting from work, education, or health related requirements shall not constitute the cessation of a common residence.

12.07.03 Registration

Two persons desiring to become domestic partners shall file the appropriate Declaration of Domestic Partnership (Appendix F-1) with the Alameda Unified School District.

- a. Two persons who are either (1) of the same sex or (2) of opposite sexes if one or both persons are over the age of 62 shall complete and file a Declaration of Domestic Partnership with the California Secretary of State on the form prepared by the Secretary of State (Appendix F-1). A copy of this form shall be filed with the Alameda Unified School District.
- b. Two persons who are of opposite sexes if both persons are age 62 or under shall complete and file a Declaration of Domestic Partnership on the State of California form (Appendix F-1).

12.07.04 Termination

Upon termination of the partnership, the employee shall notify the District by filing the appropriate Notice of Termination of Domestic Partnership (Appendix F-3) with the District.

- a. Two persons who are either (1) of the same sex or (2) of opposite sexes if one or both persons are over the age of 62 shall complete and file a Notice of Termination of Domestic Partnership with the California Secretary of State on the form prepared by the Secretary of State (Appendix F-3). A copy of this form shall be filed with the Alameda Unified School District.
- b. Two persons who are of opposite sexes if both persons are age 62 or under shall complete and file a Notice of Termination of Domestic Partnership on the State of California form (Appendix F-3).

All benefits provided by this section shall cease as of the last day of the month in which the relationship ended. If the District suffers any loss as a result of the employee's failure to file notice, the employee shall be liable to the District for actual loss engendered by the failure to receive notice that the domestic partnership has been terminated

12.07.05 Application and Terms

In order to receive any benefit provided for by this section, an employee and their domestic partner shall complete, have notarized, and file with the District a Declaration of Domestic Partnership as specified. The employee shall also file with the District a signed Statement of Financial Liability indicating that the employee agrees that they may be required to reimburse the District and/or the District's designated health services plan for any expenditures made by the District and/or the District's designated health services plan, for medical claims, processing fees, administrative charges, costs and attorneys fees on behalf of the domestic partner if any of the submitted documentation is found to be incomplete, inaccurate, or fraudulent.

Employer-paid health care coverage for the domestic partner and dependents is considered taxable income to the employee unless the domestic partner is a dependent of the employee as that term is defined by Section 152(a) of the Internal Revenue Code. This benefit coverage is subject to federal income tax and must be reported as imputed income on the employee's Form W-2. The District must pay FICA and FUTA taxes on these amounts and ensure adequate withholding.

The non-employee domestic partner does not have rights to continuing coverage under federal law through COBRA or under any state law.

The District shall be indemnified by the employee against any legal action pursued by another party under community property, contract, or family laws.

12.08 Children of Unit Members

In accordance with Alameda City USD Board Policy 5116.1, students whose parent/guardian is assigned to a school site as their primary place of employment shall have the same enrollment priority at that school as students who reside within the school's zone of attendance (or for an open enrollment or magnet school, who reside in the school's priority zone). (Education Code 35160.5)

ARTICLE 13
TEACHER/UNIT MEMBER SAFETY

At the beginning of each school year, the District will provide each school site and AEA with a safety reference guide. The guide will identify applicable safety laws, rules, and regulations that apply to the sites, including but not limited to CAL-OSHA, the California Education Code, Title V and AHERA. The guide will identify any notification processes applicable to unit members. The guide also will provide contact information that will enable bargaining unit members to obtain further information about the applicable laws, rules and regulations; to obtain publicly available reports and documents; and to report suspected deficiencies in the fulfillment of the District's obligations under those laws, rules and regulations. The district is responsible for providing training regarding safety and emergency protocols.

13.01 Teaching Related Duties

The provisions of this Article shall apply to the performance of duties whether or not performed during the workday.

13.02 Unsafe or Hazardous Conditions/Standards of Cleanliness

13.02.01 Recognizing that safety of students is the joint concern of teachers and the District, every effort shall be made by both parties to prevent unsafe or hazardous conditions. Bargaining unit members shall report suspected unsafe or hazardous conditions to appropriate District personnel. The District shall provide a response within 24 hours and address said conditions in a reasonable and timely manner.

- a. Employees shall not be required to work under unsafe or hazardous conditions or to perform tasks, which endanger their health, safety, or well-being.
- b. In the event that CAL-OSHA investigates any condition(s) that might have a direct impact on the safety and well-being of any Association member, the Association shall be immediately contacted and apprised of the situation.
- c. The District shall provide each classroom and major work area with first aid kits containing basic first aid supplies.
- d. Every classroom and major work area shall have a reliable means of communication to the site office and 911, of receiving communications from the site office, and of ensuring staff and student safety in the event of an emergency. The District will provide the Association with annual updates regarding the work of outfitting all classrooms and work areas with a centralized alert system and locks that can be secured from within the room.
- e. Neither the District nor a bargaining unit member shall knowingly violate the provisions of the California Fire Code.
- f. Teachers shall cooperate with administrators and other staff in maintaining cleanliness on school sites and shall report deficiencies to the principal.
- g. Unit members shall be provided access to the existing public report regarding asbestos in District buildings. The report shall be available in the school office, and notice of the report's availability shall be posted prominently.

13.03 Assault on Unit Members

- 13.03.01 Unit members shall immediately report cases of assault and/or battery suffered by them during work hours or school-sponsored activities to their site administrator or immediate supervisor, who shall immediately report the incident to the police. Such notification shall be immediately forwarded to the Superintendent. The Superintendent (or designee) shall comply with any reasonable request from the unit member for information in the possession of the District relating to the incident or the persons involved.
- 13.03.02 A unit member who is the victim of a verbal, written, electronic, or physical threat, assault, or attack shall be, upon request, immediately granted release from duty for the remainder of the day on which the threat, assault, or attack took place. By permitting the unit member the leave described above the District is not conceding the existence of a work-related injury or illness.
- 13.03.03 A unit member involved in a verbal, written, electronic, or physical threat, assault, or attack by a student shall be granted, upon the unit member's request, a conference with the site administrator or designee, to discuss the student's placement prior to the student's return to the unit member's classroom. At the unit member's option, this conference may include or exclude the student and student's parent or guardian.
- 13.03.04 When a unit member is involved in a verbal, written, electronic, or physical threat, assault, or attack by a student with a Special Education IEP, a meeting of the IEP team will be convened, within ten working days of the unit member's request, to create a Behavior Intervention Plan, or modify the existing Behavior Intervention Plan, to address all aggressive behaviors exhibited by the student.

13.04 Physical Control

In the exercise of professional responsibilities, the unit member has the authority to use reasonable physical restraint for the purpose of protection of self and students. The District shall provide annual in-service training on a voluntary basis to unit members interested in learning/acquiring skills in how to subdue assaultive students, break up student fights, and use intervention skills.

13.05 Student Suspension

- 13.05.01 A unit member may suspend a student from their class for any act that disrupts or diminishes the education process according to California Education Code 48900 (see Safety Reference Guide). The suspension may begin on the day the act is committed and continue the following day.

13.06 Classroom Visitation

To ensure the safety of students and staff, and prevent undue interference with instruction or harassment of school staff, unit members will be given reasonable advance notice of written requests by a parent/guardian to observe their class(es); observations may not exceed 30 minutes in length. Upon the request of the unit member, the District shall designate an administrator to accompany parents/guardians during parent-initiated observations.

13.07 Storage Space

The District shall provide the following storage space:

- a. A separate lockable drawer space with key at every teaching station for every teacher.
- b. Lockable closet space with key to store coats and other personal articles at every school site.
- c. Storage space at each school site for personal instructional materials.

13.08 Reimbursement

The District shall reimburse employees for any loss, damage, or destruction of personal property (1) used as part of an approved school program or (2) suffered while performing services for the District on District property or as assigned. Reimbursement shall not exceed \$1,000 per occurrence regardless of the value of the property and shall be available only if the employee had taken appropriate measures to protect the property. Reimbursement shall not be available for cash. Where there is a question, the burden shall be on the employee to show that the damage was the result of a school-related incident. The following other provisions shall apply:

13.08.01 Personal Property Used as Part of an Approved School Program: any item of personal property valued at \$50 or more to be used in connection with the employee's duties is eligible for reimbursement only if registered in advance of use. The property must be registered each school year at the building site where it is located. The value of the property must be agreed upon by the employee and the principal/supervisor on the registration form. These forms will be distributed to each Unit Member in the first month of the school year. A copy of the registration form is attached to the Agreement as Appendix E. A claim for reimbursement of this property must be accompanied by a copy of the registration form and an incident report.

13.09 Motor Vehicle of Unit Member

Damage to a unit member's motor vehicle shall be reimbursable only if job-related. To be reimbursed, the unit member must have conclusive evidence that the damage was job-related. A claim for reimbursement of this property must be accompanied by a police report and an incident report.

13.10 Other Losses or Damage

13.10.01 The District may establish reasonable rules and regulations for the verification of losses or damage. An incident report must accompany any claim for reimbursement.

13.10.02 Claim Process

Completed reimbursement claims must be submitted within five workdays of the unit member's knowledge of the incident. The reimbursement claim form shall be available at each site, and submitted to the District Office with a copy to the site manager. If the District Office denies the claim, the unit member may appeal to the District panel. The panel shall be formed by the administrator in charge of reimbursement and the representative from each employee group (ACSA, CSEA, AEA, and Local 1). The panel's decision shall not be subject to the grievance procedure.

- 13.10.03 These procedures shall be posted at each site and site administrators shall inform unit members of this process by memorandum or at a public meeting.

13.11 Liability Insurance

- 13.11.01 Any time a unit member of the District is performing their official duties, they are covered by the District's comprehensive liability insurance policy.

13.12 Student Transportation

- 13.12.01 No unit member shall be required to use their own car to transport students.
- 13.12.02 Should the District request or require that a unit member transport a student or students in a vehicle owned by the District, the District shall provide full primary liability coverage for any liability which may occur during such assignment. Unit members shall be provided with documentation of primary liability coverage, which shall be carried in the vehicle during such assignment.

13.13 Specialized Health Care Procedures

No unit member shall be required to perform specialized health care.

13.14 Staff Facilities

Each site shall be provided with the following for staff use:

- a. A lunchroom/faculty lounge, adequately furnished;
- b. Adequate lavatory facilities for staff use only;
- c. Telephone facilities which provide privacy; and
- d. A step ladder.

13.15 Classroom Access

Each school site will have classrooms usable for teachers at least three (3) working days before teachers are required to report back to work.

13.16 TB Testing

Examinations for tuberculosis shall not be required more than once every four (4) years; if such examinations are not provided by the District, they shall be paid for by the District.

ARTICLE 14

SALARIES

14.01 Increase to Salary Schedules

Effective July 1, 2022, the District will place an across the board 6% salary increase on all AEA salary schedules.

The District will place a Parcel Tax on the ballot for approval by voters in March 2020 as part of the California primary election schedule. The District will use the Parcel Tax for employee compensation solely. The local tax is aimed at creating a substantial local revenue stream to make the District's employee compensation structure more competitive. Upon approval of the Parcel Tax by the voters in March 2020, the District will retroactively place an additional 1% on all AEA salary schedules, effective January 1, 2020.

Upon approval of the Parcel Tax, the District will place an additional 8% on all AEA salary schedules effective July 1, 2020.

Longevity Stipend

Unit members shall receive a longevity stipend based on years of service in the District, per Article 14.05. The following will be the non-cumulative annual longevity stipend:

1. Employees who have completed five (5) years of District service: (1% of Step 1, Column 1 of Salary Schedule A-1)
2. Employees who have completed ten (10) years of District service: (2% of Step 1, Column 1 of Salary Schedule A-1)
3. Employees who have completed fifteen (15) years of District service: (3% of Step 1, Column 1 of Salary Schedule A-1)

For the 2018-19 school year, a longevity stipend shall be paid not later than June 30, 2019 in a lump sum prorated by FTE. For all subsequent school years, a longevity stipend shall be prorated by FTE and paid on a monthly basis.

Career Technical Education Teachers

Effective July 1, 2012, the Main Salary Schedule shall no longer reflect a distinction between ROP unit members and all other K-12 teachers. Career Technical Education Unit Members are teachers who are credentialed to teach in one or more designated subjects for Career Technical Education (CTE).

- a. CTE unit members who are hired after this agreement is ratified will be placed on the main salary schedule and are not required to possess a bachelor's degree.
- b. CTE unit members who were hired before this agreement is ratified will be placed on the main salary schedule unless this placement will result in a loss of payment. If placement on the main salary schedule will result in a loss of pay, current CTE unit members may remain on the current 2008-2009 ROP salary schedule (attached as Appendix A-5) for the duration of their employment or until such time as the unit member obtains sufficient educational units in accordance with

section 14.07.06 to advance on the main salary schedule. The decision of current CTE unit member to transfer to the main salary schedule shall be permanent.

The Salary Schedules shall be as follows:

Appendix A-1 Main Salary Schedule
Appendix A-2 Adult Education Salary Schedule
Appendix A-3 Child Development Center Salary Schedule
Appendix A-4 Counselor Salary Schedule
Appendix A-5 CTE Salary Schedule
Appendix A-6 School Psychologist Salary Schedule

14.02 An additional increase shall be added to the salary schedule for additional workdays, the “buy back” staff development days. This increase plus the additional workdays shall not apply to the Child Development Center.

- a. In 1998-99 there shall be one additional workday, a “buy back” staff development day, which shall be implemented to meet the state requirements applying to that program. The 1998-99 salary schedule shall be increased by .55% in compensation for that additional day.
- b. In 1999-2000 there shall be two additional workdays beyond the one committed in 1998-99 for a total of three buy back staff development days. These additional days shall also be implemented to meet the state requirements applying to that program. The 1999-2000 salary schedule shall be increased by 1.1% in compensation for those two additional days. This increase is reflected on the 1999-2000 schedule.
- c. Beginning in 2018-19 there shall be an additional workday for unit members covered by Salary Schedules A-1, A-4, and A-5 only. The additional workday shall be used for staff development regarding students who generate supplemental funding under the state Local Control Funding Formula. The 2018-19 A-1, A-4, and A-5 salary schedules shall be increased by an additional 0.54% in compensation for the additional workday.
- d. Buy back compensation may be eliminated from the salary schedule at the District’s option in the event of inadequate state funding of the staff development program or low district revenues connected with staff development days. If the compensation is eliminated, unit members shall not be required to work the additional days. In the event the District exercises this option in some subsequent year, the buy back compensation of 2.19%, plus additional salary schedule increases compounded on that amount shall be deducted from the schedule, unless the parties agree to a different deduction. Prior to exercising this option, the District shall notify the Association and attempt to discuss the matter.
- e. If, in any year unit member absenteeism is higher on buy back staff development days than on regular instructional days, the Association and the District shall meet to brainstorm strategies for motivating all teachers to attend buy back staff development days.

14.03 Extra Compensation – Rate of Pay

14.03.01 Unit members who are assigned to work full days beyond the 186-day work year shall be compensated at their per diem rate.

- 14.03.02 Unit members who choose to work on assigned District business beyond the seven (7) hour workday or on an hourly project shall be compensated at the District hourly rate if the work is beyond their regular work duties. Effective July 1, 2022, the District hourly rate shall be set at \$50 per hour.
- 14.03.03 Unit members who are contracted to work part-time on a daily basis shall be compensated based on the ratio their teaching time bears to the teaching time of full-time employees.
- 14.03.04 Any employee, except a daily substitute who serves other than the required number of days as set forth in Article 8, Section 8.08, for their job classification, shall receive salary which is not less than that which bears the same ratio to the established annual salary for their position as the number of days they serve bears to the number of working days required for their job classification.
- 14.03.05 Notwithstanding 14.03.04, any employee who serves for one (1) full school semester shall receive not less than one-half (1/2) the annual salary for their position.
- 14.03.06 An employee who is required to use their own automobile on approved District business or is assigned to more than one school per day shall be reimbursed for all such travel at the IRS-approved rate per mile for all driving done between arrival at the first location at the beginning of their workday and the last location at the end of the workday.
- 14.03.07 Master's Degree Stipend
- Unit members who have obtained a master's degree or higher shall receive a stipend equal to 3.3% of Step 1, Column 1 on the Main Salary Schedule (Appendix A-1). The stipend shall be paid in monthly installments as part of the unit member's regular paycheck.
- 14.03.08 Doctoral stipend
- Unit members who have obtained a doctoral degree shall receive a stipend equal to 3.3% of Step 1, Column 1 on the Main Salary Schedule (Appendix A-1). The stipend shall be paid in monthly installments as part of the unit member's regular paycheck.
- 14.03.09 National Board Certification Stipend
- Unit members who have obtained and maintain a valid National Board Certification shall receive a stipend equal to 3.3% of Step 1, Column 1 on the Main Salary Schedule (Appendix A-1). The stipend shall be paid in monthly installments as part of the unit member's regular paycheck.
- 14.03.10 Speech-Language Pathology Services Credential Stipend
- Unit members who possess a Speech-Language Pathology Services Credential shall receive an annual stipend according to their years of experience as follows:
- | | |
|--------------------------|-----------------------|
| 1-5 years of experience: | 14% of Step 1, BA +30 |
|--------------------------|-----------------------|

6 or more years of experience: 14% of Step 6, BA +30

This stipend shall be prorated for part-time employees.

14.03.11 School Nurse Services Credential Stipend

A unit member employed as a school nurse with a School Nurse Services Credential shall receive an annual stipend of 11% of salary listed in Schedule A-1, Step 1, Column 1

14.04 Payroll Period

The payroll period shall be defined as monthly, beginning with July 1. Salary payments shall be made not later than the last working day of each month except in December, as defined by the County of Alameda. For December, unit members shall receive their salary payment on the first business day in January. Salary payments for services in addition to the employee's regular assignment shall be made not later than the tenth (10th) day after the payroll period in which the service was performed.

14.05 Experience Credit for Salary Schedule Placement

The following provisions apply to the granting of credit for experience:

- 14.05.01 Effective July 1, 1996, new employees in the District will receive credit year-for-year for appropriate prior experience.
- 14.05.02 Seven (7) months is the minimum continuous service required for one (1) year of experience credit in a given school year.
- 14.05.03 Credit for a year of appropriate experience may be accumulated in two (2) semesters in the same school year or in different school years when the employment is a regular full-time assignment. (Day-by-day substitute teaching is not included.) The employment in any semester shall be a full-time assignment for a minimum of four (4) school months.
- 14.05.04 Credit for private or parochial school experience will be granted only when evidence is submitted that the employee was eligible for or held a valid credential issued by any of the several states or recognized agencies of the Government of the United States prior to the time of the experience claimed.
- 14.05.05 Credit for military experience will be granted when an employee has held or was eligible for a valid credential prior to entry into military service.
- 14.05.06 The combined total credit for military experience and other appropriate experience shall not exceed eight (8) years.
- 14.05.07 A year of military experience shall be construed as ten (10) months of service.
- 14.05.08 Five (5) consecutive months of military experience shall constitute one-half (1/2) of a year of experience. One-half (1/2) year of military experience and one-half (1/2) year of other appropriate experience in accordance with Section 14.09.03 shall comprise a year of experience.

14.06 Educational Units

- 14.06.01 Quarter units are converted to semester units by multiplying the quarter units by 2/3. If this multiplication results in a fraction that when added to the other semester units is within $\frac{1}{2}$ unit from the required units for qualifying for the next column, then the fraction shall be rounded up to the next whole number and the employee shall be placed on the next column.
- 14.06.02 The District shall provide each employee by December 1 of each school year a statement of salary classification and the number of units that the District has on file for them.
- 14.06.03 For reclassification in any given year, credits earned must be submitted by September 30. If a transcript is not available, the employee may submit a written statement of courses taken and credit earned. In this case, salary adjustments shall be contingent upon receipt of an official transcript on or before November 30 reflecting that the units were earned on or before September 30. For courses taken from an accredited college or university, each semester unit shall equal 15 clock hours, and each quarter unit shall equal 10 clock hours.
- 14.06.04 Credits submitted after September 30 shall be applicable for column movement in the following school year.

14.07 Teachers Without Full Credentials

Notwithstanding section 14.01, all non-credentialed teachers already employed by the District shall be frozen at their current step on the salary schedule until they obtain their credential. Newly hired non-credentialed teachers will be placed on Step 1 of the column that corresponds to their level of education but will be frozen at that step until they obtain their credential. As non-credentialed teachers complete educational units, they may move into the corresponding column of the schedule but at the same step. As soon as the teacher becomes fully credentialed, the teacher will receive from that time full credit for all applicable training and experience and will be placed at that time on the same step and column as if the teacher had been fully credentialed from the beginning of the teacher's employment with the District.

ARTICLE 15
EARLY RETIREMENT INCENTIVE PROGRAMS

15.01 Reason for Programs

These early Retirement Incentive Programs shall provide employees of retirement age the opportunity to exercise their retirement options at an earlier age.

15.02 Available Programs

The available programs shall be as follows:

- a. Consultancy Programs
- b. Benefit Only Program
- c. Incentive Payment Program
- d. Golden Handshake Program
- e. Part-Time Employment with Full-Time Retirement Credit

An employee may participate in only one program.

15.03 Eligibility

Employees desiring to participate in these programs shall:

15.03.01 Be of the following ages:

Consultancy	55-65 years
Benefit Only	55-65 years
Incentive Payment	55-60 years
Golden Handshake	55 plus years
Part-Time Employment with Full-Time Benefits	55-60 years

15.03.02 Be employed in the District for at least ten (10) years. The ten years need not be consecutive full-time employment, but total service must be equivalent to at least 10 full-time years at the date of entry into the program.

15.03.03 Be placed at or above Col. IV, Step 13, or its dollar equivalent, or be able to demonstrate that the option chosen shall result in a savings to the District.

15.04 Timeline

Employees desiring to participate in these programs shall apply to the Chief Personnel Officer on or before March 15 prior to the beginning of the school year during which the applicant wishes to retire. Such applications shall be confidential except insofar as the provisions of this article and the law otherwise provide, or with the employee's consent.

15.05 Programs

A. Consultancy Program

15.05.01 The Chief Personnel Officer and the employee shall mutually determine annually the consultancy services to be rendered and shall reduce to writing a description of such services. The written description shall be attached to the consultancy agreement. Any change in services during the contract year shall be made only as mutually agreeable to the employee and the District.

15.05.02 Employees entering this program must submit a written resignation and have it accepted by the Board of Education prior to entering this program. The resignation is contingent upon the acceptance by the Board of Education of the employee's participation in the Early Retirement Incentive Program.

15.05.03 Entrance into the program is subject to review and approval by the Governing Board. Employees participating in this program shall enter into a written agreement with the District. The Agreement shall be a one-year contract which is renewable, upon completion of the previous year's service on an annual basis for up to three (3) years or until the end of the school year in which the retired employee reaches age sixty-five (65), whichever comes first. The contract may be terminated by the District for inadequate performance of the assigned activity.

15.05.04 Employees in this program shall serve the amount of time necessary to complete the approved project. In no event may the District require more than 30 days service per school year.

15.05.05 Employees in this program shall be compensated at a base salary of six thousand five hundred dollars (\$6,500).

B. Benefit-Only Program

15.05.06 Program participants shall receive a dollar amount equal to the cost of health and welfare benefits at the level of coverage provided the employee at the time of retirement. This benefit is available for five (5) years or until the end of the school year in which the employee reaches 65, whichever comes first.

C. Incentive Payment Program

15.05.07 Program participants shall receive a one-time payment of \$15,000 from the District with the payment schedule to be determined mutually between the

District and the employee by June 30. This option precludes any further health and welfare benefits at District cost.

D. Golden Handshake

15.05.08 The Board will authorize employee participation in the Golden Handshake Program (Education Code Section 44929) resulting in two additional years of service credit for STRS participants if the statutory requirements are met and it can be demonstrated that the employee's retirement will result in a savings to the District.

E. Part-Time Employment with Full Retirement Credit

15.05.09 Provisions

Certain employees of the District will be permitted to reduce their workload to not less than one-half time of regular full-time employees and will be permitted to have retirement benefits based on full-time employment.

15.05.10 STRS

The District and the employee will make the contribution required of full-time employees to the State Teachers Retirement System.

15.05.11 Optional Part-Time Employment

The option of part-time employment must be exercised at the request of the employee and with the concurrence of the Superintendent, and can be revoked during any school year only with the mutual consent of the Board and the employee.

15.05.12 Salary

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

15.05.13 Minimum Part-Time Employment

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

15.06 Retirement

Part-time employment pursuant to this section shall be limited to five (5) years. At the time of application for this program, the employee shall agree to submit their resignation by September 30 of the fifth year of the program and to retire not later than the end of the fifth year.

ARTICLE 16
CHILD DEVELOPMENT CENTER

All provisions of this Agreement shall equally apply to Child Development Center teachers, except as provided in this Article.

16.01 Work Year

- 16.01.01 The work year for unit members employed in the Child Development Center shall not exceed 245 days, including vacation time as earned.

16.02 Calendar

- 16.02.01 The calendar for each school year shall reflect paid holidays and be in coordination with the District master calendar, in compliance with the State Department of Education.

16.03 Vacation

- 16.03.01 As part of the total work year referred to in 16.01 above, members of the unit employed at the Child Development Center shall be entitled to paid vacation in accordance with the following schedule:

1-5 years of service	25 days
6-10 years of service	30 days
11-15 years of service	31 days
16-20 years of service	32 days
21-24 years of service	34 days
25 or more years of service	35 days

- 16.03.02 Vacation time shall be mutually agreed upon by the employee and the Center Director. In seeking vacation, the employee must make application in writing to the Director within ten (10) days of the time off. The Director shall respond in writing within five (5) days of the request.

- 16.03.03 In the event several teachers have requested time off during the same period and resolution is not reached, the Child Development Center Director's decision will be determined by the date the request for vacation was made.

- 16.03.04 Once requested vacation is approved, said vacation may not be interrupted except with the consent of the member.

- 16.03.05 If a unit member does not take their full annual vacation, the District shall pay the balance of the unused vacation in cash within 30 days of the conclusion of the fiscal year except that the employee may elect carry up to 30 days of unused vacation for use in future school years.

16.03.06 Unit members with unused vacation balances of more than 30 days as of the effective date of this contract may elect to receive the balance of their unused vacation in cash, or to preserve the existing balance for use in future school years. Vacation days accrued after the effective date of this contract shall be subject to the requirements of section 16.03.05 above.

16.04 Job Classification/Hours of Employment

16.04.01 Full-time hours of employment shall be 7.0. Lesser hourly assignments shall be paid pro-rata.

16.05 Seniority List

16.05.01 Within the Child Development Center, a seniority list of teachers shall be made available upon request. A teacher rendering paid service to the District for 75% of the school days in any of the above-listed categories, and so renders such service for three (3) cumulative years, Child Development Center tenure shall be conferred upon such employee when they render paid service on the first day of the fourth (4th) year.

16.06 Reduction in Force

16.06.01 In the event it becomes necessary to reduce the work force in Child Development Center, the established Seniority List shall prevail, the least senior shall be riffed first. If all or a majority of the presently employed teachers are full-time, and categories less than full-time are open at the time of proposed riffs, a teacher, in an effort to salvage some of their employment, may elect to drop to a lower category. If such downward movement occurs, and the program is reinstated within thirty-six (36) months and twenty-four (24) months for tenured and probationary respectively, said employees shall have automatic, preferential rights to reinstatement into their former category without loss of contractual benefits. If a teacher chooses to remain in the lower category, they shall so state in writing, and said position shall be made available for an employee with lesser seniority. No certificated teacher shall be riffed while classroom aides are employed above the minimum standards required by law.

16.07 Leaves

16.07.01 Article 5 (Leaves) of this Agreement shall apply to the Child Development Center teachers except that Child Development Center sick leave shall be on a monthly basis. Part-time teachers' sick leave shall be on a pro-rated basis in accordance with the assignment.

16.08 Assignments

16.08.01 Teachers shall be given their assignments in writing prior to September 1st of each year this Agreement is in force.

16.08.02 If after initial assignments are made and unanticipated events necessitate administrative changes in assignments, affected teachers shall be consulted and the reasons for such change shall be communicated to the affected teachers in writing.

16.09 Class Size

- 16.09.01 Class size in the Child Development Center shall not exceed teacher/adult/student ratios as determined by State Department of Education guidelines.

16.10 Teacher/Aide Relationship

- 16.10.01 An interview committee shall be established for the screening of teacher aides; the teacher for whom the prospective aide is to be employed shall be consulted prior to permanent assignment of said aide
- 16.10.02 In the event conflict arises between the teacher and the aide, and such conflict has the potential of negatively affecting the teacher's employment status, the teacher shall request in writing that an administrative conference of the parties and conferees be held within three (3) days of such request to resolve the problem.

16.11 Salary

The Child Development Center salary schedule is attached as Appendix A-3.

ARTICLE 17
PEER COACHING

17.01 Purpose

A school may write a staff development plan which includes peer coaches to provide professional support for site teachers. An administrator will not require a peer coach to conduct supervisory or other administrative duties.

17.02 Selection Process

When a school faculty decides to use a peer coach to work with site teachers, the faculty will designate a leadership team consisting of faculty-selected representatives from each participating grade level; appropriate resource teachers; and the administrator. The leadership team will draft a job description, including specific goals, guidelines, and applicant qualifications; determine an appropriate stipend (calculated to compensate the peer coach at no less than the hourly rate established in the contract); create a hiring timeline; notify all site teachers regarding the posting; conduct interviews and make hiring recommendations to the administrator.

17.03 Coach-Teacher Relationship

Site teachers may volunteer to work with the site's peer coach. The peer coach and teacher shall establish a mutually agreed upon schedule. Any written and oral communications between the classroom teacher and the peer coach shall remain confidential.

17.04 Coach-Administrator Relationship

The administrator shall provide the peer coach with clearly defined goals and guidelines for the site coaching program. The administrator also shall provide the peer coach with the support necessary to perform their duties, which may include training, review of written materials, contact with textbook suppliers, or conferences with administrators or other coaches.

17.05 Peer coaches will not be required to use their preparation periods for peer-coaching related activities.

17.06 At the request of either party, a joint labor-management committee will be convened to discuss problems with peer coaching.

ARTICLE 18

Intentionally left blank.

ARTICLE 19
SUMMER SCHOOL/INTERSESSION

19.01 Hiring

19.01.01 Where equally qualified, teachers within the District shall have priority over other applicants in hiring for summer school.

19.02 Salaries

19.02.01 Teachers will be paid at the regular hourly rate for on-site time that is required for the assignment.

19.03 Work Day

The teacher work day shall exceed the student site time by one-half hour.

19.04 Class Size

The District shall attempt to keep class size at a maximum of 35 students. Where this is not feasible, the teacher shall be paid an extra hour per day for each day that the number is exceeded beginning the second full week of summer school or intersession. This provision shall not apply to music, physical education, athletics, ROTC, or other traditionally large class.

ARTICLE 20
DISCIPLINARY ACTION

20.01 Definition

- 20.01.01 Disciplinary action in the form of dismissal shall be in accordance with the appropriate provisions of the Education Code.
- 20.01.02 Disciplinary action, other than dismissal, shall be in accordance with this Article, and only for just cause.

20.02 Right to Representation

Upon request, a unit member has the right to be represented by the Association or an individual of their choice in any action under this Article.

20.03 Complaints Against Unit Members

- 20.03.01 All complaints shall be resolved at the lowest possible level. No unsubstantiated complaint filed anonymously may result in disciplinary action. This does not apply to cases in which confidentiality must be legally maintained.
- 20.03.02 Any complaint which could result in disciplinary action against a unit member shall be reported to the unit member by the district and/or administrator within five (5) days following the knowledge of such complaint. The unit member will be informed of the complaint and the complainant's identity in accordance with 20.03.01. The unit member may attempt to resolve the issue directly with the complainant without the participation of the site administrator; an exception to this may be made if the site administrator determines that such a meeting would impede the investigation into the complaint, in which case grounds for denying the resolution meeting will be provided to the Unit Member and the Association. If the complaining party is a student, the unit member may request the participation of the student's parent/guardian and/or an administrator. If the unit member resolves the complaint, the unit member shall inform the site administrator of the result.
- 20.03.03 If the complaint is not resolved by the unit member, the site administrator may arrange a meeting with the complainant and the unit member. The unit member may have an individual of their choice (under section 20.02) attend the conference.
- 20.03.04 If the matter is not resolved in the resolution conference, then the site administrator may refer the complainant to the appropriate district official for further handling and shall immediately notify the unit member in writing of this action.
- 20.03.05 Nothing in this section will preclude an administrator from using a substantiated complaint for purposes of discipline or evaluation. If a complaint is substantiated and results in a written disciplinary document the unit member will receive a copy and may attach a written response.

20.04 Levels of Progressive Discipline

- 20.04.01 Discipline shall be commensurate with the offense. Normally, progressive steps (verbal warning, written warning/reprimand, written reprimand placed in the unit member's personnel file) shall be followed unless the offense is of such severity that a heavier penalty may be warranted. Any disciplinary action shall be based upon verified data. Normally, a verbal warning shall precede a written warning or reprimand. A verbal warning shall be given in a private setting to the unit member who shall be afforded the right of representation.
- 20.04.02 When progressive discipline is initiated against a unit member, the unit member must be explicitly put on notice that disciplinary action may be forthcoming.

20.05 Suspension

Suspension shall be for a violation that is repetitive and/or serious in nature, and in accordance with California Education Code except as provided below.

- 20.05.01 No suspension of a unit member shall take place except by action of the Board of Education taken pursuant to the terms of this Agreement.
- 20.05.02 The Chief Human Resources Officer shall provide prompt written Notification of Suspension to the Unit Member describing the cause for the suspension.
- 20.05.03 Any suspension shall be based upon verified data. A copy of all suspension orders shall be given to the Association and placed in the unit member's personnel file.
- 20.05.04 Suspension may be without pay, but shall not reduce or deprive the unit member of seniority or other rights or any fringe benefits.
- 20.05.05 No suspension shall exceed five (5) working days in duration and no suspension period shall be carried over from one school year to the next.

20.06 Penalties

No unit member shall receive more than one (1) penalty for any single action or infraction.

The progressive levels of discipline described in 20.04 and 20.05 shall be administered independently for each action by a member that may lead to discipline. Unrelated actions or actions that do not occur within the period set out in Education Code § 44944 may not be combined to skip any levels of discipline unless they are of such severity to warrant a heavier penalty.

20.07 Action Stayed

If a grievance is filed by a unit employee or the Association related to the discipline of the unit member, then all disciplinary action proposed by the District shall be stayed pending a final decision on the grievance.

20.08 Maintenance of Personnel Files

- 20.08.01 If, after having been disciplined, a unit member serves the District for twelve (12) months without the need for further disciplinary action, upon request the unit member and the Association shall be given a follow-up notice to that effect which shall also be attached to any original notice that may have been placed in the unit member's personnel file.
- 20.08.02 Unit members may submit a written request to the administrator of the Human Resources Department to have items removed from their personnel file.

ARTICLE 21
REGIONAL OCCUPATION PROGRAM (ROP)

21.01 Salary Schedule

The ROP Salary Schedule is included in the main salary schedule at Appendix A-1.

21.02 Transfer Rights

ROP teachers who are properly credentialed may apply for transfer into the regular program. If hired for regular teaching positions, experience shall be calculated based on the years of teaching experience, including ROP.

21.02.01 Teachers who acquire tenure while employed in a regular position on Salary Schedule A-1, who transfer to ROP in whole or in part, shall continue to be paid on Salary Schedule A-1.

**ARTICLE 22
ADULT SCHOOL**

22.01 Contract Articles that Apply

The following articles/sections shall apply to Adult School teachers who are members of the unit:

Recognition, Article 1

Procedures, Article 2

Association Rights, Article 3

District Rights, Article 4

Leaves, Article 5 sections 5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.13 (as applicable), 5.14. Leaves for permanent employees only, sections 5.07 through 5.12, 5.15 and 5.16

Grievance Procedure, Article 6

Professional Dues and Payroll Deduction, Article 7

Health and Welfare, Article 12

Teacher Safety, Article 13

Early Retirement Incentive Program, Article 15

Disciplinary Action, Article 20

Effects of Agreement, Article 26

Technology, Article 29

22.02 Class Size

Adult School classes shall not exceed 35 enrollees, except with the consent of the Association and the affected unit member.

22.03 Full-Time Assignment

A full-time Adult School teaching assignment means an assignment to teach at least thirty (30) hours per full week/per quarter for each of the three quarters in the academic year. Weeks when holidays fall or the Adult School is not open shall not be considered full weeks.

22.04 Rate of Pay

22.04.01 Permanent Teachers

22.04.011 Teachers who have attained permanency shall be paid on the adult school salary schedule, Appendix A-2 of this Agreement. The schedule

shall be based on 1062 hours of annual work for a full-time employee (177 days x 6 hours per day) plus 106.2 hours of paid preparation time (See 22.11).

22.04.012 Permanent teachers and teachers teaching at least 18 hours shall receive an annual stipend for advanced degrees (MA or Doctorate). The stipend shall be paid pro-rata for part-time employees. Only one stipend shall be paid regardless of the number of advanced degrees.

22.04.02 Hourly Teachers

The regular hourly rate shall be specified on the salary schedule. Years of credentialed teaching experience will be counted towards hourly salary placement. Seven (7) months of continuous service (Day-by-Day substitute teaching is not included) is required for one year of experience credit, in a given school year.

22.04.03 Salaried Teachers

Years of credentialed teaching experience will be counted towards salaried teachers placement. Seven (7) months of continuous service (Day-by-Day substitute teaching is not included) is required for one year of experience credit, in a given school year.

22.04.04 Premium Pay

Any teacher who is assigned to teach in excess of thirty (30) hours per week/per quarter shall be paid 25% more for all hours in excess of thirty (30).

22.05 Teaching Assignments

Teaching assignments shall be made by at least two weeks prior to the beginning of each academic year, but shall be subject to cancellations if student attendance drops below 15 by the third consecutive class meeting in any quarter. If the class has fewer than ten students at the first or second meeting, or drops below 15 for 3 consecutive meetings, it may be cancelled.

22.05.01 Permanent teachers in the Adult School shall be given first consideration for courses in their teaching areas up to thirty (30) hours, in order of seniority. This shall be done prior to posting vacancies.

22.06 Vacancies Posted

Except for fee-based classes, all Adult School vacancies shall be posted on the District designated website (Edjoin.org) for a period of at least five (5) days. Vacancies during the quarter shall be filled first by qualified adult school unit members who apply and are not presently teaching during the class time designated in the posted vacancy. If more than one qualified unit member applies, vacancies shall be filled in the following order: (1) permanent unit members who have had a class dropped and are teaching below their permanent FTE level; (2) permanent unit members who are part-time; (3) other unit members.

22.07 Evaluation

Unit members teaching non-fee program classes shall be evaluated by the administrator or designee using the Adult School evaluation form. Probationary and permanent teachers shall be evaluated under Article 11.

22.08 Permanent Status

A teacher shall achieve permanent status by teaching more than eighteen (18) hours per week for at least 75% of the number of days the Adult School is in session for each of 2 consecutive years (summer session excluded). Permanent status is attained at the average level of hours which the employee taught in the two year probationary period. Only hours taught in programs eligible for state apportionment count towards permanence. A full-time position is 30 hours. Guaranteed hours cannot be achieved above that level.

22.09 Permanent Teacher – Assurance of Employment

- 22.09.01 Once a teacher has obtained permanency, they will be assigned to work each quarter not less than the average number of hours per week that they have served during their probationary years.
- 22.09.02 If a class taught by a permanent teacher is cancelled, other classes or work assignments will be assigned to that employee as necessary to maintain the number of hours at which they attained permanency.
- 22.09.03 Each permanent teacher shall receive a letter at the beginning of every school year which will specify the number of hours to which they are entitled as a permanent teacher. Quarterly a teacher shall be informed of their assigned classes/duties and the number of hours of the assignment.
- 22.09.04 If a permanent teacher is assigned to work more time than their entitled hours for 75% or more of two complete consecutive years, their level of permanency (entitled hours of work) shall be increased to the average number of hours worked over this two-year period.
- 22.09.05 If for two consecutive years a permanent teacher is assigned the guaranteed number of working hours in a year but fails to serve those hours although they continued to work the hours necessary to maintain permanency, they shall have their permanency level reduced to the new average number of hours worked over those two consecutive years.
- 22.09.06 If any permanent teacher fails to work at least eighteen (18) hours per week for any quarter, they shall lose permanent status.
- 22.09.07 All permanent adult school teachers must be offered, and must work, at least eighteen (18) hours per week for 75% or more of the school year (i.e., the three academic quarters) to maintain permanency.

22.11 Preparation Time

Permanent Adult School teachers and teachers teaching at least twelve (12) hours shall receive 0.1 (one tenth) hour of preparation time for every one hour they teach. This preparation time shall take place at an adult school site designated by the administrator at regularly scheduled and posted office hours. The teacher shall designate the time of such hours quarterly and submit them to the principal who shall have final authority to determine the office hours in the event of an office scheduling conflict. The hours shall occur during time accessible to students. The time shall be used for the professional purpose specified at Article 8.02.02. Employees shall not be paid the premium hourly rate normally applicable to hours worked in excess of 30 for hours attributable to preparation time, nor shall such hours be credited towards hours in permanent status or towards sick leave. Any time a teacher does not work at least twelve (12) hours they shall not be entitled to any paid preparation period.

22.12 Work Year for Permanent Employees

The work year for full-time permanent employees shall be 177 work days of 6.6 hours per day including preparation time, or its annual hourly equivalent of 1168.2 hours. The work year for part-time permanent employees shall be the appropriate pro-rata share of 1168.2 hours. The adult school principal will develop the work calendar which shall consist of instructional days and days/hours allocated for staff development and other assigned professional duties. All permanent employees shall be required to attend certain staff development sessions.

22.13 Substitute Teaching

Unit members who wish to substitute teach in the adult school shall notify the adult school principal in writing. Such a unit member shall be contacted before other substitutes if the unit member is equally qualified for the opening, time allows and the absent teacher has not indicated a preference to the contrary. Any time served as a substitute teacher shall not be credited towards permanency, preparation time, or any other benefit incidental to regular teaching hours.

ARTICLE 23
YEAR-ROUND EDUCATION

- 23.01 The year-round education calendar is attached as Appendix G-2.
- 23.02 Non-classroom unit members shall be assigned to either a traditional or YRE work year calendar, but may be required to perform services at sites with different calendars. The District may offer unit members extended year contracts for work beyond the 182-day work year. Such contracts shall be paid in accord with Article 14. As an exception to this provision, the District and a unit member may mutually agree to a work year calendar consisting of 182 workdays, some of which are in the traditional calendar and some of which are in the YRE calendar. No unit member shall be required to accept an extended year contract. Whenever possible, the extended year compensation will be included as creditable compensation for STRS purposes.
- 23.03 Unit members who have changed calendars during the school year and would be subject to loss of annual work days shall be provided an opportunity to substitute teach sufficient days to fulfill the annual contractual obligation, and thereby receive a full year of service and pay for retirement purposes. If a change of calendars results in a longer school year, the unit member shall be paid per diem for all days worked over the normal contract year.
- 23.04 Year-round education and traditional year unit members who are “off track” shall have the first opportunity to substitute within the District at the regular daily substitute rate.
- 23.05 All unit members interested in substituting shall submit, in writing, a notification to the District Office listing dates they are available for substitution.
- 23.06 Year-round education and traditional year unit members who are “off track” may substitute in other districts.
- 23.07 The length of year-round education teacher work year and work day shall be the same as in the traditional year.
- 23.08 Upon request, the District shall assign children of unit members to the same schedule as the unit member is teaching.
- 23.09` Year-round education teachers may voluntarily exchange days with traditional schedule teachers without loss of pay, benefits, or sick leave subject to the following limitations:
- 23.09.01 Exchanges shall not be approved for more than five (5) consecutive days or ten (10) total days per school year.
 - 23.09.02 Application for exchange must be submitted to the principal of each party to the exchange. The application shall specify the time for exchange for each party, the names of employees scheduling the exchange, and the reasons for the exchange.
 - 23.09.03 Applications shall be submitted at least two (2) weeks in advance to both principals. Both principals must approve the exchange before it can be implemented. Exchanges shall not be approved unless there is a legitimate educational, professional, or personal

reason for the absence, and if the proposed scheduling of the exchange and the employee replacements have no adverse impact on the educational program.

23.09.04 Except in exceptional circumstances, no exchange shall be approved which is scheduled within three (3) weeks of the opening of schools.

23.10 Year-round education unit members who are “off track” shall not be required to attend any meetings of any kind.

23.11 Unless otherwise stated, all provisions of this contract shall apply to year-round unit members.

ARTICLE 24 RESTRUCTURING

24.01 Statement of Intent

The Board and the Association agree that it is in the best interest of the Alameda Unified School District to cooperatively engage in exploration of and experimentation in the current educational reform proposals being discussed by educators nationally, and further, to explore the various reform proposals which the creativity of District staff may generate.

24.02 Restructuring/Educational Reform Plans

Such a venture may call for a variety of changing roles and responsibilities within the schools, including but not necessarily limited to:

- 24.02.01 Involving school staff members in decision making at sites.
- 24.02.02 Devising new systems of school site accountability.
- 24.02.03 Organizing and staffing schools in new ways.
- 24.02.04 Altering schedules and learning activities to accommodate different levels of student learning.
- 24.02.05 Involving school staff members in budget development.

24.03 Board and Association Agreement

Recognizing that restructuring/education reform activity may require collective bargaining flexibility on a continuing basis, the District and the Association adopt the following guidelines to assist in the implementation of the joint commitment.

- 24.03.01 The District and the Association recognize the need for flexibility in any restructuring effort and will, where appropriate, consider waiving or modifying any contract provisions.
- 24.03.02 Sites which develop restructuring/educational reform proposals which may involve waivers to the collective bargaining agreement shall submit a written request for waiver (Appendix G) to the Contract Administration Committee. The request shall include the following:
 - a. A citation to the specific contractual provision to be waived;
 - b. A statement of the reform/restructuring proposals or a copy of the plan, including the rationale for the change.
 - c. Verification by the principal that s/he approves the plan.
 - d. Verification by an Association Site Representative that at least 67% of the certificated FTE have approved through secret ballot the reform proposals and

the contract waivers sought. All Association Members assigned to the site, regardless of full or part time status, are eligible to vote.

- 24.03.03 The Contract Administration Committee shall review the plan and requested waivers. If it concludes more or different waivers are needed, it shall refer the matter back to the principal for re-verification.
- 24.03.04 All agreements to modify, amend, or otherwise change contract provisions will be by mutual written agreement of the parties. Each party will determine its own procedures for ratifying any written agreement which modify existing contract provisions.

ARTICLE 25
CONTRACT ADMINISTRATION COMMITTEE

25.01 Structure

The parties agree to establish a Contract Administration Committee composed of the Superintendent and the Association President, plus two (2) additional representatives appointed by each party. The committee shall be jointly chaired. Decisions shall be made by consensus whenever possible. If consensus cannot be reached, decisions shall be made by majority vote.

25.02 Purpose

The purpose of this committee shall be to resolve contract administration issues which may arise from time to time during the term of this agreement, and specifically, to resolve issues arising under Article 24, Restructuring. In addition, the committee or its designees will provide consultation and technical assistance to sites in developing restructuring plans and identifying contract provisions which may need to be waived to implement those plans.

25.03 Authority

The committee shall have the authority to resolve contract administration issues and to recommend waivers of the collective bargaining agreement subject to ratification by the Association and the District, as appropriate. Generally, waivers shall apply to a specific work site for a specific period of time.

25.04 Meeting Schedule

The committee shall meet as determined by the Superintendent and the Association President. Meeting times and locations shall be by mutual agreement.

25.05 Communication

Minutes of meetings shall be kept and distributed to the Board of Education, Superintendent, Contract Administration Committee Members and Association.

25.06 Release Time/Compensation

Bargaining unit members serving on the Contract Administration Committee shall receive release time or their hourly rate of pay for committee meetings.

ARTICLE 26
EFFECTS OF AGREEMENT

26.01 Individual Contract

Any individual contract between the Board and an employee heretofore executed shall be subject to and consistent with the terms and conditions of this Agreement.

26.02 Supersede

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

26.03 Uniform Rules

Rules which are designed to implement this Agreement shall be uniform in application and effect.

26.04 Validity of Agreement

If any provision of this Agreement or any application thereof is held by the highest court of the state or by a federal court to be contrary to law, then such provision or application will be deemed invalid, to the extent required by such court decision, but all other provisions or applications shall continue in full force and effect.

26.05 Effect of Legislation

In the event legislation affects the terms of this Agreement, the parties shall, upon request, within fifteen (15) days of such event, meet and negotiate regarding the impact of such changes.

26.06 Terms and Conditions

The terms and conditions set forth in this Agreement represent the full and complete understanding between the parties hereto. The terms and conditions may be altered, changed, added to, deleted from, or modified only through the voluntary, mutual consent of the parties in a written amendment executed according to the provisions of this Agreement.

26.07 Term of Contract

The term of this agreement shall be from the date of its execution through June 30, 2025 except for the following:

For the 2023-2024 and the 2024-2025 school years each party shall have the right to reopen Article 12, Article 14, and two additional articles of its choosing.

Should the funds set aside for Measure A litigation by Board Resolution 2021-2022.75 and action dated June 28, 2022 become available, the parties agree to negotiate the use of these one-time monies.

Except where otherwise noted, all provisions of this Agreement shall be effective as of the date of ratification by both parties and shall continue in effect until June 30, 2025.

26.08 School Calendar

The parties agree to bargain for a calendar as required by Government Code Section 3543.2 and to use their best efforts to bargain a multi-year contract.

ARTICLE 27
SPECIAL EDUCATION

27.01 Unit members who have special education assignments shall be entitled to the same rights, benefits and privileges afforded to all other unit members under this Agreement.

27.02 Special education unit members, including Speech/Language Pathologists, School Psychologists, and preschool special education unit members, shall be provided the same preparation periods as other unit members (see Section 8.03).

At the secondary levels, mild-moderate, non-SDC classroom special education unit members will receive one preparation period daily for lesson planning and an additional preparation period daily for caseload management.

27.03 Any unit member who will be receiving a student known to have an IEP shall receive prior notification.

27.04 IEP Meetings

IEP meetings shall be scheduled at a time mutually agreed upon by all IEP team members, including the parent or guardian of the student.

IEP meetings will be run efficiently with the use of an agenda. The length of the IEP meeting shall be determined by the IEP team. If needed, the IEP team may schedule an additional IEP meeting to complete the IEP process. If an IEP meeting is held during the instructional day, all unit members invited shall be granted release time from their regular duties as needed to attend the meeting.

The District will provide release time for unit members to attend transition meetings; such meetings will be scheduled together when possible to accommodate unit members who must travel to a different site to attend transition meetings.

27.05 IEP Due Process

When a unit member is required to participate in a due process hearing or other due process procedures, the District will provide the unit member with release time without loss of compensation to prepare for and participate in the hearing. The amount of release time necessary will be agreed upon prior to the use of such time.

27.06 Students with IEPs in General Education Classrooms

27.06.01 Sites shall use reasonable efforts to equitably assign students with IEPs to general education classes. Upon request, site administrators shall meet and confer with the students' case managers and general educator to review student placements prior to the first instructional day or any other time throughout the school year.

27.06.02 In classes co-taught by a special education credential unit member and a general education unit member, there will be no more than ten students with IEPs. The class size of a co-taught class, including students with IEPs, will not exceed the class size maximums in Article 9.02.

- 27.06.03 Administrators shall seek volunteers for co-taught classes.
- 27.06.04 All co-teaching partners shall be paid for up to six hours of planning and collaboration for each course per semester. Planning time will be submitted to HR through a District timecard. Co-teaching partners shall be scheduled the same preparation period, unless the workday of the unit members makes the scheduling of a common preparation period impossible.

27.07 Resource Specialists/Education Specialists

- 27.07.01 RSP teachers/Education Specialists, by mutual agreement with site administration, shall create schedules for teaching, preparation time, testing and other duties required by law. If parties are unable to agree, it shall be mediated by the Director of Special Education or designee.
- 27.07.02 RSP teachers/Education Specialists shall be assigned in accordance with Education Code Section 56362(d). At no time will an RSP teacher be assigned to a regular classroom as a substitute unless coverage is needed in accordance with contract provision 8.04.
- 27.07.03 Unit members shall not be assigned coordination of SST meetings but may select coordination of SST meetings as an extra duty assignment in accordance with Article 8.06 (Extra Duties) in this Agreement.
- 27.07.04 The maximum size for RSP/Education Specialist caseload shall be 28, as prescribed by law Education Code Section 56362 (c).
- The parties agree to form a joint sub-committee made up of three district and three AEA unit members to study and evaluate RSP caseloads. The results of the sub-committee work will be presented to the Bargaining Teams for consideration. The work group will begin upon ratification and report out initial findings and recommendations to Bargaining Teams by March 1, 2023.
- 27.07.05 Special Education unit members shall be excused from one staff development day, as determined by the site administrator, to review caseloads, prepare paperwork for general education teachers and review IEPs.

27.08 Speech/Language Pathologist (SLP)

- 27.08.01 Preschool SLP caseload for members providing services exclusively to individuals with exceptional needs, between the ages of three and five years inclusive, shall not exceed 40 (per Ed Code 56441.7). Elementary SLP caseloads shall not exceed 50 students per FTE. Secondary SLP caseloads shall not exceed 55 students per FTE.
- 27.08.02 SLPs will not be assigned yard duty or extra duties.

27.09 School Psychologist

- 27.09.01 Caseload shall not exceed one school psychologist for every 725 students.
- 27.09.02 School Psychologists will not be assigned yard duty or extra duties.

27.10 Special Day Class (SDC) Teachers including Counseling Enriched Class Teachers

- 27.10.01 When an individual with exceptional needs is placed in a special day class, the unit member(s) receiving the student in their class or caseload shall receive all known relevant health information prior to receiving the student.
- 27.10.02 Special Day Class teachers shall be provided up to one and one-half (1 ½) days of release time annually to prepare for IEP meetings. Normally, the released time shall be scheduled in half-day, or greater increments.
- 27.10.03 The District shall provide no less than one paraprofessional to assist each unit member assigned to a special day class during all of the instructional time for which the unit member is responsible.
- 27.10.04 Prior to placing students in Special Day Classes, the Special Education Department will seek input from the Special Day Class teacher regarding class composition and the impact of new placements on all affected students.
- 27.10.05 Special education unit members hired to teach in an autism-specific program will receive specialized training by the District regarding strategies and methods for teaching students with autism
- 27.10.06 Special education unit members hired to teach preschool programs will receive a specialized training by the District regarding strategies and methods applicable to their assignment.

27.11 In the absence of the regular paraprofessional in a Special Day Class or full inclusion setting, every attempt will be made to provide a substitute paraprofessional. Substitutes will be assigned on a first priority basis to “full inclusion” assignments.

27.12 Meetings

Mandatory District wide special education staff meetings will be exchanged for a site staff meeting. The special education department will confirm the schedule with the site administrators.

27.13 Inclusion into General Education Classrooms

The Association and the District recognize that inclusion is an important part of the educational program of students with IEPs. Integration of students requiring inclusion into general education classrooms per their IEPs will be scheduled jointly by the special education teacher and general education teachers. Class sizes shall not exceed those set forth in Article 9 unless additional paraprofessional or teacher support accompanies the students during the inclusion time. Instructional material, furniture, and supplies required to accommodate inclusion will be provided by the District. .

27.14 Special Education Class Size Maximums

Special Day Class, Mild-Moderate	Preschool	12
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Special Day Class, Mild-Moderate	Elementary & Secondary	15
Special Day Class, Moderate-Severe	Preschool	9 per grouping
Special Day Class, Moderate-Severe	Elementary	12
Special Day Class, Moderate-Severe	Secondary	15
Autism-Specific Program	Preschool	8
Autism-Specific Program	Elementary	9
Autism-Specific Program	Secondary	14
Counseling Enriched Special Day Class	Elementary & Secondary	14
Resource Class (e.g. Academic Strategies)	Secondary	16*
Specialized Special Education Class (e.g. intensive, strategic, and practical courses)	Secondary	16*

*For implementation beginning in the 2023 – 2024 school year

27.14.01 Remedy; Additional Pay

If the applicable class size is exceeded, the parties agree that the remedy is for the unit member to receive two additional hours' pay per day that the maximum is exceeded. Payment is at the in lieu hourly rate and is contingent upon submission of a timecard.

27.14.02 Meet and Confer Obligation for Overages of More than Two Students

If an overage would exceed the maximum by more than two students, the site administrator, a District special education administrator, the affected unit member, and an Association representative shall meet to discuss the needs of the student, instructor, and classroom, and to review potential remedies that would restore the contractual class size. Following the meeting, the participants shall develop a written plan outlining how the student will be placed and supported.

ARTICLE 28
PEER ASSISTANCE AND REVIEW PROGRAM

Note: While this article was properly sunshined for the 2022 Successor negotiations the parties have agreed to assign to their PAR Committee the task of reworking this article. Their work will be presented to the parties no later than February 28, 2023, at which time the parties will incorporate agreed to changes by the process of a Side Letter. The parties take this step so as to not hold up the ratification and approval of the Successor Agreement.

The Association and the District strive to provide high quality education to the students of Alameda. In order for all students to succeed in learning, all teachers should succeed in teaching. The Association and the District believe that all teachers should focus on continuous improvement in professional practice and that teachers having difficulties can benefit from assistance and review by colleagues. Therefore the Association and the District hereby establish a teacher peer assistance and review program (PAR), making available the skills of exemplary teachers to help all teachers develop as professionals. PAR shall use as its professional model the California Standards for the Teaching Profession (CSTP). Peer assistance will be provided non-permanent teachers through the BTSA program, or through other alternative means. Peer assistance and review will be provided to permanent teachers who volunteer for assistance or who are referred to the program because of an unsatisfactory evaluation.

I. Definitions

- A. Consulting Teacher (CT). A consulting teacher is a permanent exemplary teacher who provides assistance and review to teachers participating in the program.
- B. Participating Teachers. The three types of participating teachers are voluntary, referred, and beginning:
 - 1. Voluntary Teacher (VT) – the permanent teacher who wishes to participate in the program.
 - 2. Referred Teacher (RT) – the permanent teacher who is referred to the program because of an unsatisfactory evaluation.
 - 3. Beginning Teacher (BT) – a non-permanent teacher with fewer than two full years of fully credentialed teaching experience within the past five years who is required, or wishes, to participate in the program.

II. Joint Committee

- A. Composition and Selection: The Joint Committee (JC) shall consist of five (5) members. Three (3) members shall be certificated classroom teachers who shall be selected by the Association. Two members shall be administrators selected by the District. The Association and the District shall individually determine the method of selection, the qualifications, and the term of its appointees, being mindful of the purpose of PAR and the value of continuity in administering PAR. To promote continuity, the parties shall consider (1) staggered terms so that no party's appointees are all new in any one school year and (2) retaining the same appointees for the 2000-2001 school year as were appointed for the 1999-2000 planning year. In 1999-2000 only, to plan for PAR implementation on July 1, 2000, the Joint Committee shall be augmented by

two (2) non-voting members, one (1) selected by the Association and one (1) by the District. The Joint Committee may call on additional resources as appropriate. It is the intent of the parties that all initial appointments to the Joint Committee be made by November 8, 1999 for the 1999-2000 planning year. The Joint Committee shall establish its operational procedures including the method for selection of a chairperson.

- B. Meetings and Compensation: The Joint Committee shall establish its meeting schedule. To hold meetings a majority of the members must be present. Meetings may be held during the school day, with a grant of release time to teachers, or during non-school time. Every effort shall be made, however, to meet at times other than during the school day to allow teachers to remain in the classroom. Association appointees to the Joint Committee shall receive a stipend of \$1,000 for the 2003-04 school year. Thereafter, Association appointees to the Joint Committee shall be paid hourly for the number of hours worked not to exceed 35 hours per person per year.
- C. Decision-Making. The Joint Committee shall make decisions by consensus of the entire body. If no consensus can be reached, the decision shall be made by a majority vote of the five chairs.
- D. Responsibilities. The Joint Committee shall be responsible for the following:
1. Consulting teachers (CT)

Selection of CTs. No applicant shall be selected without a classroom observation by the Joint Committee.

 - * Training of CTs.
 - * Review/direct the CT's provision of services.
 - * Review peer review reports prepared by the CT.
 - * Evaluate the CT and possibly remove the CT. Reasons for removal may include the specific needs of the PAR program or inadequate performance of the CT. Removal shall be at the sole discretion of the Joint Committee. Prior to the effective date of such removal, the Joint Committee shall provide the CT with a written statement of the reasons for the removal and upon request, meet with the CT to discuss the reasons.
 2. Permanent Teachers. The Joint Committee shall provide participating permanent teachers, voluntary or referred, with a list of available CTs. The permanent teacher may indicate the CT that they prefer but the Joint Committee shall not be bound by the preference. The Joint Committee shall notify the permanent teacher, their principal, and the CT in writing that the permanent teacher is participating in PAR and identify the appointed CT.
 3. Cooperation Between Consulting Teacher and Principal. The Joint Committee shall expect and strongly encourage a cooperative relationship between the consulting teacher and the principal in the peer assistance and review process.

4. Recommendations to Board. The Joint Committee shall review peer review reports prepared by CTs and make recommendations to the Board regarding the referred teacher's progress in PAR, including but not limited to, identifying referred teachers who are unable to demonstrate satisfactory improvement after sustained assistance.
 5. Annual Evaluation of Program. The Joint Committee shall evaluate annually the impact of PAR in order to improve PAR. The review and evaluation may include interviews or surveys of PAR participants, principals, and others as deemed appropriate. The Joint Committee shall submit this annual evaluation in writing, including any recommendations for improvement, to the Board and the Association at the same time that it submits the proposed budget. This submission shall be not later than May 30.
 6. Annual Budget. The Joint Committee shall annually submit a proposed budget to the Superintendent for Board approval. The proposed budget shall be designed to carry out the provisions of this Article and shall take into consideration (a) the number of consulting teachers which will be required in the coming year in light of the projected level of participation in the program; (b) the cost of augmenting the BTSA program adequately, or the cost of other programs to support beginning teachers; (c) the recommendations for improvement of PAR which it made in the annual report to the Board, and (d) other relevant factors. The proposed budget shall not exceed the state funding allocation for the coming year as estimated by the District's chief financial officer. This proposal shall be submitted at the time and in the form requested by the District. The Joint Committee shall recommend to the superintendent that the board authorize the necessary number of consulting teacher positions or any increase or decrease thereof, providing to the Superintendent the rationale for the request. The Board shall consider the requests promptly, normally in accord with a previously published calendar on budget review and position authorization.
 7. Procedures. The Joint Committee shall adopt procedures for implementing the provisions of this Article. These procedures shall be consistent with the statutes, the provisions of this Article, and this Collective Bargaining Agreement. If there is any inconsistency, the statutes, the provisions of this Article, and this Collective Bargaining Agreement shall prevail.
- E. Confidentiality. All materials related to evaluations, reports and other personnel matters regarding individuals which are created or reviewed by the Joint Committee shall be strictly confidential. Therefore, Joint Committee members may not disclose such information obtained by way of the Program or in the peer review process with the following exceptions:
1. The District may make use of the following documents regarding referred teachers: (a) final and intermittent peer review reports prepared by Consulting Teachers; (b) recommendations of the Joint Committee or CT regarding participants in the Program; and (c) evaluations of a teacher's participation in the Program by the Joint Committee or CT.
 2. Materials shall be disclosed if required by law.
- F. Indemnity. The District shall defend and indemnify Joint Committee members against claims arising out of their good faith performance of duties under this Article. Joint Committee members who act pursuant to the Program 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) and Title 1 of the Government Code.

- G. Non-Management/supervisory status. Functions performed by teacher Joint Committee members pursuant to the Program shall not constitute either management or supervisory functions as defined by subdivision (g) and (m) of section 3540.1 of the Government Code.

III. Participating Teachers.

- A. Beginning Teachers (BT). A Beginning Teacher is defined as a non-permanent unit member with fewer than two full years of fully credentialed teaching experience within the past five years. All Beginning Teachers shall be required to participate in PAR for at least two years or until they no longer meet the definition of Beginning Teacher. Unit members who continue to meet the definition of Beginning Teacher after two years may be required by the District to participate in PAR, or they may do so at their own request if they make the request by May 1 of the prior year. The PAR program for Beginning Teachers shall include the BTSA program. BTSA shall be supplemented with PAR funds as necessary to insure that Beginning Teachers who are not eligible for BTSA funding or do not wish to participate in BTSA are provided the support deemed appropriate by the Joint Committee. All support provided the Beginning Teacher shall be confidential in accord with BTSA program guidelines. The District shall provide the Joint Committee and BTSA with a list of all Beginning Teachers at the beginning of every school year, indicating the support program for which the Beginning teacher is eligible, and shall supplement the list during the year as required.
- B. Referred Teachers (RT). Permanent unit members who have received an unsatisfactory evaluation shall be referred to the Joint Committee and required to participate in the PAR program as an intervention.
1. Referral. The administrator who authored the unsatisfactory evaluation shall refer the RT to the Joint Committee. The administrator shall provide the Joint Committee a copy of the unsatisfactory evaluation, together with appropriate supporting documentation. A copy of the referral packet shall be sent to the RT. The Joint Committee shall review the referral packet including the unsatisfactory evaluation and supporting documentation. It may also interview the referring administrator and the teacher being referred. Based on the needs of the teacher, the Joint Committee shall determine the nature of assistance which the CT shall provide.
 2. Teacher objection. A teacher who has been referred to PAR and objects to such participation on the grounds that the unsatisfactory evaluation leading to the referral was procedurally or otherwise flawed may, at their request, appear before the Joint Committee with a representative of their choice to explain their point of view regarding the defects in the evaluation. Notwithstanding this provision, the Joint Committee shall proceed to assign a CT to the RT in accord with its normal provisions.
- C. Volunteer Teachers (VT). Any permanent classroom teacher may volunteer to participate in the Program for the purpose of obtaining peer assistance to improve performance. For guaranteed participation in the program, the unit member must volunteer by May 1 of the prior school year. A volunteer may withdraw from the program at any time. When the volunteer applies to the program, they shall provide the program with an initial draft of the goals which they would like to accomplish by participation in PAR.

1. The CT shall maintain a log of assistance which shall not include any evaluative comments. A copy of this log shall be provided to the Joint Committee and the volunteer. It shall not be placed in the volunteer's personnel file unless the volunteer so requests.
2. All communications between the Volunteer and the CT shall be confidential and shall not be shared without the written consent of the Volunteer and CT. The CT shall not, without the written consent of the Volunteer, be called by the Association or District to testify, produce documents, or to participate in any way in any proceeding involving the teaching performance of the Volunteer if the subject of the inquiry is the teaching performance of the Volunteer during the period the CT assisted the Volunteer as a participant in PAR.

IV. Consulting Teachers.

- A. Duties. Consulting Teachers (CT) shall participate in training and provide assistance to Beginning Teachers, Referred Teachers, and Volunteer Teachers pursuant to the Program.
- B. Qualifications. A CT should be considered by colleagues to be a highly skilled practitioner. A consulting teacher shall possess the following qualifications: (1) permanent status, (2) at least four recent years of teaching experience in the District, (3) demonstrated exemplary teaching ability as defined by the California Standards for the Teaching Profession, (4) extensive knowledge of subject matter, (5) mastery of a range of teaching strategies, instructional techniques, and classroom management skills necessary to meet the diverse needs of students, (6) ability to communicate effectively orally and in writing, (7) ability to work cooperatively and effectively with others. A consulting teacher cannot be a member of the Joint Committee.
- C. Posting and Application. There shall be a permanent posting for the position of consulting teacher at all sites and in the District Office. Applications may be submitted at any time and will be kept on file to the end of the current school year. In addition to the application, applicants shall submit letters of recommendation from (1) their principal or immediate supervisor, (2) a union representative, and (3) two teachers at the applicant's site/program. The Joint Committee may interview any persons submitting a letter of recommendation. The Joint Committee may include additional procedures as it sees fit regarding the application process. A prospective CT cannot be named to said position without first having been observed teaching in their own classroom by the JC. All applications and references shall be treated with confidentiality. They shall not be placed in the CT's personnel file.
- D. Term of Assignment. A CT shall be appointed for and agree to accept a three-year term, subject to annual renewal. A consulting teacher shall be placed in a classroom assignment for a minimum of one year before reapplying to be a consulting teacher if the consulting teacher's out of class CT assignment was half-time or greater. Each Consulting Teacher shall be provided reasonable release time from regular classroom duties on a full or part-time basis, depending on need and funding for the Program.
- E. Compensation. A full-time CT shall receive their regular salary and benefits. A CT shall continue to accrue seniority as a regular certificated employee for the time served as a consulting teacher in the same manner and for the same purposes as if they had remained in a regular assignment. If a CT, active or inactive, works beyond the regular teacher work year at Joint Committee direction, they shall be compensated in accord with the collective bargaining agreement. The active CT, whether full-time or part-time, shall be paid a stipend. The stipend shall range from

7% to 13% of the Salary Schedule Step 1, Col. 1, and the amount to be determined by the Joint Committee. It shall be prorated according to assignment. A change in this stipend shall be subject to bargaining.

- F. Return to Regular Assignment. While on assignment as a full-time consulting teacher, the CT will be considered on leave to a categorical program from their regular assignment. Thus, their regular assignment may be filled by a temporary teacher. Upon completion of their service as a full-time released Consulting Teacher, the CT shall be returned to a regular assignment in accordance with section 5.17.01 of this Agreement.
- G. Caseload. The Joint Committee shall determine the caseload for a consulting teacher. The number is dependent on the amount of intervention time which the Joint Committee determines, in consultation with the CT, is necessary for each participating teacher. Consulting Teachers shall assist the teachers on their caseload by demonstrating, observing, coaching, conferencing, referring or by other activities, which, in their professional judgment, will assist the teacher in accord with the PAR process set out below in Section V.
- H. Indemnity. The District will defend and indemnify Consulting Teachers against claims arising out of their good faith performance of duties under this Article. Consulting Teachers who act pursuant to the Program shall have the same protection from liability and access to appropriate defense as other public school employees pursuant to Division 3.6 (commencing with section 810) of Title 1 of the Government Code.
- I. Non-Management/Supervisory Status. Functions performed by Consulting Teachers pursuant to the Program shall not constitute either management or supervisory functions as defined by subdivisions (g) and (m) of section 3540.1 of the Government Code.

V. Peer Assistance and Review Process for Permanent Teachers.

- A. Preparation of Assistance Plan. As soon as possible after assignment, the Consulting Teacher shall review the referring packet for the RT/VT. Thereafter, the Consulting Teacher shall meet with the RT/VT and the site principal together or separately, as appropriate, to review the employee's performance and recommendations for improvement. The Consulting teacher will then prepare a written Assistance Plan aimed at remedying the deficiencies which were cited in the RT's unsatisfactory evaluation or meeting the goals set forth in the VT's application. For the RT, the Assistance Plan will include (1) performance goals which are aligned with pupil learning and consistent with Stull Bill criteria and CSTP and (2) a projected date for completion which will ordinarily be by the end of the current school year. The Plan will be submitted to the Joint Committee for final development and approval.
- B. Classroom Observations. The Assistance Plan will include multiple observations of the RT/VT by the Consulting Teacher. These observations will be in addition to any that are performed as part of the evaluation Article in this Agreement.
- C. Progress Reports. The Consulting Teacher will prepare and discuss with the Joint Committee periodic (at least every three months) reports of the RT's/VT's participation and progress in the program. The Consulting Teacher's report shall include an assessment as to whether the Assistance Plan can or should be discontinued, whether the Plan needs revision, or whether the

Plan needs to be extended beyond its original projected term. For purposes of the VT these reports shall be limited to the assistance log referred to in II.C. above.

- D. Final Report. By April 15, or at a later date of specified in the Assistance Plan, the Consulting Teacher shall make a final report to the RT/VT, and, for RTs, the Joint Committee and the evaluator. A copy of the final report shall be included in the RT's personnel file after they have had an opportunity to review and comment on it. The Final Report shall not constitute the District's evaluation of the employee's performance but, in the case of an RT shall (and, in the case of a VT, may at their request) be considered by the site administrator in preparing any evaluation document or proposing any personnel action.

VI. Miscellaneous

- A. This article shall not be grievable. Any claims that the article has not been properly implemented shall be presented in writing to the Joint Committee, with a copy to the District and the Association. Each year until 2002-2003 this article shall be an automatic reopener in these negotiations.
- B. Expenditures made for this program shall not exceed the revenues received under ABX1 and, where applicable, BTSA.
- C. At the conclusion of the 2000-2001 fiscal year, if revenue exceeds the expenditures of this program, the parties shall meet to consider the matter and shall recommend the allocation of the surplus.
- D. Nothing herein shall modify or in any manner affect the right of the District under provisions of the Education Code relating to the employment, classification, retention or non-reelection of certificated employees.
- E. Article 17, Mentor Teacher Program, shall be deleted from the collective bargaining agreement effective July 1, 2000.

ARTICLE 29 TECHNOLOGY

The following provisions are intended to give guidance as to how to resolve the impact of technology on unit members' hours and working conditions and to ensure that unit members have reasonable and equitable access to any technology that shall be required by the District to fulfill the members' duties, professional responsibilities, and meet the instructional needs of the evolving technological classroom.

29.01 Unit Member Access

29.01.01 Computer Workstations. The District shall provide each unit member access to a computer workstation with legally purchased and licensed software and/or network access necessary for the support of educational programs and to fulfill necessary professional requirements.

Printers. The District shall provide each unit member with access to at least one functioning printer that is free from student access.

29.01.02 Mobile Classes, Physical Education Classes and Classrooms Without Computer Access.

- a. Any unit member without access to a computer workstation during class time shall be exempted from taking attendance on-line.
- b. Itinerant teachers shall be provided with access to an identified computer workstation.
- c. Locations of such stations shall take into consideration the necessity for confidentiality.

29.01.03 Technology required for teaching and learning

The district shall provide unit members with the technology required to deliver district-adopted curricula and mandated programs.

29.02 No unit member shall be negatively evaluated or disciplined for failure to perform technology-based duties if the District has failed to provide:

- Access to their identified computer workstation with legally purchased and licensed software and/or network access necessary to perform such duties.
- Training necessary to complete required duties provided sufficiently in advance of expected deadlines to allow the unit member adequate time to complete the task.
- Technology support necessary to maintain hardware and software that are required to perform the duty.

29.03 The District will make every effort to repair/replace in a timely manner any equipment regularly used in the course of a unit member's duties. Any Technology Services request made by an Association member will receive a confirmation within 72 hours of the request being submitted.

29.04 Training and Expectations

The District shall provide unit members with necessary training in order to complete required technology-based duties. Unit member shall be compensated as per Article 14.04.02 if training occurs outside the workday.

29.05 Parent and Student Access

As long as unit members appropriately supervise students, unit members will not be held liable nor will they be subject to disciplinary action for the actions of parents/ students who do not abide by the District's Acceptable Use Agreement.

29.06 Computer-Based Classes

The District shall assure that no students are assigned to a computer-based class in excess of the number of necessary computer workstations based upon course requirements.

29.07 District E-mail

29.07.01 Unit members shall have the right to use e-mail to communicate with other employees of the District and other individuals and/or organizations within the scope of their professional responsibilities. Unit members shall not be disciplined for unsolicited receipt of inappropriate material.

29.07.02 Alameda Education Association shall have the use of District e-mail to communicate with their unit member except as prohibited by law.

29.08 Electronically Maintained Student Records

Unit members shall not be held liable for any breach of student confidentiality caused by the failure of the District to provide adequate protection resulting in unauthorized access to student records.

29.09 Other Technology-Related Issues

When District Administration requires a unit member to perform the duties of troubleshooting and/or maintaining computers, updating software, loading District-approved software and/or any other maintenance/repair type tasks, the unit member shall be compensated at the hourly rate of pay.

29.10 Technology Oversight Committee

29.10.01 The District and the Association agree to form a Technology Oversight Committee that shall meet at least two times per year to make non-binding, non-precedent-setting recommendations to the Superintendent or their designee and the Association President or their designee proposing appropriate actions to deal with the technology needs of the District. The agenda shall be mutually agreed upon in advance by the facilitator and an Association representative designated by the Association President.

29.10.02 The Committee shall be composed of:

- The Director of Information Technology Services, as facilitator, and two additional District Appointees.
- Three Association appointees.
- One mutually agreed upon member with specific expertise as needed.

ARTICLE 30

ACADEMIC COMMITTEE

The Association has the right to consult on the selection of textbooks and the adoption or material revision of instructional curriculum to the extent that those matters are within the discretion of the District under law. To effectuate this right, the District and the Association hereby jointly establish an Academic Committee.

30.01 Committee Membership

The Academic Committee shall be composed of twenty-four (24) members. Twelve members shall be appointed by the District and twelve members shall be appointed by the Association. The District shall select the Chief Academic Officer as one of its appointees.

The Academic Committee may invite additional District staff with expertise in a particular area to participate in one or more Committee meetings. These individuals would be invited to meetings on an as-needed basis and would not be permanent members.

30.02 Role of the Committee

The District shall consult the Academic Committee prior to the adoption of academic curricula or instructional materials to be used Districtwide. The District shall also consult the Academic Committee regarding the training and/or professional development needed to prepare teachers to implement new instructional materials or academic curricula with the mutual intent that the best possible academic curricula or instructional materials, training and/or professional development be chosen.

One complete academic year after an academic curriculum or instructional materials has been implemented, the Academic Committee may meet to review and evaluate its/their efficacy. Should training and/or professional development for such curriculum or instructional materials be ongoing, the Academic Committee may also meet to review and evaluate its efficacy.

For purposes of this article, the term “consult” means to seek the informed professional opinion of the members of the Academic Committee.

30.03 Committee Meetings

The Academic Committee shall meet at least four times per academic year. The Academic Committee may schedule additional meetings if agreed to by a majority of its members. The Chief Academic Officer shall act as facilitator at Academic Committee meetings.

Appendix A-1

Board Approval: 10/25/2022

Time Base: Annual

Based on 186 Days

AEA Teachers 2022-2023

Effective July 1, 2022

STEP	1 BA	2 BA+30	3 BA+45	4 BA+60	5 BA+75
1	63,769.82	64,397.05	65,741.08	69,796.47	74,038.19
2	64,397.05	65,024.24	67,712.34	71,918.23	76,160.01
3	65,024.24	65,741.08	69,796.47	74,038.19	78,281.76
4	65,741.08	67,712.34	71,918.23	76,160.01	80,932.16
5	66,457.88	69,796.47	74,038.19	78,281.76	83,053.95
6	67,074.64	71,280.54	75,522.32	80,294.47	84,538.02
7	69,158.77	73,400.48	77,644.07	82,416.25	86,658.00
8	71,280.54	75,522.32	80,294.47	84,538.02	88,779.77
9	73,400.48	77,644.07	82,416.25	86,658.00	90,899.75
10	74,884.61	80,294.47	84,538.02	88,779.77	93,551.99
11	74,884.61	81,778.56	86,016.70	90,263.87	95,034.23
12	74,884.61	83,900.34	88,142.07	92,914.29	97,166.79
13	74,884.61	83,900.34	90,263.87	95,034.23	99,279.62
14	74,884.61	83,900.34	90,263.87	97,157.81	101,397.78
15	74,884.61	83,900.34	90,263.87	99,279.62	103,519.59
16	74,932.86	83,948.59	90,312.13	99,327.87	103,567.83
17	74,932.86	83,948.59	90,312.13	99,327.87	103,567.83
18	76,368.68	85,382.62	91,746.14	100,760.08	105,005.44
19	76,368.68	85,382.62	91,746.14	100,760.08	105,005.44
20	76,368.68	85,382.62	91,746.14	100,760.08	105,005.44
21	78,486.84	87,504.38	93,866.12	102,881.88	107,123.60
22	78,486.84	87,504.38	93,866.12	102,881.88	107,123.60
23	78,486.84	87,504.38	93,866.12	102,881.88	107,123.60
24	80,610.42	89,626.18	95,989.69	105,005.44	109,245.38
25	80,610.42	89,626.18	95,989.69	105,005.44	109,245.38
26	80,610.42	89,626.18	95,989.69	105,005.44	109,245.38
27	80,610.42	89,626.18	95,989.69	107,123.60	114,834.76

Master's Degree/Doctoral Degree/National Board Certification:

Annual Stipend for each (3.3% of A-1, Column 1, Step 1), paid monthly \$ 2,104.40

Hourly Rate \$ 50.00

Unit members shall be eligible for the following annual longevity stipend based on years of service in the District:

Employees who have completed five (5) years of District service: (1% of Step 1, Column 1 of Salary Schedule A-1)	\$ 637.70
Employees who have completed ten (10) years of District service: (2% of Step 1, Column 1 of Salary Schedule A-1)	\$ 1,275.40
16 or More Years of AUSD Service (3% of Step1, Col 1, of AEA Salary Schedule A-1)	\$ 1,913.09

Board Approval: 10/25/2022

Appendix A-2

AEA - Adult Ed. 2022-2023

Based on 177 Days

Effective July 1, 2022

<i>Time Base: Hourly</i>		<i>Time Base: Annual</i>	
Hourly Rate	Step	BA or Less-177	BA+Units-177
48.17	0	58,688.70	60,027.35
48.17	1	58,688.70	60,027.35
48.17	2	58,688.70	60,027.35
48.17	3	58,688.70	60,027.35
48.17	4	58,688.70	60,027.35
48.17	5	58,688.70	60,027.35
50.57	6	60,744.26	62,149.85
50.57	7	60,744.26	62,149.85
50.57	8	60,744.26	62,149.85
50.57	9	60,744.26	62,149.85
50.57	10	60,744.26	62,149.85
52.98	11	62,799.83	64,272.36
52.98	12	62,799.83	64,272.36
52.98	13	62,799.83	64,272.36
52.98	14	62,799.83	64,272.36
52.98	15	62,799.83	64,272.36
55.62	16	65,124.73	66,670.86
55.62	17	65,124.73	66,670.86
55.62	18	65,124.73	66,670.86
55.62	19	65,124.73	66,670.86
55.62	20	65,124.73	66,670.86
58.43	21	68,235.43	69,858.89
58.43	22	68,235.43	69,858.89
58.43	23	68,235.43	69,858.89
58.43	24	68,235.43	69,858.89
58.43	25	68,235.43	69,858.89
61.34	26+	71,501.69	73,206.31

Regular Teachers

Based on 1168.2 annual hours (177 x 6 hrs/day = 1062 + 106.20 hours prep time)

Full time = 30 hours/week per quarter not including breaks and school closures.

Master's (3.2% of annual salary BA or Less, Step 0) \$ 1,878.04

Unit members shall be eligible for the following annual longevity stipend based on years of service in the District (Not applicable to hourly unit members):

Employees who have completed five (5) years of District service: (1% of Step 1, Column 1 of Salary Schedule A-1)	\$ 637.70
Employees who have completed ten (10) years of District service: (2% of Step 1, Column 1 of Salary Schedule A-1)	\$ 1,275.40
16 or More Years of AUSD Service (3% of Step1, Col 1, of AEA Salary Schedule A-1)	\$ 1,913.09

Appendix A-3

Board Approval: 10/25/2022

Time Base: Annual

Based on 261 Days

AEA Child Development 2022-2023

Effective July 1, 2022

	Class 0	Class 1	Class 02	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8
Step	12 Units	24 Units	60 Units	90 Units	BA Units	BA plus 15	BA plus 30	BA plus 45	BA plus 60
1	40,802.30	42,274.14	43,806.23	45,347.98	46,479.79	50,284.79	54,207.55	58,145.71	62,070.53
2	40,840.91	42,312.99	43,845.26	45,387.23	46,539.99	50,343.22	54,264.25	58,202.42	62,127.06
3	43,406.98	44,880.84	46,410.97	47,904.24	50,284.79	54,207.55	58,145.71	62,070.53	65,997.30
4	45,239.10	46,165.69	47,113.53	49,241.62	52,247.12	56,177.66	60,102.30	64,032.63	67,959.62
5	45,239.10	47,460.49	48,998.22	50,540.01	54,207.55	58,145.71	62,070.53	65,997.30	69,919.58
6	45,239.10	47,460.49	49,658.91	51,191.20	55,539.96	59,464.59	63,394.92	67,321.93	71,244.43
7	45,239.10	47,460.49	49,658.91	52,491.25	57,508.01	61,432.84	65,359.60	69,281.89	73,216.48
8	45,239.10	47,460.49	49,658.91	52,491.25	59,464.59	63,394.92	67,321.93	71,244.43	75,176.90
9	45,239.10	47,460.49	49,658.91	52,491.25	59,464.59	63,394.92	69,281.89	73,216.48	77,139.42
10	45,239.10	47,460.49	49,658.91	52,491.25	59,464.59	63,394.92	69,281.89	75,176.90	79,109.13
11	45,239.10	47,460.49	49,658.91	52,491.25	59,464.59	63,394.92	69,281.89	75,176.90	80,432.08

Head Teacher Stipend

Teacher Scale + \$3,000/ year (\$250/month)

Asst. Head Teacher Stipend

Teacher Scale + \$935/ year (\$77.92/month)

Unit members shall be eligible for the following annual longevity stipend based on years of service in the District:

Employees who have completed five (5) years of District service: (1% of Step 1, Column 1 of Salary Schedule A-1)	\$ 637.70
Employees who have completed ten (10) years of District service: (2% of Step 1, Column 1 of Salary Schedule A-1)	\$ 1,275.40
16 or More Years of AUSD Service (3% of Step1, Col 1, of AEA Salary Schedule A-1)	\$ 1,913.09

Appendix A-4

Board Approval: 10/25/2022

Time Base: Annual

Based on 191 Days

AEA Counselors 2022-2023

Effective July 1, 2022

STEP	1 BA	2 BA+30	3 BA+45	4 BA+60	5 BA+75
1	65,484.07	66,128.15	67,508.31	71,672.72	76,028.47
2	66,128.15	66,772.20	69,532.57	73,851.50	78,207.32
3	66,772.20	67,508.31	71,672.72	76,028.47	80,386.11
4	67,508.31	69,532.57	73,851.50	78,207.32	83,107.75
5	68,244.39	71,672.72	76,028.47	80,386.11	85,286.58
6	68,877.74	73,196.68	77,552.47	82,452.92	86,810.56
7	71,017.88	75,373.62	79,731.26	84,631.75	88,987.52
8	73,196.68	77,552.47	82,452.92	86,810.56	91,166.32
9	75,373.62	79,731.26	84,631.75	88,987.52	93,343.30
10	76,897.65	82,452.92	86,810.56	91,166.32	96,066.83
11	76,897.65	83,976.91	88,328.97	92,690.32	97,588.91
12	76,897.65	86,155.72	90,511.49	95,411.99	99,778.81
13	76,897.65	86,155.72	92,690.32	97,588.91	101,948.44
14	76,897.65	86,155.72	92,690.32	99,769.59	104,123.51
15	76,897.65	86,155.72	92,690.32	101,948.44	106,302.37
16	76,947.19	86,205.27	92,739.88	101,997.99	106,351.93
17	76,947.19	86,205.27	92,739.88	101,997.99	106,351.93
18	78,421.59	87,677.85	94,212.43	103,468.69	107,828.17
19	78,421.59	87,677.85	94,212.43	103,468.69	107,828.17
20	78,421.59	87,677.85	94,212.43	103,468.69	107,828.17
21	80,596.70	89,856.65	96,389.40	105,647.54	110,003.28
22	80,596.70	89,856.65	96,389.40	105,647.54	110,003.28
23	80,596.70	89,856.65	96,389.40	105,647.54	110,003.28
24	82,777.36	92,035.48	98,570.05	107,828.17	112,182.09
25	82,777.36	92,035.48	98,570.05	107,828.17	112,182.09
26	82,777.36	92,035.48	98,570.05	107,828.17	112,182.09
27	82,777.36	92,035.48	98,570.05	110,003.28	117,921.71

Master's Degree/Doctoral Degree/National Board Certification:

Annual Stipend for each (3.3% of A-1, Column 1, Step 1), paid monthly \$ 2,104.40

Hourly Rate \$ 50.00

Unit members shall be eligible for the following annual longevity stipend based on years of service in the District:

Employees who have completed five (5) years of District service: (1% of Step 1, Column 1 of Salary Schedule A-1)	\$ 637.70
Employees who have completed ten (10) years of District service: (2% of Step 1, Column 1 of Salary Schedule A-1)	\$ 1,275.40
16 or More Years of AUSD Service (3% of Step1, Col 1, of AEA Salary Schedule A-1)	\$ 1,913.09

Appendix A-5

Board Approval: 10/25/2022

Time Base: Annual

Based on 186 Days

AEA ROP/CTE 2022-2023

Effective July 1, 2022

STEP	minus BA	with BA
1	60,777.06	60,777.06
2	60,777.06	60,777.06
3	60,777.06	60,777.06
4	60,777.06	62,987.90
5	60,777.06	65,202.72
6	62,350.21	66,769.89
7	64,565.01	68,982.72
8	66,781.84	71,195.55
9	69,000.64	73,406.39
10	71,327.14	75,617.24
11	72,936.17	77,186.38
12	75,156.95	79,397.21
13	77,369.82	81,610.09
14	79,590.61	83,717.24
15	81,173.75	85,396.08
16	81,173.75	85,396.08
17	81,173.75	85,396.08
18	85,328.25	89,550.59
19	85,328.25	89,550.59
20	85,328.25	89,550.59
21	86,301.10	90,523.43
22	86,301.10	90,523.43
23	86,301.10	90,523.43
24	87,273.96	91,412.56
25	87,273.96	91,412.56
26	87,273.96	91,412.56
27	87,273.96	91,412.56

Master's Degree/Doctoral Degree/National Board Certification:

Annual Stipend for each (3.3% of A-1, Column 1, Step 1), paid monthly \$ 2,104.40

Hourly Rate \$ 50.00

Unit members shall be eligible for the following annual longevity stipend based on years of service in the District:

Employees who have completed five (5) years of District service: (1% of Step 1, Column 1 of Salary Schedule A-1)	\$ 637.70
Employees who have completed ten (10) years of District service: (2% of Step 1, Column 1 of Salary Schedule A-1)	\$ 1,275.40
16 or More Years of AUSD Service (3% of Step1, Col 1, of AEA Salary Schedule A-1)	\$ 1,913.09

Appendix A-6

Board Approval: 10/25/2022

Time Base: Annual

Based on 195 Days/8 Hours per day

AEA Psychologists 2022-2023

Effective July 1, 2022

STEP	Salary
1	114,474.34
2	119,820.09
3	125,433.58
4	131,327.99
5	137,517.14
6	138,944.55
7	140,371.95
8	141,799.35
9	141,799.35
10+	141,799.35

Master's Degree/Doctoral Degree/National Board Certification:

Annual Stipend for each (3.3% of A-1, Column 1, Step 1), paid monthly \$ 2,104.40

Hourly Rate \$ 50.00

Unit members shall be eligible for the following annual longevity stipend based on years of service in the District:

Employees who have completed five (5) years of District service: (1% of Step 1, Column 1 of Salary Schedule A-1)	\$ 637.70
Employees who have completed ten (10) years of District service: (2% of Step 1, Column 1 of Salary Schedule A-1)	\$ 1,275.40
16 or More Years of AUSD Service (3% of Step1, Col 1, of AEA Salary Schedule A-1)	\$ 1,913.09

SPECIAL ASSIGNMENT SALARY SCHEDULE

Effective July 1, 1998

Employees assigned to the following special categories by their principal shall be paid in accordance with the following percentage of the salary listed in Schedule "A-1." Step 1, Column 1. For the period July 1, 2000 to June 30, 2002, these percentages shall be applied to the salary schedule in effect as of June 30, 2000. Effective July 1, 2002, these percentages shall be applied to the salary schedule in effect as of that date. No other District controlled funds shall be used to supplement these stipends except by waiver.

2.1 Job Classification

Percentage

High School

Teacher Leadership Positions

Athletic Director	14%
Student Activities Director	14%

Teacher leadership positions noted above at the comprehensive high schools shall be assigned a period.

Curriculum Leadership Positions

Music Director	12%
Drama Director	12%
Assist. Drama Director	7%
Forensics Coach	7%
Journalism Advisor	7%
Yearbook Advisor	7%
Flags Team Advisor	7%
ROTC Team Advisor	7%
Military Property Book Custodian	\$500.00

Coaches

Varsity Football Coach	12%
Varsity Head Coach	9%
Assistant Coach	7%
Cheerleader (Year)	9%

Middle School

Teacher Leadership Positions

Student Activities Director	6%
Middle School District Athletic Director	6%

Curriculum Leadership Positions

Music Director	7%
Choir Director	4%
Drama Director	4%
Yearbook Advisor	4%

Coaches

All Sports	3%
------------	----

Bargaining unit members shall be given first priority for all coaching positions.

2.2 Department Chairpersons

Department Chairpersons at the comprehensive high schools in departments with 30 or more sections shall be compensated at the rate of .0015 of Step 15, Col. 5, per section supervised without an additional release period in the work day.

2.3 Master Teachers' Programs

If the District receives funds for any Master Teacher Programs, these funds shall be made available to the Master Teacher for classroom equipment/supplies.

2.4 New Extra-Duty Classification

If a new extra-duty classification is established, the Board will negotiate with the Association over the appropriate salary for that classification. If possible, said negotiations shall take place prior to the filling of the position. If it is not possible to complete negotiations prior to the filling of the position, the salary subsequently agreed upon shall be retroactive to the first day the position was filled.

2.5 Change in Assignment Duties

If there is any substantial change in the duties of any existing job classification, the Board will negotiate with the Association regarding possible modification in the salary for such position and any modification in the salary for such position agreed to will become effective to the first day that the change in duties become effective.

ALAMEDA UNIFIED SCHOOL DISTRICT**GRIEVANCE FORM**_____
Grievant's Name_____
School_____
Home Phone_____
Immediate Supervisor

1. Contract Provision Violated (Number of Section):

2. Statement of Grievance (Please indicate names, location, time, etc.):

3. Remedy Sought: _____

4. Date of Prior Discussion With Supervisor: _____

Association Representative(s):

By my signature, I verify that I attempted to (if applicable)
solve this Grievance by discussing it with my Immediate
Supervisor.

Date: _____

Grievant's Signature

Date Received by Immediate Supervisor: _____

(Please use other side, if necessary)

Send a completed copy to the Association and District Office

California Standards for the Teaching Profession At A Glance 2009 Revision

Engaging All Students

- Using knowledge of students to engage them in learning
- Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- Connecting subject matter to meaningful, real-life contexts
- Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- Promoting critical thinking through inquiry, problem solving, and reflection
- Monitoring student learning and adjusting instruction while teaching

Effective Environments for Student Learning

- Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- Creating a rigorous learning environment with high expectations and appropriate support for all students
- Developing, communicating, and maintaining high standards for individual and group behavior
- Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- Using instructional time to optimize learning

Understanding and Organizing Subject Matter

- Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- Organizing curriculum to facilitate student understanding of the subject matter
- Utilizing instructional strategies that are appropriate to the subject matter
- Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- Addressing the needs of English learners and students with special needs to provide equitable access to the content

Planning Instruction

- Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
- Establishing and articulating goals for student learning
- Developing and sequencing long-term and short-term instructional plans to support student learning
- Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

Assessing Students for Learning

- Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- Collecting and analyzing assessment data from a variety of sources to inform instruction
- Reviewing data, both individually and with colleagues, to monitor student learning
- Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- Involving all students in self-assessment, goal setting, and monitoring progress
- Using available technologies to assist in assessment, analysis, and communication of student learning
- Using assessment information to share timely and comprehensible feedback with students and their families

Developing as a Professional Educator

- Reflecting on teaching practice in support of student learning
- Establishing professional goals and engaging in continuous and purposeful professional growth and development
- Collaborating with colleagues and the broader professional community to support teacher and student learning
- Working with families to support student learning
- Engaging local communities in support of the instructional program
- Managing professional responsibilities to maintain motivation and commitment to all students
- Demonstrating professional responsibility, integrity, and ethical conduct

Alameda Unified School District
and the
Alameda Education Association

**DIFFERENTIATED PROFESSIONAL
GROWTH (DPG) SYSTEM HANDBOOK**

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students



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Forms

Form A: Self-Reflection Tool
Form B: Plan for Collecting Evidence of Student Growth
Form C: Professional Growth and Goals Plan
Form D: Classroom Observation Summary
Form E: Summative Evaluation
Checklist of due dates and deadlines

Overview

The Alameda Unified School District (AUSD) and the Alameda Education Association (AEA) created the Differentiated Professional Growth (DPG) System to be a more meaningful evaluation process based on the belief that educators are skilled professionals dedicated to ongoing improvement to support student achievement. The DPG System is intended to be flexible and support an educator's growth through all stages of their careers.

The DPG System is a cycle of self-assessment, collaborative goal-setting, data-collection, and reflection. It uses multiple sources of evidence about teaching and learning, including formal and informal observations, artifacts of teaching practice aligned with the California Standards for the Teaching Profession (CSTPs), evidence of student learning, and ongoing collaborative conversations to create a more complete and nuanced understanding of each educator's practice. This understanding then provides direction for individual professional development. The goal of the DPG System is to provide the support needed for each educator to achieve their own professional growth goals to enhance their students' learning.

The heart of the process is a meaningful, professional relationship between educator and evaluator built upon regular collaborative learning-focused conversations. These conversations, and valid evaluations, must be grounded in a clear, mutual understanding of the CSTPs since these standards define our practice and provide a framework for teaching.

There are detailed rubrics for 16 specific CSTP elements in Form A, Self-Reflection Tool. These rubrics are the foundation for reflection and goal setting at the beginning of the year, and for ongoing reflective conversations. While the educator will develop goals that focus on two elements of the CSTPs, it is important to remember that educators are evaluated on all six standards for formal evaluation purposes. A complete description of all the CSTPs may be found in Appendix B.

California Standards for the Teaching Profession (CSTP):

- Standard 1: Engaging and supporting all students in learning
- Standard 2: Creating and maintaining effective environments for student learning
- Standard 3: Understanding and organizing subject matter for student learning
- Standard 4: Planning instruction and designing learning experiences for all students
- Standard 5: Assessing students for learning
- Standard 6: Developing as a professional educator

The DPG process looks at both teaching practice and student performance. By making this distinction clear, the intent is to encourage the educator/evaluator team to focus on the important connections between the two.¹ This impacts both goal setting and collection of evidence. It requires the team to look at multiple measures beyond the traditional formal observations. This evidence is the focus of the team's collaboration and is not intended to create a portfolio. Together,

¹ California references student progress towards standards in evaluating certificated employee performance (Education Code Section 44662) but leaves the particulars to the local districts.

through conversations grounded in actual events, actions, statements, and artifacts, the team can build a mutual, nuanced understanding of teaching practice and impact on student growth.

Goals:

A guiding principle of the DPG System is to support educators at each stage of their career in achieving professional and personal growth. To that end, we encourage educators to set goals that recognize their individual interests and roles. For example, an experienced educator who has taken on training, coaching, or mentoring duties could create a goal around those roles. Alternatively, a new teacher could create a goal around the work they are doing for the induction process, or an educator pursuing an advanced degree could align their goals to support that work. The purpose is to help all educators challenge themselves in new ways and expand their capacities.

Three goals, created by the educator and evaluator, will drive the process:

- One teaching practice goal that aligns with the district's programs and professional development to improve Tier 1 instruction, grounded in one of the CSTP standard element rubrics (Form A), created collaboratively;
- A second teaching practice goal, grounded in any of the other 15 standard element rubrics (Form A), reflecting the educator's interest; and,
- The third, a student learning growth goal (Form B) based on a critical content standard.

Evidence of teaching practice: There are many different types of evidence the team can choose to collect to demonstrate educator practice. Decide together what makes good evidence for discussion based on your goal, your chosen CSTP element, and what is happening in the classroom. Focus on a limited number of pieces of evidence. The system is intended to be flexible, and what you choose to collect and discuss may change over the course of the year.

Evidence of teaching practice could but are not limited to:

- Lesson and unit plans
- Learning outcomes for lessons and units communicated to students
- Observation data
- Analysis of student work, quizzes, tests, benchmarks or other assessments to inform instruction
- Communications with peers and parents

Evidence of student growth: Collecting evidence of student growth is important to understanding the success of actions in the classroom. The team should choose evidence of student learning that reflects the student learning growth goal, and critical content expectations. Student work may be used as evidence of student learning **and** teacher practice growth. As the year progresses, the team may choose to focus on analyzing different types of student work as appropriate.

Choose evidence that can be collected over time and that will show growth in academic understanding, specific skills, or concepts. Types of evidence that educators may choose to collect could include, but are not limited to:

- Student work samples, quizzes, exit tickets, tests, benchmarks or other assessments
- Observation data, teacher tallies, etc.

- Student reflections on their learning

Intent of DPG System:

The DPG System should continue to evolve to be more flexible, and to more specifically address credentialed educators not in classroom roles such as counselors, nurses, and other specialists. A DPGS oversight committee, made up of AEA and District representatives, will provide ongoing development and management of the evaluation process.

The goal is to create a flexible system that works for the variety of educators roles, acknowledges the factors that influence student performance, and provides the support and resources for all teachers to continue to grow and reflect professionally. The guiding principles for the Alameda DPG system are included in Appendix A. In order to maintain fidelity, it is important that the team review and reference the Guiding Principles as they proceed through the process.

Overview of Forms:

Form A: Self-Reflection Tool	CSTP Element Rubrics, teacher chooses two as focus for year and to create practice goals
Form B: Plan for Collecting Evidence of Student Learning Growth	Worksheet for developing student learning growth goal and identify appropriate evidence
Form C: Professional Growth Plan	Worksheet to capture conversation around CSTP goals, evidence and plan for professional development, should be revisited during year
Form D: Classroom Observation Summary	Worksheet to communicate feedback after formal observations
Form E: Summative Evaluation	This is the only form that will become part of teacher's employment records

Additional Program Information

Connections to Professional Learning and Development: The DPG cycle of goal setting, evidence collection, reflection, dialogue with other professionals, and the application of results to improve practice is inquiry-based, job-embedded professional learning and development. The team will collaborate to identify, coordinate, and support additional learning opportunities to connect educators to professional learning that is relevant to their goals and needs. Evaluation and professional learning are mutually reinforcing and serve to improve practice and student outcomes.

Alignment With Other Systems: Implementation of the DPG System is aligned with district and school improvement efforts and the state's accountability and support system. For example:

- Implementation of state standards and assessments for students
- Induction for beginning teachers
- Multi Tiered System of Support (MTSS) including Positive Behavior Interventions Support (PBIS)
- Restorative practices

Roles and Responsibilities

This table outlines the respective responsibilities of the educator/evaluator roles. It should be referred to throughout the year.

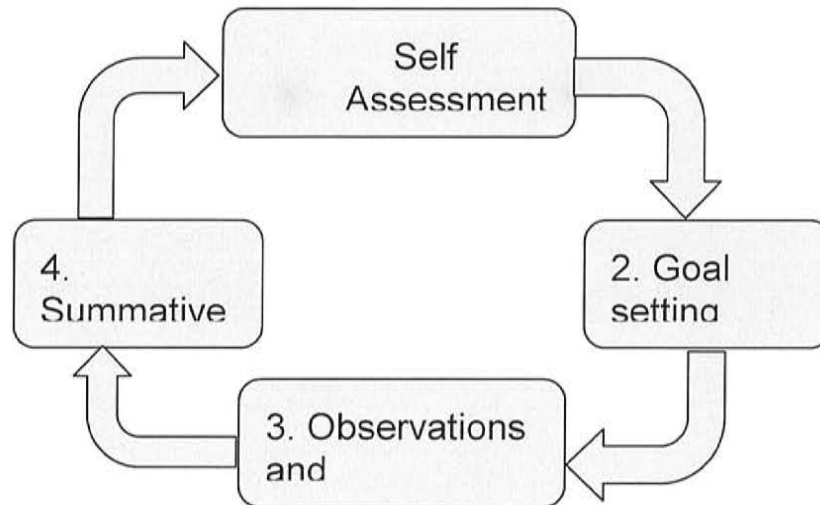
<p><i>Educator will:</i></p> <ol style="list-style-type: none"> 1. Attend the orientation meeting 2. Review California Standards for Teaching Practice, CSTPs, and AUSD's DPG System handbook 3. Complete the Self-Reflection Tools (Form A) for proposed goals and the Plan for Collecting Evidence of Student Learning Growth (Form B) prior to initial Goal Setting and Reflection Conference 4. Collect data/evidence throughout the cycle according to initial conference plan(Form C) 5. Schedule first formal observation with a pre and post conference (Form C/D) 6. Gather student work samples prior to the post observation conference 7. Participate in Mid-year Reflective Conversation and schedule second formal observation (*), pre and post conference, or agree to informal observations and discussions (Form C) 8. Participate in end-of-year summative conference and complete document with evaluator (Form E) <p>(*) If appropriate</p>	<p><i>Evaluator will:</i></p> <ol style="list-style-type: none"> 1. Have a working knowledge of CSTPs and the rubrics (Form A) and AUSD's DPG System handbook 2. Participate in ongoing training on effective observation and learning focused conversations. Use and practice these skills on an ongoing basis 3. Schedule individual Goal Setting and Reflection Conference with each educator on evaluation cycle. 4. Calendar informal observations (Form C) 5. Provide brief feedback on informal observations that includes two supportive comments and one "wonder" question for the educator 6. Schedule pre and post conference and first formal observation of educator (Form D) 7. Give feedback on progress toward goals 8. Hold Mid-Year Reflective Conversation with educator (can be combined with the second formal observation pre-conference) (Form C) 9. Conduct second formal observation, pre and post conference, if appropriate 10. Prepare, schedule and facilitate Summative Conference and Reflection 11. Complete Summative Evaluation with educator (Form E)
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The Differentiated Professional Growth Cycle Timeline

Month	Educator	Evaluator	Team
August	<ul style="list-style-type: none"> District orientation and training on process and rubrics 		
September	<ul style="list-style-type: none"> Reflect on rubrics (Form A) Draft three proposed goals Draft evidence plan (Form B) 	<ul style="list-style-type: none"> Visit classroom 	<ul style="list-style-type: none"> Goal setting meeting <ul style="list-style-type: none"> Agree to annual growth goals Finalize plan for collecting evidence (Form B) Record professional growth plan (Form C)
October - December	<ul style="list-style-type: none"> Implement professional growth plan Gather evidence Reflect on feedback Monitor growth on selected standards rubrics (Form A) Identify opportunities for professional development 	<ul style="list-style-type: none"> Informal classroom visits Document formal observations and feedback Coordinate and find resources to support professional development 	<ul style="list-style-type: none"> Pre-observation discussion First formal observation Post-observation summary discussion (Form D) Ongoing reflective conversations to <ul style="list-style-type: none"> Analyze evidence from artifacts and informal observations Support PD opportunities
January - February	<ul style="list-style-type: none"> Continue to implement professional growth plan Gather evidence Reflect on feedback Monitor growth on rubrics Participate in PD 	<ul style="list-style-type: none"> Informal classroom visits Document formal observations and feedback on draft (Form D) 	<ul style="list-style-type: none"> Mid-year reflection <ul style="list-style-type: none"> Revisit rubrics and monitor growth Review and update professional growth plan (Form C) Pre-observation discussion Second formal observation if appropriate Post-observation summary discussion (Form D) Ongoing reflective conversations to <ul style="list-style-type: none"> Analyze evidence from artifacts and informal observations Debrief PD learnings
March - April	<ul style="list-style-type: none"> Reflect on professional growth process and progress towards goals Record growth on selected rubrics Summarize learnings from evidence of student growth 	<ul style="list-style-type: none"> Draft preliminary summative feedback (Form E) 	<ul style="list-style-type: none"> Summative meeting by: <ul style="list-style-type: none"> March 1 for Probationary May 1 for Permanent Share evidence of progress on established goals Revisit standards selected rubrics Complete summative evaluation (Form E)

Checklist: This form is a handy summary of due dates and deadlines for planning purposes.

The Differentiated Professional Growth Cycle



STEP 1: SELF ASSESSMENT AND GOAL DEVELOPMENT

August-September

Form A: Self-Reflection Tool/Rubrics

Form B: Plan for Collecting Evidence of Student Learning Growth

Checklist: Summary of due dates and deadlines

Creating Three Growth Goals:

To create meaningful goals, educators will first reflect on their own practice and on student performance in their classrooms. Then they will create three proposed goals for discussion with their evaluator.

- One teaching practice goal that aligns with the district's programs and professional development to improve Tier 1 instruction, grounded in one of the CSTP standard element rubrics (Form A), created collaboratively;
- A second teaching practice goal, grounded in any of the other 15 standard element rubrics (Form A), reflecting the educator's interest; and,
- The third, a student learning growth goal (Form B) based on a critical content standard.

Reflection on Teaching Practice:

1. Review the California Standards for the Teaching Profession, Appendix B, and the Self-Reflection Tool (Form A) rubrics.
2. Based on your proposed goals, highlight the selected rubrics on Form A to reflect your current practice (sections of multiple columns may be highlighted)
3. Highlight examples of evidence that demonstrate your practice addressing this element, and
4. Draft one professional growth goal for each of the two CSTP elements chosen.

Differentiating for teachers when they create their goals

A guiding principle of the DPG System is to support educators at each stage of their career to achieve professional personal growth. It encourages the team to develop a relational trust that empowers them to think outside the box. We recognize that many educators take on important roles that can be supported by this process. For example, an educator enrolled in outside

coursework or pursuing an advanced degree could have a goal around CSTP 6: Developing as a Professional Educator. Alternatively, a new educator could choose to create a goal around the induction process. An educator could set a goal around their work in training or mentoring others. The purpose is to help all educators challenge themselves in new ways and expand their capacities.

The Goal for Analyzing Evidence of Student Growth

The third goal is a student learning growth goal focused on a critical content standard. This may naturally arise from the development of the teaching practice goals, or from an area of need the teacher has identified.

The Plan for Collecting Evidence of Student Growth (Form B) is designed to help develop a plan for collecting evidence which can be reviewed and discussed periodically to monitor student progress, and explore modifying instruction to achieve the goal. Choose evidence that can be collected over time and that will show growth in academic understanding or growth of specific skills or concepts.

Types of applicable evidence could include, but are not limited to:

- Classroom quizzes, tests, or other assessments
- Student writing
- Student work samples
- Exit tickets
- Student reflections on their learning

For example: If a goal is to improve 3rd grade students' ability to write paragraphs with clear topic sentences and supporting details citing evidence from the text, evidence to collect could include baseline examples from early in the year, quick writes, graphic organizers, other writing assignments, and the summary product.

STEP 2: GOAL SETTING CONFERENCE

By September 30

Form A: Self-Reflection Tools/Rubrics

Form B: Plan for Collecting Evidence of Student Growth

Form C: Professional Growth and Goals Plan

Ongoing, learning-focused conversations are important opportunities to develop teaching practice. During the conferences, the evaluator should pose questions to invite thinking and set a tone for openness and risk taking. The educator should do most of the talking while the evaluator actively listens, facilitating the process by asking questions to clarify, broaden, or focus thinking. A Guide for Reflective Conversation is available in Appendix C.

At the goal setting conference, the educator and evaluator will:

- A. Review/discuss completed CSTP Rubrics (Form A) for the two CSTP focused goals (Goal 1 aligned with district or site initiatives and Goal 2 reflecting the educator's interest), and any data/evidence gathered to date.
 - a. Finalize language for the two CSTP goals
 - b. Identify appropriate evidence to illustrate growth in this area
 - c. This information is recorded on the Professional Growth Plan (Form C)

- B. For the student learning growth goal (Goal 3)
 - a. Review Form B: plan for collecting evidence of student learning growth and finalize the student learning growth goal
 - b. Discuss appropriate evidence that will illustrate growth in desired area and make a plan to collect and discuss student work during the year
 - c. Discuss how instructional techniques and/or interventions will support student growth and align with the CSTP growth goals.
- C. Also on Form C: Professional Growth Plan, the team should discuss and record any agreements regarding:
 - a. Professional development opportunities, trainings, available coaching, etc. to support teacher practice growth goals
 - b. Dates for the first scheduled observation and debrief

If the educator/evaluator cannot agree on the CSTP element goal or on the student growth goal, they should discuss with Human Resources, who will make the final decision.

STEP 3: OBSERVATION PROCESS

October - March

Post Classroom Observation Summary (Form D)

Checklist: Summary of due dates and deadlines

For probationary employees, there are two required formal observations and several informal observation. The first observation will be completed by December 1st.

For permanent employees, the DPG System may be more flexible; if the educator/evaluator mutually agree, the evaluation can be based on one formal observation, and several informal observations.

The educator/evaluator are encouraged to meet regularly to plan and debrief. These conversations are the heart of the DPG System.

Pre-observation conference

The team will meet *at least two work days prior* to each formal observation. The educator will bring a brief outline (not a comprehensive academic lesson plan) for the planned lesson.

During the meeting, the team will review the lesson outline and discuss:

- Lesson objective/learning outcomes tied to academic standards
- Where the lesson falls in the learning cycle
- Instructional strategies the educator is planning to use and wants the evaluator to focus on
- How this lesson connects to the educator's growth goals
- What the educator would like the observer to look for
- A plan for what student work samples will be collected

Scheduled Observation

Record the observation date on the Checklist of due dates and deadlines

The formal observation will be at least 30 minutes long. The evaluator will record evidence of educator practice and student performance during the observation to serve as a foundation for the analysis of teaching practice required in the Post Classroom Observation Summary (Form D). They should pay attention to the focus agreed to during the pre conference, but observations do not need to be limited to only those goals.

Post-Observation Conference

The post-observation conference must take place *within seven work days* of the observation barring extenuating circumstances. Before the conference, the evaluator needs to synthesize the observation data and draft a summary of evidence of strengths and areas for development aligned with the educator's goals and CSTPs on the Post Observation Summary (Form D).

At the conference, the team will reflect on the observation data, relevant student work samples, and any other recorded observations. They may also review evidence of student growth collected since the last meeting. Updates should be recorded on Form C: Professional Growth and Goals Plan. The goal is to reflect on the observation, and on the overall progress towards the educator's goals and where they are currently on the CSTP rubrics. The Post Observation Summary (Form D) will be collaboratively finalized at this meeting, documenting any next steps. The educator has the opportunity to add additional comments.

If the evaluator marks the educator as *Ineffective* in any of the CSTPs, the team must record next steps including a specific objective for improvement, strategies and supports offered to the educator to work on strengthening the areas of concern, a schedule for a follow up formal observation, and a timeline for further conversations.

Mid-Year Reflective Conversation (if no second formal observation)

If the team does not plan a second formal observation, they will hold a mid-year meeting to revisit progress toward goals and performance against standards, analyze the evidence and reflect on it via collaborative professional conversation; and discuss professional growth needs and next steps. This is in place of the formal observation cycle and discussions. These conversations are intended to help the educator make ongoing adjustments in their practice and select relevant professional learning opportunities. The team should document next steps and agreements on the Professional Growth and Goals Plan (Form C).

Informal Observations

The evaluator will visit the classroom several times throughout the year. These visits should complement the formal classroom observations providing opportunities for formative feedback. Benefits of informal observations may include:

- Frequent, targeted feedback
- Areas of growth to inform practice before the formal classroom observations
- Links to professional development to identified growth areas during the current school year

- Administrator support in developing areas and “Check-ins” on established annual goals

An informal classroom visit should last at least 10 minutes, and the evaluator should leave brief supportive feedback, two supportive comments and one “wonder” question for the educator. If the evaluator wants to provide more extensive feedback, they should schedule a learning conversation with the educator.

STEP 4: SUMMATIVE CONFERENCE AND REFLECTION

Form E: Summative Evaluation

Schedule the Summative Conference with enough time to complete the process before the statutory deadlines. The process must be complete by **March 1 for probationary** status employees and by **May 1 for those with permanent status**.

Prior to the meeting, the evaluator will draft their initial thoughts on the Summative Evaluation Form (Form E), assessing performance against the agreed goals, including:

1. Reflection on the student learning growth goal,
2. Reflection on the overall evaluation and especially, the educator’s progress in demonstrating understanding of and competency in all six areas of the CSTPs, and
3. References to the DPG System Guiding Principles and an evaluation of the educator’s ability to make progress on the CSTP rubrics towards development of their teaching practice.

Since this is a team process, we strongly recommend that the educator come to the Summative Conference prepared to reflect on their progress towards meeting the specific items listed in their Professional Growth and Goals Plan (Form C) in addition to the Student Learning Growth Goal (Form B). This may be done in an optional written format if desired.

The team will review evidence of progress on the teaching practice and student learning growth goal and reflect on professional growth over the year. Based on that reflective conversation, the team will update the Summative Evaluation. This meeting is an opportunity to celebrate success and to document progress. It is also the time for the evaluator to address any area(s) of concern that need to be discussed, or to add commendations for areas in which the educator has demonstrated outstanding performance. Lastly, it is an opportunity to look ahead, and discuss goals and steps for continued professional growth.

Following the meeting, the evaluator will finalize the Summative Evaluation Form (Form E) and provide it to the educator for their signature within seven work days of the conference. The educator may add additional comments to the Summative Evaluation.

EDUCATOR PERFORMANCE LEVELS

Innovating

Innovating performance represents a level of practice that exceeds the already high standard of effective. Innovating indicates the educator consistently models initiative, raises performance through expanding knowledge, and improves effectiveness in a manner that exceeds expectations. The educator facilitates a learning environment that is respectful, rigorous, and responsive in advancing student achievement. The educator engages in and facilitates collaborative learning communities focused on providing quality instruction and optimal learning for a full range of students. Innovating is reserved for performance on an element that is of such a high level that it could serve as a model.

Effective

The educator performs in a manner that demonstrates competence and expertise in meeting the standard elements. The educator provides a respectful and rigorous learning environment that supports and challenges all students to achieve. Appropriate assessments guide differentiated instruction to meet the needs of students. The educator collaborates and reflects regularly with colleagues to improve teaching practice, and consistently demonstrates a willingness to learn and apply new skills and concepts. Performance at this level is understood to be fully satisfactory.

Emerging

Represents a level of performance that is developing or below the requirements for meeting a standard element but is not considered unsatisfactory at this time. The educator demonstrates an expanding awareness of curriculum and instructional practices to support and engage students in learning. However, further growth is necessary and an improvement plan will be developed to support and guide the educator.

Ineffective

Ineffective is when an educator's performance is inadequate and consistently below the standard element(s) or both. Immediate intervention, structured support, and an improvement plan will be put in place.

APPENDIX A

Guiding Principles

These are the guiding principles for the Alameda Unified Differentiated Professional Growth (DPG) System for all Educators (classroom and non-classroom):

1. The goal of the DPG System is to strengthen the knowledge, skills and practices of all educators to improve student learning.
2. Our system must provide relevant and constructive feedback that supports and informs our work. Feedback must be coordinated with ongoing, quality professional development; linked to curriculum and the CSTP teaching standards; and provide adequate time and resources for coaching, modeling, observation, and mentoring.
3. Our system must be differentiated to support the development of educators through all career stages -- from beginning to mid-career to veteran.
4. All evaluation components and procedures must be based on research and best practices; be clearly defined, explained and transparent to all educators; and monitored regularly for validity and reliability.
5. All Evaluators must have extensive training and calibration in evaluation procedures and tools.
6. Evaluations must include evidence of teaching and student learning from multiple sources.
7. Our system must address the variety of educators' roles, basing evaluations on the standards of professional practice appropriate to each role in the organization. The system also needs to recognize educators for the roles and responsibilities they assume at the site and district levels.
8. The system needs to acknowledge factors that influence student learning that are outside of the educator's control.
9. To protect the integrity of the evaluation system, everyone involved in the evaluation process must keep the information collected confidential.
10. Our system will be implemented, regularly monitored, and evaluated by an ongoing joint committee of AEA members and administrators to ensure a supportive climate for improving practice and professional growth. The committee is also tasked with ensuring the DPG System aligns with other district programs, including teacher induction and PAR, provides expanding opportunities for professional development and implementation of research-based strategies.

To be successful, our system to support professional learning requires an ongoing commitment of the necessary financial resources, training, and time from all parties.

APPENDIX B

California Standards for the Teaching Profession - 2009

STANDARD ONE:	STANDARD TWO:
ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING	CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
<ul style="list-style-type: none"> 1.1 Using knowledge of students to engage them in learning 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests 1.3 Connecting subject matter to meaningful, real-life contexts 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs 1.5 Promoting critical thinking through inquiry, problem solving, and reflection 1.6 Monitoring student learning and adjusting instruction while teaching 	<ul style="list-style-type: none"> 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students 2.5 Developing, communicating, and maintaining high standards for individual and group behavior 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn 2.7 Using instructional time to optimize learning
STANDARD THREE:	STANDARD FOUR:
UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING	PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
<ul style="list-style-type: none"> 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter 3.3 Organizing curriculum to facilitate student understanding of the subject matter 3.4 Utilizing instructional strategies that are appropriate to the subject matter 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content 	<ul style="list-style-type: none"> 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction 4.2 Establishing and articulating goals for student learning 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students
STANDARD FIVE:	STANDARD SIX:
ASSESSING STUDENTS FOR LEARNING	DEVELOPING AS A PROFESSIONAL EDUCATOR
<ul style="list-style-type: none"> 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction 5.3 Reviewing data, both individually and with colleagues, to monitor student learning 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction 5.5 Involving all students in self-assessment, goal setting, and monitoring progress 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning 5.7 Using assessment information to share timely and comprehensible feedback with students and their families 	<ul style="list-style-type: none"> 6.1 Reflecting on teaching practice in support of student learning 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning 6.4 Working with families to support student learning 6.5 Engaging local communities in support of the instructional program 6.6 Managing professional responsibilities to maintain motivation and commitment to all students 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

APPENDIX C

Reflective Conversation Guide

Reflective conversations are an opportunity to develop the educator's teaching practice through timely and effective feedback. The evaluator sets the supportive tone for openness and risk taking, posing questions to invite thinking. The educator should be the one doing most of the talking while the evaluator actively listens, asking questions to clarify, to broaden, and to focus thinking. These conversations are expected to last 20 - 25 minutes.

Reflective Conversation Phases

Phase 1: Activating and Engaging

- Provide high-level view of strengths and areas for growth based on collected evidence.
- Provide opportunity to share contextual information or raise concerns that are relevant to the areas of growth.

Phase 2: Exploring and Discovering

- Determine focus areas of growth: What will the focus of the conference be?
- Establish shared criteria for success: What will it look like when practice improves in this indicator?
- Discuss strategies: What tools, resources, or strategies can be used to improve practice?
- Provide choice points: What one or two actions can move practice forward?

Phase 3: Organizing and Integrating

- Educator reflects on what he or she is taking away from the conversation
- Educator and evaluator determine concrete next steps.

Each of the conversations in the DPG system should cycle through these 3 phases. Below is an outlined checklist to guide through each conference.

Pre-Observation Planning Conference

1. Engage:
 - a. Set context and objective for the meeting
 - b. Revisit educator's goals
2. Explore
 - a. Progress and data gathered to date
 - b. The plan for the observed lesson into context
 - c. Instructional strategies
 - d. Indicators of success
 - e. Connect to educator's goals
3. Integrate:
 - a. Synthesize conversation. Clarify next steps
 - b. Agree on focus and data to be collected during the observation

Post-Observation Reflection Conference

1. Engage
 - a. Set context and objectives for meeting
 - b. Share high-level recollections and perceptions

2. Explore
 - a. Data gathered during observation
 - b. Patterns and context
 - c. Compare/contrast, analyze cause and effect
 - d. Instructional strategies based on data
 - e. Success of learning goal for all, some, none of the students
 - f. Strategies, resources, approaches to further support
 - g. Self Reflection rubric (Form A)
3. Integrate
 - a. Synthesize conversation, major takeaways
 - b. Clarify concrete next steps

Summative Conference

1. Engage
 - a. Set context of the culmination of the process
 - b. Revisit goals and process
2. Explore
 - a. Data from multiple sources
 - i. Observations
 - ii. Evidence of student growth
 - iii. Other artifacts or data
 - b. Progress on Self Reflective Rubric (Form A) as supported by data
3. Integrate:
 - a. Synthesize conversation, focus on major takeaways
 - b. Reflect on the process and each person's role
 - c. Identify opportunities to apply learnings
 - d. Clarify next steps

Use conversation stems that promote reflective thinking and collaboration. Consider the developmental needs of the Educator and the relationship between Educator and Evaluator as you plan for the conversation.

<i>Reflective Stems</i>	<i>Collaborative Stems</i>	<i>Consulting Stems</i>
<ul style="list-style-type: none"> • What did you notice about • What's your thinking about • How have you dealt with this in a similar situation? 	<ul style="list-style-type: none"> • Let's think about • Let's brainstorm • How might we • Let's generate 	<ul style="list-style-type: none"> • Here are some options you might consider • One idea you could try is • It's important to ... • Keep in mind that ... • Pay attention to ...

FAQ: What's new in the DPGS system

Old System	DPG System
Evaluation based on administrator observing teacher in classroom	Evaluation based on ongoing collaboration focused on teaching and learning
Every two years	Every four years, after first four years in district
Criteria for evaluation at discretion of evaluator and evaluator's perceptions	Focused on evidence of teaching practice aligned with CSTPs
Required two formal observations	One formal observation required, second observation is at discretion of team
Teacher writes up lesson plan gives to evaluator	Teacher talks to evaluator about plan for lesson and context
Goals at discretion of evaluator some admin asked for 6, some for 2, some told people what their goals were to be	3 clear goals: 1. One aligned to site or district initiative 2. One teacher's choice of focus 3. One student learning growth goal
No required discussion of student learning	Putting student learning at the heart of the conversation
Grounded in us vs. them philosophy	Recognizes that teachers and administrators are professionals interested in continually improving their skills
Meetings/deliverables <ul style="list-style-type: none"> • Teacher/evaluator meet • Teacher writes goals or admin gives goals • Teacher writes lesson plan • Observation #1 • Post-observation meeting • Teacher writes lesson plan • Observation #2 • Post-observation meeting • End-of-year evaluation meeting 4 meetings Write goals Write 2 lesson plans	Meetings/deliverables <ul style="list-style-type: none"> • Teacher creates goals based on CSTP rubrics • Team meets to discuss goals and evidence • Pre-observation discussion • Observation #1 • Post-observation meeting • Mid year check-in • Ongoing informal observations or a second formal observation • End-of-year evaluation meeting 5 or more meetings Write goals

SELF-REFLECTION TOOL CSTP 1.4 (FORM A)

FOR EDUCATOR

Educator _____

Site _____

School Year _____

Directions: Read the Standard and Element. Based on your past and current teaching practices, highlight where you feel you are on the rubric.

Standard and Element	Ineffective	Emerging	Effective	Innovating
<p>Standard 1 Engaging and Supporting All Students in Learning</p> <p>Element 4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs</p>	<p>Does not utilize resources to assist student learning, including materials provided by the school/district</p> <p>Does not use a variety of instructional strategies to meet student needs</p>	<p>Utilizes some resources provided by the school/district for classroom use</p> <p>Demonstrates mastery of a limited repertoire of strategies</p> <p>Attempts to implement additional instructional strategies, resources, and technologies to better meet students' diverse learning needs</p>	<p>Regularly integrates school/district resources</p> <p>Utilizes a variety of strategies including culturally responsive pedagogy, resources, and technologies during ongoing instruction to meet students' diverse learning needs</p>	<p>Creates, adapts, and integrates a broad range of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs</p>
STUDENT RESPONSE	Very few or no students are engaged in the learning process	Some students participate, using strategies, resources, and technologies provided	Students actively participate using the strategies, resources, and technologies	Students take responsibility and use appropriate strategies, resources, and technologies that successfully advance their learning
CRITICAL ATTRIBUTES (Not intended to be an exhaustive checklist)	<ul style="list-style-type: none"> Variety of instructional strategies not evident Does not take advantage of available resources (e.g. materials and/or technology) Not responsive or blames students when they encounter difficulty learning 	<ul style="list-style-type: none"> Demonstrates use of a limited set of instructional strategies Utilizes a limited variety of materials Minimal opportunities for use of technology resources Provides students access to some additional district/school resources (e.g. online textbooks) Attempts to address needs of all students but demonstrates limited ability and/or resources 	<ul style="list-style-type: none"> Educator facilitates use of technology resources Resources address a variety of learning needs Identifies outside resources and shares with students Conveys to students other approaches to try when the students experience difficulty. Integrates multiple approaches to reach all learners including students having difficulty. 	<ul style="list-style-type: none"> Resources are matched to student skill level Identifies multidisciplinary resources Incorporates students' interests and questions Conveys to students a broad range of approaches Engages with others in the school and beyond to develop and share effective instructional strategies, resources and technologies

6/13/2018

<p>Examples of evidence that demonstrate that I am addressing this standard:</p> <ul style="list-style-type: none"> • Research-based strategies • Content specific strategies aligned with common core state standards • Use of a variety of instructional formats/groupings • Consideration of Universal Design for Learning • Student choice in activity • Visuals paired with verbal instruction • Graphic organizers / SIM strategies and routines / note-taking guides • Frequent checking for understanding • Other formative assessment • Use of technology for presentation of information • Use of technology for active student learning • Use of manipulatives • Use of several different strategies to teach the same concept • Effectively use classroom walls and space to enhance learning 	<p>As educators develop, they may ask, "How do I..."</p> <ul style="list-style-type: none"> • Select and utilize a range of instructional approaches, including culturally responsive pedagogy, to engage students, in learning? • Use a variety of strategies to introduce, explain, and restate subject matter concepts and processes so all students understand? • Help all students learn, practice, internalize, and apply subject-specific learning strategies and procedures? • Adapt materials and resources, make accommodations, and use appropriate assistive equipment and other technologies to support students' diverse learning needs? • Use differentiated instruction to meet the assessed learning needs of students and increase active participation in learning?
	<p>Draft Goal: Based on the self-assessment, draft a professional growth goal for this element to be discussed with your evaluator. Remember SMART, Specific, Measurable, Attainable, Relevant, and Timely.</p>

SELF-REFLECTION TOOL CSTP 1.5 (FORM A)

FOR EDUCATOR

Educator _____

Site _____

School Year _____

Directions: Read the Standard and Element. Based on your past and current teaching practices, highlight where you feel you are on the rubric.

Standard and Element	Ineffective	Emerging	Effective	Innovative
<p>Standard 1 Engaging and Supporting All Students in Learning</p> <p>Element 5 Promoting critical thinking through inquiry, problem solving, and reflection</p>	<p>The educator's questions, inquiries, and/or tasks are of low cognitive challenge</p> <p>Questions asked and answered with minimal student participation or no student participation at all</p> <p>Educator does not ask students to explain their thinking/reasoning</p>	<p>Leads students through a single path, with answers seemingly predetermined prior to process of inquiry. Attempts to engage students in critical thinking, but only a few students are involved</p> <p>Attempts to engage all students in discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results</p>	<p>Challenges students to justify their thinking, pose, and solve problems while successfully engaging most students in the discussion, employing a range of strategies to ensure that most students are heard</p> <p>Creates a genuine discussion among students, providing adequate time for students to reflect and respond and stepping aside when doing so is appropriate</p>	<p>Poses problems and develops tasks that use a variety or series of questions to challenge students cognitively, increase critical thinking and discourse, and promote metacognition</p> <p>Facilitates regular opportunities for students to apply critical thinking by designing structured inquiries into complex problems</p> <p>Facilitates opportunities for students to formulate questions, initiate topics, challenge one another's thinking, and make contributions</p>
<p>STUDENT RESPONSE</p>	<p>Students do not participate or are not given the opportunity to participate in the inquiry, problem solving, or reflection process</p>	<p>Some students participate in discussion and/or inquiry tasks</p> <p>Inconsistent opportunities for students to explain their reasoning</p>	<p>Students respond to varied questions or tasks designed to promote comprehension and critical thinking</p> <p>Students respond to questions and problems posed by the educator and begin to pose and solve related problems of their own content</p>	<p>Students pose problems and construct questions of their own to support inquiries into content</p> <p>Students pose and answer a wide-range of complex questions and problems, reflect, and communicate understandings based on in-depth analysis of content learning</p>

6/13/2018

<p>CRITICAL ATTRIBUTES (Not intended to be an exhaustive checklist)</p>	<ul style="list-style-type: none"> • Questions are low cognitive level, often with single correct answer • Questions and/or task do not invite student thinking • Does not ask students to explain their thinking • Only a few students participate • Limited student voices 	<ul style="list-style-type: none"> • Questions and/or task attempt to promote critical thinking, but may lack rigor and/or complexity • Students are asked to explain their thinking, but only some students attempt to do so 	<ul style="list-style-type: none"> • Questions or task are open ended inviting students to think and/or offer multiple possible answers • Makes effective use of wait time • Discussions enable students to talk to one another without ongoing mediation by educator • Calls on most students, even those who don't initially volunteer • Many students actively engage in the discussion or task • Asks students to justify their reasoning, and most attempt to do so 	<ul style="list-style-type: none"> • Builds on and uses student responses to questions in order to deepen student understanding • Students initiate higher order questions • Students extend and enrich the discussion • Students invite comments from their classmates and challenge one another's thinking • Most students are engaged in the discussion or task
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<p>Examples of evidence that demonstrate that I am addressing this standard:</p> <ul style="list-style-type: none"> • Use depth of knowledge/Bloom's taxonomy • Conduct experiments • Use scientific method • Higher order cognitive skills are required to complete assignments • Provide time for student discussion that includes analysis and inquiry • Provide time for student peer feedback, educator feedback, and self-reflection 	<p>As educators develop, they may ask, "How do I..." or "Why do I..."</p> <ul style="list-style-type: none"> • Encourage students to use multiple approaches to solve problems? • Encourage students to ask critical questions and consider diverse perspectives about subject matter? • Provide opportunities for students to think about, discuss and evaluate content? • Ask questions to facilitate discussion, clarify and extend students' thinking? • Support students to think and communicate with clarity and precision? • Help students apply previous learning to new situations? • Encourage students to create, imagine and innovate? • Help students to develop and use strategies and technologies for accessing knowledge and information?
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<p>Draft Goal: Based on the self-assessment, draft a professional growth goal for this element to be discussed with your evaluator. Remember SMART, Specific, Measurable, Attainable, Relevant, and Timely.</p>
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SELF-REFLECTION TOOL CSTP 2.3 (FORM A)

FOR EDUCATOR

Educator _____ Site _____ School Year _____

Directions: Read the Standard and Element. Based on your past and current teaching practices, highlight where you feel you are on the rubric.

Standard and Element	Ineffective	Emerging	Effective	Innovating
<p>Standard 2 Creating and Maintaining Effective Environments for Student Learning</p> <p>Element 3 Establishing & maintaining learning environments that are physically, intellectually and emotionally safe</p>	<p>Unaware of state, district and site policies and laws regarding safety.</p> <p>Does not respond to behaviors that impact student safety</p> <p>The classroom is often unsafe inhibiting accessibility to learning.</p> <p>No procedures for dealing with students emotional or physical distress</p> <p>Does not encourage or recognize student contributions</p>	<p>Recognizes and addresses safety issues regarding materials and the organization of the learning environment.</p> <p>Responds to behaviors that impact student safety and explores strategies to establish physical, emotional and intellectual safety.</p> <p>Strives to create a safe, accessible learning environment, however classroom interactions are inconsistent.</p> <p>Encourages students to take risks and to express opinions related to the topic of discussion with mixed results.</p> <p>Recognizes the achievements and contributions of many students</p>	<p>Creates and maintains a classroom environment that facilitates positive and productive interactions.</p> <p>Anticipates and reduces risks to physical, emotional, and intellectual safety in the classroom and school with all students' needs in mind.</p> <p>Establishes behavior expectations and routines for students to prevent behavior problems, intervening early in crisis, and assisting students with de-escalation strategies to maintain a safe environment.</p> <p>Encourages students to take risks and to express thoughtful and respectful opinions related to the topic of discussion.</p> <p>Encourages, supports and recognizes the achievements and contributions of all students</p>	<p>Educator and students share the responsibilities of creating and maintaining a classroom environment that facilitates positive and productive classroom interactions</p> <p>Educator models positive interaction behaviors, and thoughtful intellectual and emotional risk taking, fostering a safe, accessible learning environment for all students</p>
STUDENT RESPONSE	<p>Students are unaware of school and classroom routines, procedures and expectations.</p> <p>Students often speak out with disrespectful opinions or</p>	<p>Students follow teacher guidance regarding potential safety issues for self or others.</p>	<p>Students take risks, offer opinions, and share alternative perspectives.</p> <p>Students take pride in their achievements</p>	<p>Students share responsibility for intellectual and emotional safety for all in the classroom.</p> <p>Students take risks and express thoughtful and respectful opinions related to the topic of</p>

	comments that do not relate to the content or topic.			discussion. Students take pride in their own and others' achievements and contributions. Students make adjustments in the classroom to support safety and learning for all students.
CRITICAL ATTRIBUTES <i>(Not intended to be an exhaustive checklist)</i>	<ul style="list-style-type: none"> No effort to have students communicate respectfully. Classroom routines and procedures do not support collaborative learning Student behavioral referrals are unmanageable and may be inappropriate. No support for student social and emotional development (work ethic, growth mindset, perseverance, teamwork, conflict resolution, and empathy) Student work is not displayed and teaching artifacts are not evident. Does not attempt to arrange the classroom environment 	<ul style="list-style-type: none"> Refers to social development and respectful behaviors when occasion arises. Classroom routines and practices support collaborative learning for some students. Student behavioral referrals are manageable, but may be inappropriate. Educator attempts to support student development in areas such as work ethic, growth mindset, perseverance, teamwork, conflict resolution, and empathy Student work displayed sporadically, and teaching artifacts may be evident. Room and seating arrangement in 	<ul style="list-style-type: none"> Social development and respectful behaviors are taught explicitly. Classroom routines and practices support collaborative learning for all students. Student behavioral referrals are infrequent and appropriate. Educator supports student outcomes in non-academic factors. Student work displayed consistently, and teaching artifacts are evident. Room and seating arrangement in classroom support access to essential learning for students. High expectations for learning and participation are 	<ul style="list-style-type: none"> Social development and respectful behaviors are taught explicitly and clearly evident in student behavior Educator and students maintain classroom routines and practices to support collaborative learning for all students. Educator and students support student outcomes in non-academic factors. Student work is effectively displayed and changed regularly. Room and seating arrangement support access to essential learning for all students, including those with special needs.

	<ul style="list-style-type: none"> Transitions and routines are inconsistent 	<p>classroom supports access to essential learning for some students.</p> <ul style="list-style-type: none"> Transitions and routines are followed inconsistently even with prompting from educator 	<p>communicated.</p> <ul style="list-style-type: none"> Classroom routines and procedures are consistent and fair for all students. 	<ul style="list-style-type: none"> Educator and students maintain classroom routines and procedures that are consistent and fair for all students.
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➤ Based on the self-assessment, draft one (1) potential professional growth goal to be discussed with the evaluator.

➤ Try to make your goal: Specific, Measurable, Attainable, Relevant, and Timely (SMART).

SELF-REFLECTION TOOL CSTP 2.4 (FORM A)

FOR EDUCATOR

Educator _____

Site _____

School Year _____

Directions: Read the Standard and Element. Based on your past and current teaching practices, highlight where you feel you are on the rubric.

Standard and Element	Ineffective	Emerging	Effective	Innovating
<p>Standard 2 Creating and Maintaining Effective Environments for Student Learning</p> <p>Element 4 Creating a rigorous learning environment with high expectations and appropriate support for all students.</p>	<p>Neither educator nor students demonstrate a commitment to learning.</p> <p>Medium to low expectations for most students</p> <p>Tasks are neither appropriate nor differentiated for students' levels.</p> <p>There is a lack of appropriate support the needs of diverse students needs.</p> <p>All evaluation is done by the educator excluding students from opportunities to learn from their own or other's work.</p>	<p>Strives to communicate the importance of learning</p> <p>Expectations for students are inconsistent.</p> <p>Educator struggles to establish a climate of productivity and achievement.</p> <p>Access to challenging and diverse academic content is limited.</p> <p>The level of rigor is inconsistently appropriate for student learning.</p> <p>The educator attempts differentiation for student engagement.</p> <p>Some supports are in place to provide access to diverse students' needs.</p> <p>Some students are expected and/or trusted to examine and evaluate their own work</p>	<p>Communicates clearly the importance of learning and a commitment to students' academic success</p> <p>High expectations for learning and hard work are the norm for most students.</p> <p>Integrates rigor throughout the learning environment that values accuracy, analysis, and critical thinking</p> <p>Provides academic content that meets standards, employs appropriate supports and holds all students accountable.</p> <p>Motivates students to take risks and be creative.</p> <p>Students understand their role as learners and consistently expend effort to learn.</p> <p>Students can explain the expectations of the lesson and purpose of instruction.</p> <p>Students have opportunities to reflect, self-assess and learn from peers.</p>	<p>Educator and students demonstrate a shared belief in the importance of learning.</p> <p>Conveys high expectations for learning for all students and insists on hard work.</p> <p>Students are motivated to initiate their own learning, strive for challenging learning goals and assume responsibility for high quality.</p> <p>Educator facilitates students' access to challenging and diverse academic content through a wide variety of resources.</p> <p>Students are routinely given a variety of opportunities to examine and evaluate their own work and learn from the work of their peers.</p>
STUDENT RESPONSE	Students are not cognitively engaged and show little interest	Students work with the teacher to support comprehension and	Students use a variety of differentiated supports to	Students take responsibility to consistently use strategies and

	or investment in the task at hand.	accuracy	promote analysis, accuracy and problem solving	supports to achieve high levels of factual and analytical learning
<p>CRITICAL ATTRIBUTES (<i>Not intended to be an exhaustive checklist</i>)</p>	<ul style="list-style-type: none"> Standards are not explicitly explained and understood. The learning standard is not clear or understood by all students. Students lack energy for tasks and are not motivated to work hard. Room displays, if present, are not frequently managed and do not support current curriculum or topics of study. 	<ul style="list-style-type: none"> Educator's energy for work neither indicates a high level of commitment nor communicates the need to work hard. The learning standard is understood by some students. Students show limited commitment to complete work on their own and often look for the quickest, easiest path. Educator is overly focused on task completion. Classroom displays are not purposefully and consistently used to support learning for all students. 	<ul style="list-style-type: none"> Students are aware of the educator's expectations and regard for their abilities. Educator communicates the standard, the importance of the content and belief that all students can learn. Educator and students use rubrics. Room displays contain key information, are used in learning activities and represent current topic of study. 	<ul style="list-style-type: none"> Students initiate improvements, make revisions and add detail. Educator and students develop criteria for assessment and evaluation. Educator and student-developed room displays add to the achievement-oriented climate and students use them to support their learning goals. Standards are explicitly explained and understood by all students. The classroom is a cognitively busy place.

Based on the self-assessment, draft one (1) potential professional growth goal to be discussed with the evaluator.
➤ Try to make your goal: Specific, Measurable, Attainable, Results-based, and Time-bound (SMART).

SELF-REFLECTION TOOL CSTP 2.6 (FORM A)

FOR EDUCATOR

Educator _____

Site _____

School Year _____

Directions: Read the Standard and Element. Based on your past and current teaching practices, highlight where you feel you are on the rubric.

Standard and Element	Ineffective	Emerging	Effective	Innovative
<p>Standard 2 Creating and Maintaining Effective Environments for Student Learning</p> <p>Element 6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</p>	<p>No evidence of management of classroom routines, procedures, norms, and supports for positive behavior</p> <p>Lack of response to disruptive behavior or negative redirection of students, not aligned with Positive Behavior Intervention System (PBIS) and restorative practice</p>	<p>Inconsistent management of classroom routines, procedures, and norms</p> <p>Seeks to promote positive behaviors and responds to disruptive behavior with positive redirection</p>	<p>Maintains regular use of routines and procedures that are culturally responsive and engage students in the development and monitoring of norms</p> <p>Provides positive behavior supports and responds appropriately to behaviors in ways that lessen disruptions to the learning climate</p> <p>Seeks to build learner community</p>	<p>Seamless classroom routines and procedures ensure a positive classroom climate in which all students can learn</p> <p>Promotes and reinforces positive behaviors and establishes preventions and a positive classroom climate that eliminates most disruptive behavior and establishes a safe and caring classroom culture</p>
STUDENT RESPONSE	<p>There is little evidence that students know or follow established routines</p>	<p>Students follow procedures, routines, and classroom norms inconsistently due to confusion or lack of accountability</p> <p>Some student behaviors interfere with learning</p> <p>With regular guidance and prompting, students follow established routines</p>	<p>With minimum guidance and prompting, students follow established routines, procedures, and norms</p> <p>Students receive redirection for inappropriate behavior and positive reinforcement for following routines, procedures, and norms</p>	<p>Students take initiative in the management of instructional groups and transitions</p> <p>Routines and procedures are well understood and may be initiated by students</p> <p>Students share responsibility with teacher for managing and maintaining a positive classroom climate that promotes learning</p>

<p>CRITICAL ATTRIBUTES (Not intended to be an exhaustive checklist)</p>	<ul style="list-style-type: none"> Students not working directly with the educator are not productively engaged Transitions are disorganized There do not appear to be established procedures, routines, and norms A considerable amount of time is spent off task because of unclear procedures and norms 	<ul style="list-style-type: none"> Students not working directly with the educator are only partially engaged Procedures for transitions seem to have been established Students are confused about how to carry out established routines and procedures Classroom routines function unevenly 	<ul style="list-style-type: none"> Students are productively engaged in small groups or independent work Transitions are minimally disruptive Promotes and reinforces positive behavior Routines for distribution and collection of materials work efficiently Classroom routines function smoothly 	<ul style="list-style-type: none"> With minimal prompting, students ensure that their time is used productively Students take initiative in distributing and collecting materials efficiently Students ensure transitions and other routines are accomplished without disruption
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<p>Examples of evidence that demonstrate that I am addressing this standard:</p> <ul style="list-style-type: none"> Transition routines minimize downtime Daily agenda posted Students follow routines without continuous prompting Routines support identified needs in 504 plans, IEPs, SST plans, etc. Visual supports Participating in school-wide/district-wide systems, such as PBIS and restorative practices Clearly communicated norms, foundations, expectations, etc. Response to disruptive behavior deescalates situation and refocuses on continued student learning 	<p>As educators develop, they may ask, "How do I..." or "Why do I..."</p> <ul style="list-style-type: none"> Involve all students in the development of classroom procedures and routines? Help students transition smoothly and efficiently from one instructional activity to the next? Apply knowledge of students' physical, social, cognitive, and emotional development to ensure that adequate time and support are provided for students to complete learning activities? Develop daily schedules, timelines, classroom routines, and norms that maximize learning? Connect district, site, and classroom procedures to promote a climate of fairness and respect for all students? Adapt routines, procedures, and norms to ensure the success of students with special needs?
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Draft Goal: Based on the self-assessment, draft a professional growth goal for this element to be discussed with your evaluator. Remember SMART, Specific, Measurable, Attainable, Relevant, and Timely.

SELF-REFLECTION TOOL CSTP 3.1 (FORM A)
FOR EDUCATOR

Educator _____

Site _____

School Year _____

Directions: Read the Standard and Element. Based on your past and current teaching practices, highlight where you feel you are on the rubric.

Standard and Element	Ineffective	Emerging	Effective	Innovating
Standard 3 Understanding and Organizing Subject Matter for Student Learning Element 1 Demonstrating Knowledge of Subject Matter, Academic Content Standards and Curriculum Frameworks	<p>Makes content errors or does not correct errors made by students</p> <p>Displays little or no understanding of the relationships between subject matter concepts and current content standards</p> <p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing</p> <p>Explains academic vocabulary poorly, leaving students confused</p>	<p>Explanation of the content may contain minor errors; some portions are clear, others difficult to follow</p> <p>Familiar with the important concepts in the discipline, but lacks awareness of how these concepts relate to one another</p> <p>Indicates some awareness of the relationships between subject matter concepts, current content standards and frameworks although such knowledge may be inaccurate or incomplete</p> <p>Explains the instructional purpose with only limited success and connections across subject areas are unclear and/or incomplete</p> <p>Spoken language is correct but uses vocabulary that is limited in advancing student understanding of content</p> <p>Rarely explains academic vocabulary</p>	<p>Explanation of content is clear, accurate</p> <p>Demonstrates an accurate understanding of the relationships, themes and connections across subject matter areas</p> <p>Understands and teaches key concepts and underlying themes in the content standards and curriculum frameworks</p> <p>Instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning</p> <p>Use of academic vocabulary is precise and serves to extend student understanding of subject matter</p> <p>Maintains up-to-date subject matter knowledge</p>	<p>Displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines</p> <p>Demonstrates thorough understanding of the relationships between subject matter concepts, current content standards and frameworks to ensure student understanding</p> <p>Links the instructional purpose of the lesson to the larger curriculum and anticipates possible student misunderstanding</p> <p>Extends students' vocabularies within the discipline. Students contribute to the correct use of academic vocabulary</p> <p>Consistently pursues current knowledge and research of the subject matter</p>
CRITICAL ATTRIBUTES <i>(Not intended to be an exhaustive checklist)</i>	<ul style="list-style-type: none"> Does not convey to students what they will be learning Makes serious content errors that will affect students' 	<ul style="list-style-type: none"> Understanding of the discipline is rudimentary Knowledge of prerequisite relationships is 	<ul style="list-style-type: none"> Can identify important concepts of the discipline and their relationships to one another 	<ul style="list-style-type: none"> Cites intra- and interdisciplinary content relationships Reflects recent developments in content-related

	<p>understanding of the lesson</p> <ul style="list-style-type: none"> Communications include errors of vocabulary, usage or imprecise use of academic language impeding student understanding of the subject matter Perspective of the content is subject to personal bias and/or opinion. 	<p>inaccurate or incomplete</p> <ul style="list-style-type: none"> Provides little elaboration or explanation about what the students will be learning Explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students Makes no serious content errors but may make minor ones Explanations of content are purely procedural, with no scaffolding to help students think strategically Must frequently clarify lesson objective and the learning task so students can complete it Explains academic vocabulary with only partial success 	<ul style="list-style-type: none"> Provides clear explanations of the content Answers students' questions accurately and provides feedback that furthers their learning States clearly, at some point during the lesson, what the students will be learning Explanation of content is clear and invites student participation and thinking Makes few content errors Vocabulary and usage are correct, suited to the lesson, and, clearly explained where necessary Presents a balance of perspectives, keeping personal bias from instructional delivery of subject matter 	<p>pedagogy during instruction</p> <ul style="list-style-type: none"> If asked, students are able to explain what they are learning and where it fits into the larger curriculum context Anticipates and points out possible areas for misunderstanding Invites students to explain the content to their classmates. Student conversation about the subject matter reflects accurate understandings and multiple perspectives Students make relevant connections and applications of content learned Uses rich language Students use academic language correctly
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➤ Based on the self-assessment, draft one (1) potential professional growth goal to be discussed with the evaluator.

➤ Try to make your goal: Specific, Measurable, Attainable, Relevant, and Timely (SMART).

SELF-REFLECTION TOOL CSTP 3.4 (FORM A)

FOR EDUCATOR

Educator _____

Site _____

School Year _____

Directions: Read the standard and element. Based on your past and current teaching practices, highlight where you feel you are on the rubric.

Standard and Element	Ineffective	Emerging	Effective	Innovating
Standard 3 Understanding & Organizing Subject Matter for Student Learning Element 4 Utilizing instructional strategies that are appropriate to the subject matter	<p>Has little or no understanding of the range of instructional strategies appropriate to the subject matter to meet students' needs</p> <p>Lack of instructional strategies seriously limits student understanding of concepts within and across subject areas</p> <p>Displays little understanding of the prerequisite knowledge students need to understand the content</p> <p>Is unenthusiastic about the subject matter and is unable or unwilling to challenge students</p> <p>Does not attempt to build on students' interests, life experiences or prior knowledge to make subject matter meaningful</p>	<p>Uses instructional strategies provided by the school or district in attempts to address the learning needs of students</p> <p>Adjustments to the lesson, when they are made, have uneven results in helping students who do not understand the content</p> <p>Knowledge of students' interests, life experiences and prior knowledge is minimal and inconsistently used to make subject matter relevant or meaningful</p> <p>Some students are challenged, but the educator lacks the variety of skills to challenge or develop all students' enthusiasm for subject matter</p>	<p>Uses a repertoire of research-based instructional strategies and approaches that illustrate a concept and its connections across subject areas</p> <p>Explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience</p> <p>Makes subject matter relevant and supports the diverse learning needs of all students</p> <p>Uses strategies that make the depth and complexity of subject matter understandable and challenges students to think critically</p>	<p>Uses a wide variety of instructional strategies, which develop student enthusiasm for the subject matter, invites student interaction and deepens their understanding</p> <p>Is adept at challenging students' thinking to make connections and meaning of subject matter</p> <p>Provides guidelines to enable students to work together to build knowledge and understanding of subject matter</p> <p>Seeks additional resources to continue to build instructional skill</p>
STUDENT RESPONSE	Students indicate through body language or questions that they do not understand the content being presented			<p>Students' energy and enthusiasm for the subject matter are observed in their questions, dialogue and work products</p> <p>Students are motivated by educator's enthusiasm and work with each other in a similar manner</p> <p>Students suggest other</p>

				strategies they might use in approaching or analyzing a challenge
CRITICAL ATTRIBUTES <i>(Not intended to be an exhaustive checklist)</i>	<ul style="list-style-type: none"> Plans use inappropriate strategies for the subject matter Ignores indicators of student boredom or lack of understanding Brushes aside students' questions When reflecting on practice, does not indicate it is important to use strategies to reach all students 	<ul style="list-style-type: none"> Understanding of the subject matter and appropriate strategies for instruction is rudimentary Lessons and unit plans use limited instructional strategies and some are not suitable to the content Explanation of the content includes minimal participation or challenge to students' thinking Makes perfunctory attempts to incorporate students' questions and interests into the lesson Strategies to adjust the lesson are partially successful 	<ul style="list-style-type: none"> Instructional strategies in the lesson and unit are well suited to the content; important concepts within and across the content are identified Collects information about students' interests and has assessment strategies to ascertain prior knowledge. Collaborates with colleagues to enhance instructional strategies In reflecting on practice, cites multiple approaches to try when students have difficulty Students have time to think, question and address content challenges 	<ul style="list-style-type: none"> Employs novel approaches to instruction that capture and engage student interest Is enthusiastic in making subject matter relevant and meaningful to students Regularly invites students to explain subject matter to each other Collects information about students' interests and engages students to manage and update the information

➤ Based on the self-assessment, draft one (1) potential professional growth goal to be discussed with the evaluator.

➤ Try to make your goal: Specific, Measurable, Attainable, Relevant, and Timely (SMART).

SELF-REFLECTION TOOL CSTP 3.6 (FORM A)

FOR EDUCATOR

Educator _____

Site _____

School Year _____

Directions: Read the Standard and Element. Based on your past and current teaching practices, highlight where you feel you are on the rubric.

Standard and Element	Ineffective	Emerging	Effective	Innovating
<p>Standard 3 Engaging & Supporting All Students in Learning</p> <p>Element 6 Addressing the needs of English learners and students with special needs to provide equitable access to the content</p>	<p>Acts unaware of students' primary language and learning needs based on available assessment data.</p> <p>Ignores ELD standards and lacks awareness of EL learners' level of language acquisition.</p> <p>Misses or is unprepared for required meetings with resource personnel and families.</p> <p>IEP goals and objectives are not regarded seriously and learning is not accessible to many.</p> <p>Does not make use of materials, resources, and technologies to create equitable access.</p>	<p>Seeks additional information on identified English Learners and attempts to address special needs and provide supports during a lesson or sequence of lessons.</p> <p>Makes limited use of materials, technologies and resources to provide equitable access.</p> <p>Attempts to scaffold access to critical concepts and themes in content standards and frameworks with uneven results for students.</p> <p>Utilizes data to address the needs of EL and students with special needs in single lesson or sequence of lessons.</p>	<p>Integrates knowledge of English Language Development standards and English learner's strengths and assessed needs to differentiate English language and content instruction.</p> <p>Works with resource personnel to provide students access to critical concepts in standards and frameworks.</p> <p>Develops and adapts instruction to provide a range of scaffolded supports specifically including English learners and students with special needs.</p> <p>Knowledge of students' IEP goals and students strengths/needs is integrated for content instruction.</p> <p>Materials and technologies are selected to provide access to content.</p>	<p>Guides and supports students with special needs and English learners to actively engage and monitor their own strengths, learning needs and achievements in accessing content.</p> <p>Students establish and monitor content goals with teacher support.</p> <p>Maintains a wide selection of materials, resources and technologies to support subject matter instruction.</p> <p>Regularly communicates and collaborates with resource personnel, families, leadership and students to coordinate and optimize success.</p>
STUDENT RESPONSE	<p>Students are not engaged in learning. They do not access any technology nor do they utilize resources to help them</p> <p>Students do not ask teacher for support to understand or succeed at their learning objectives</p>	<p>Students work with the teacher to support comprehension and accuracy</p>	<p>Students use a variety of differentiated supports to comprehend instruction and access content materials</p>	<p>Students take responsibility to consistently use strategies and supports to achieve high levels of learning</p> <p>Students take an active role in monitoring their cognitive and physical learning needs and modify as needed</p>
CRITICAL ATTRIBUTES	<ul style="list-style-type: none"> Does not notice the needs of students. 	<ul style="list-style-type: none"> Learning resources are suitable, but there is 	<ul style="list-style-type: none"> Supports families with positive engagement at 	<ul style="list-style-type: none"> Collaborates regularly with resource

<p><i>(Not intended to be an exhaustive checklist)</i></p>	<ul style="list-style-type: none"> Available technology is not being used even if it would enhance the lesson. No thought is given to the physical environment to support learning goals. Instructional groups do not support learning. Neither lesson plans nor instructional delivery address ELD standards, academic content standards or frameworks. 	<p>limited variety.</p> <ul style="list-style-type: none"> The physical environment is not an impediment to learning, but does not enhance it. Makes limited use of technology. Notifies needs of students, but is inconsistent in addressing them. Meets with resource personnel, but is inconsistent with follow-through. 	<p>school.</p> <ul style="list-style-type: none"> Communicates regularly with resource personnel and families to ensure student services are provided and progress is made accessing appropriate content. Classroom is arranged to support learning goals and maximize use of materials and resources. Willingly meets with resource personnel and families. 	<p>personnel and is actively responsible for outcomes that meet students' needs.</p> <ul style="list-style-type: none"> Modifications are made to the physical environment to accommodate students with special needs. Students take initiative to adjust the physical environment. Highly proactive in serving English learners and students with special needs. Acts as a resource to others.
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- Based on the self-assessment, draft one (1) potential professional growth goal to be discussed with the evaluator.
- Try to make your goal: Specific, Measurable, Attainable, Relevant, and Timely (SMART).

SELF-REFLECTION TOOL CSTP 4.2 (FORM A)

FOR EDUCATOR

Educator _____

Site _____

School Year _____

Directions: Read the Standard and Element. Based on your past and current teaching practices, highlight where you feel you are on the rubric.

Standard and Element	Ineffective	Emerging	Effective	Innovating
<p>Standard 4 Planning Instruction and Designing Learning Experiences for All Students</p> <p>Element 2 Establishing and Articulating Goals for Student Learning</p>	<p>Goal setting is based on one lesson at a time and serve in "filling instructional time"</p> <p>Goals are not based on academic and/or content standards and students are unprepared to transition to the next learning environment</p> <p>Students are unaware of the learning criteria and do not find relevance based on their interests, strengths or needs</p> <p>The lack of clear, challenging short and long term goals leaves students unsure of the achievement expectations</p> <p>Not aware and/or uninterested in student, family, school, district and community expectations for students' learning</p>	<p>Establishes goals that are often focused on whole group rather than differentiated to each students' needs</p> <p>Frequently goals are established for a single lesson based on content standards and available curriculum and are not articulated to longer-term goals</p> <p>Inconsistent consideration of students interests, strengths and needs to establish goals and is unclear or fails to communicate clear expectations to students</p> <p>Students have limited awareness of goals set by the educator and are rarely expected to set goals for themselves</p>	<p>Establishes and communicates clear long and short-term learning goals to students that are accessible, challenging and differentiated to address students' diverse learning needs</p> <p>Consider school, district and community expectations when establishing learning goals</p> <p>Educator develops learning goals that are based on academic content standards and prepares students for a successful transition to their next learning environment</p> <p>Goals reflect statements of student learning, not student activity</p>	<p>Communicates high expectations and helps students develop goals that build on their interests, strengths and needs</p> <p>Guides students to refer to learning goals to monitor and advance their learning</p> <p>Students are aware of standards-based goal attainment and feel prepared for transitioning to the next learning environment</p> <p>Incorporates school, district, community and family expectations when establishing learning goals</p> <p>Students are aware of the larger community's interest and investment in their success</p>
STUDENT RESPONSE	Students indicate through their questions that they are confused about the goals for the learning task	<p>There is little evidence that the students understand goals or expectations for achieving them</p> <p>Students understand the goals and their role for learning in short and long term</p>	Students understand the goals and their role for learning in short and long term	<p>Goal language is clear and students know the expectations for achievement. Students demonstrate a clear sense of accomplishment</p> <p>Student investment in hard work and achievement is driven by appropriately challenging goal setting and attainment</p> <p>Shared development of goals adds to the learning-focused</p>
CRITICAL ATTRIBUTES (Not intended to be an exhaustive checklist)	At no time during the lesson are the learning goals conveyed to the students	Provides little elaboration or explanation about the goal(s) for what the students will be	Has some strategies for understanding students' interests, strengths and needs in	

	Does not give any indication of what goal achievement looks like Makes no effort to determine whether students understand the goal or how it relates to other goals in the same or other content	learning or how achievement of the goal fits into the curriculum in the short or long term Neither student nor family expectations for learning are considered in goal setting. Has some strategies for understanding students' interests, strengths and needs in establishing and articulating goals Works with students and families to understand and include their expectations for learning.	establishing and articulating goals Works with students and families to understand and include their expectations for learning	tone and climate of the classroom Regularly employs a variety of strategies for understanding and building on students' strengths, interests and needs Based on communication, students, families, school and district are aware of goals established, how they address standards, and the expectations held for meeting them
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- Based on the self-assessment, draft one (1) potential professional growth goal to be discussed with the evaluator.
- Try to make your goal: Specific, Measurable, Attainable, Relevant, and Timely (SMART).

SELF-REFLECTION TOOL CSTP 4.4 (FORM A)

FOR EDUCATOR

Educator _____

Site _____

School Year _____

Directions: Read the Standard and Element. Based on your past and current teaching practices, highlight where you feel you are on the rubric.

Standard and Element	Ineffective	Emerging	Effective	Innovating
Standard 4 Planning Instruction and Designing Learning Experiences for All Students Element 4 Planning Instruction that Incorporates Appropriate Strategies to Meet the Learning Needs of All Students	<p>Plans and practice do not reflect appropriate instructional strategies.</p> <p>Learning activities are poorly aligned with learning goals, do not follow an organized progression and have unreasonable time allocations</p> <p>Knowledge of subject matter is insufficient to plan and appropriately pace instructional activities within a lesson or over time</p> <p>Assessment results are not used to plan instruction to meet the learning needs of all students</p>	<p>Plans reflect a limited range of appropriate instructional strategies</p> <p>The lesson or unit has a recognizable structure, but the progression of activities is uneven with only some reasonable time allocations</p> <p>Some learning activities and materials are aligned with the learning goals</p> <p>Instructional planning is based on grade level/whole group expectations rather than knowledge of students; plans lack differentiation to meet individual needs</p> <p>Periodically checks for understanding, but adjustments to remediate, accelerate and/or individualize are limited</p>	<p>Develops unit and lesson plans that reflect appropriate instructional strategies in the subject and are aligned to meet the language and learning needs of all students</p> <p>Integrates results from formative and summative assessments into planning instruction and learning activities of all students</p> <p>Analyzes the effectiveness of instructional strategies</p> <p>Checks for understanding and prepares for adjustments to remediate, accelerate and/or individualize to ensure access to content for all students</p>	<p>Plans differentiated instruction using a repertoire of strategies to specifically meet diverse language and learning needs and advance learning for all students</p> <p>A coherent sequence of learning activities is aligned to instructional goals, anticipates misconceptions and is designed to engage all students in high-level cognitive activity</p> <p>Integrates results from a broad range of assessments into planning instruction to meet the individual needs of all students</p> <p>Uses deep knowledge of subject matter and students is used to plan and pace instruction</p> <p>Analyzes the effectiveness of instructional strategies and asks students to reflect on the impact of the strategies to meet their language and learning needs</p> <p>Students are actively involved in collecting information from formative assessments and provide input to planning</p>
STUDENT RESPONSE	Students indicate through body language or questions that they have minimal understanding of the content being presented	Most students demonstrate basic understanding of content, however, subsets of students are not engaged and do not show understanding	<p>All students are able to demonstrate understanding of the content</p> <p>Students actively participate in learning activities</p>	

				Students are involved in searching and selecting resources. Students are given multiple and diverse opportunities to work, share, and learn together
CRITICAL ATTRIBUTES <i>(Not intended to be an exhaustive checklist)</i>	Does not consider building on or extending students' understanding when planning Lesson plans are not structured or sequenced and are unrealistic in their expectations Lessons do not reflect accommodations for English Learners and students with disabilities Little care is given to the selection of materials, resources and technologies to support learning	Lesson and unit plans use limited instructional strategies, and some are not suitable to the content Has difficulty anticipating time needed for student learning, review and assessment While plans reflect some understanding of the subject matter and the students, lesson pace is inconsistently appropriate Plans consider ELD standards and IEP goals, but lack appropriate depth Learning resources are suitable for some students, but there is limited variety	Lesson plans differentiate for individual students needs Instructional strategies relate to the learning goal. Plans for and adjusts student groupings in response to evidence collected during a lesson Provides a variety of appropriately challenging materials A tiered system of supports(RTI, MTSS) meets all students' needs The plan for the lesson or unit is well structured with reasonable time limits	Lesson plans reflect recent developments in content-related pedagogy Plans allow enough time for student learning, review and assessment Selects and frequently provides a wide variety of appropriately challenging resources that are differentiated for individual students

- Based on the self-assessment, draft one (1) potential professional growth goal to be discussed with the evaluator.
- Try to make your goal: Specific, Measurable, Attainable, Relevant, and Timely (SMART).

SELF-REFLECTION TOOL CSTP 5.3 (FORM A)

FOR EDUCATOR

Educator _____

Site _____

School Year _____

Directions: Read the Standard and Element. Based on your past and current teaching practices, highlight where you feel you are on the rubric.

Standard and Element	Ineffective	Emerging	Effective	Innovating
Standard 5 Assessing Students for Learning Element 3 Reviewing Data, both Individually and with Colleagues, to Monitor Student Learning	<p>Does not or "goes through the motions" to review data individually or with colleagues</p> <p>Ignores assessment data to determine how and when to adjust teaching or revisit content</p> <p>Is unaware of gaps between performance and potential</p> <p>Assessment data is not reviewed or used to plan instruction for English language learners and students with IEPs</p>	<p>Reviews and monitors data as required by site or district processes</p> <p>Reviews assessment data with colleagues only when expected to do so</p> <p>May refer to assessment data, but is inconsistent in using it to determine how and when to revisit previously taught content</p> <p>Assessment data is rarely used to recognize and eliminate gaps between performance and potential</p> <p>Review of assessment data is rarely used to plan instruction for English language learners and students with IEPs</p>	<p>Reviews data both individually and with colleagues to monitor teaching and guide planning and instruction</p> <p>Refers to assessment data to determine how and when to revisit content previously taught</p> <p>Uses assessment data to recognize and eliminate gaps between performance and potential</p> <p>Assessment data is used to plan instruction to support English language learners and students with IEPs</p>	<p>Reviews a broad range of data individually and with colleagues to analyze student thinking and identify underlying causes for trends</p> <p>Guides students to work with peers to review data and use results to work to potential</p> <p>Students are aware of criteria for reviewing data and take part in monitoring their learning and providing feedback to the educator to inform planning and instruction</p> <p>Systematically uses assessment results to plan instruction for English language learners and students with IEP.</p>
STUDENT RESPONSE	<p>Students are unfamiliar with criteria for reviewing data</p> <p>No awareness of assessment review and use of such to gain understanding of content matter</p>	<p>Students rarely engage in review of assessment data for purpose of monitoring their learning</p>	<p>Students are invited to review assessment data and monitor learning; most of them do so</p> <p>Students understand the role of assessment review to monitor teaching, guide planning and instruction</p>	<p>Students routinely review assessment data as a result of tasks set by educator</p>
CRITICAL ATTRIBUTES (Not intended to be an exhaustive checklist)	<p>Not familiar with assessment methods and/or makes no effort to use assessment to inform practice</p>	<p>Review of assessment data is cursory</p> <p>Some students benefit from review of assessment data to revisit content previously taught</p>	<p>Plans time to review assessment data</p> <p>Regularly participates with colleagues to review assessment data</p>	<p>Plans show time allocated for consistent and on-going review of data to monitor student learning</p>

	Refuses to revisit content previously taught even when assessment data shows students have not learned Does not take opportunities to work with colleagues to review assessment data	Meetings with colleagues are less productive as educator gives minimal energy or is confused about review of assessment data	Has a variety of strategies for reviewing data, incorporating it into instruction and managing it for ready access Facilitates the review and monitoring of data to support colleagues' analysis Artifacts of student learning reflect the impact of student involvement in review and use of assessment data
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- Based on the self-assessment, draft one (1) potential professional growth goal to be discussed with the evaluator.
- Try to make your goal: Specific, Measurable, Attainable, Relevant, and Timely (SMART).

SELF-REFLECTION TOOL CSTP 5.4 (FORM A)

FOR EDUCATOR

Educator _____

Site _____

School Year _____

Directions: Read the Standard and Element. Based on your past and current teaching practices, highlight where you feel you are on the rubric.

Standard and Element	Ineffective	Emerging	Effective	Innovating
Standard 5 Assessing Students for Learning Element 4 Using Assessment Data to Establish Learning Goals and to Plan, Differentiate, and Modify Instruction	<p>Assessment procedures are not congruent with instructional outcomes and lack criteria to assess student performance</p> <p>No plan to incorporate formative assessment in the lesson or units therefore adjustments while teaching are haphazard or do not occur</p> <p>Does not attempt to differentiate goals and plans based on assessment data ignoring learners' needs</p> <p>Feedback is absent or of poor quality</p>	<p>Assessment data is limited or insufficiently used to support development of appropriate learning goals</p> <p>Assessment criteria have been developed, but are not clear</p> <p>Approach to using formative assessment is rudimentary and adjustments to instruction while teaching are difficult, awkward or absent</p> <p>Monitors student learning for the class as a whole making the resulting data weak for adjusting plans and instruction to meet individual needs</p> <p>Questions and assessments are rarely used to diagnose evidence of learning</p> <p>Feedback to students is general</p>	<p>Uses assessment data to develop learning goals that reflect subject matter concepts, skills and applications</p> <p>A variety of assessment strategies are used to measure student progress, revise instructional plans and address specific needs of English learners and students with special needs</p> <p>Formative assessments are used while teaching to adjust instruction</p> <p>Questions and assessments are regularly used to diagnose evidence of learning</p> <p>Feedback to groups of students is accurate and specific; some students engage in self-assessment and review/revise learning goals</p> <p>Most students are invited to assess their own work and make improvements which they do</p> <p>Students are aware of the assessment criteria, and the educator monitors student learning to adjust goals and plans</p>	<p>Uses multiple sources of assessment to plan, measure progress and revise.</p> <p>Questioning and assessment strategies are fully integrated into instruction and are used while teaching to meet individual needs.</p> <p>Guided by educator, students contribute to the development of assessment criteria and apply criteria to self-assess.</p> <p>A variety of forms of feedback from both educator and peers is accurate and specific and advances learning.</p> <p>Successfully differentiates instruction to address individual student's misunderstandings.</p> <p>Students participate in designing assessments for their own work</p> <p>Students monitor their progress and work with peers to adjust goals and plans</p> <p>Educator-designed assessments are authentic, with real-world application as appropriate</p>
STUDENT RESPONSE	<p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning</p> <p>Students do not engage in self- or peer-assessment</p>	<p>Students appear to be partially aware of the assessment criteria</p> <p>A few students assess their work</p>		
CRITICAL ATTRIBUTES (<i>Not intended to be an exhaustive checklist</i>)	<p>Assessments do not match instructional outcomes</p> <p>Assessments lack criteria</p>	<p>Only some of the instructional outcomes are addressed in the planned assessments</p>		

	Assessment criteria are vague.	Assessment types match learning expectations	Students develop rubrics according to educator-specified learning objective
No formative assessments have been designed	Plans refer to the use of formative assessments, but they are not fully developed	Plans indicate modified assessments when they are necessary for some students	Students are actively involved in collecting information from formative assessments and provide input
Assessment results do not affect future plans	Assessment results are used to design lesson plans for the whole class, not individual students	Assessment criteria are clearly written	Students clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria
Gives no indication of what high-quality work looks like	There is little evidence that the students understand how their work will be evaluated	Plans include formative assessments to use during instruction	Monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding
Makes no effort to determine whether students understand the lesson	Monitors understanding through a single method, or without eliciting evidence of understanding from students	Lesson plans indicate possible adjustments based on formative assessment data	Students monitor their own understanding, either on their own initiative or as a result of tasks set by the educator
Students receive no feedback, or feedback is global or directed to only one student	Feedback to students is vague and not oriented toward future improvement of work	Makes the standards of high-quality work clear to students	
Does not ask students to evaluate their own or classmates' work	Makes only minor attempts to engage students in self- or peer assessment	Elicits evidence of student understanding	
English learners and students with special needs receive no accommodations and are left to struggle		Feedback includes specific and timely guidance, at least for groups of students	

- Based on the self-assessment, draft one (1) potential professional growth goal to be discussed with the evaluator.
- Try to make your goal: Specific, Measurable, Attainable, Relevant, and Timely (SMART).

SELF-REFLECTION TOOL CSTP 5.5 (FORM A)

FOR EDUCATOR

Educator _____ Site _____ School Year _____

Directions: Read the Standard and Element. Based on your past and current teaching practices, highlight where you feel you are on the rubric.

Standard and Element	Ineffective	Emerging	Effective	Innovating
Standard 5 Assessing Students for Learning Element 5 Involving All Students in Self-Assessment, Goal Setting, and Monitoring Progress	<p>Students are not given opportunities to self-assess or reflect on their work, set academic goals or monitor progress</p> <p>Displays no strategies to make assessment an interactive process with students</p> <p>Indicates students have no role in assessment</p> <p>Announces assessment outcomes excluding students from discussion and reflection on their work</p>	<p>Recognizes the need for individual learning goals and encourages students to set them with limited opportunity for students to examine progress</p> <p>Monitors progress using available tools for recording</p> <p>Attempts to guide students to monitor progress in an area of instruction</p> <p>Attempts to provide opportunities for peer discussion and/or demonstration of learning are infrequent and results are uneven</p>	<p>Models and implements structures for students to self-assess and reflect to set learning goals related to content, academic language and individual skills</p> <p>Develops and uses tools and guidelines to help students assess and monitor learning goals</p> <p>Provides various settings for students to demonstrate and reflect on their learning</p>	<p>Scaffolding enables students to use learned structures and strategies independently for self-assessment, reflection, goal setting, and monitoring progress across the curriculum</p> <p>Interacts with students to plan and engage in demonstrations in settings that support and advance learning</p>
STUDENT RESPONSE	<p>Students are not participants in goal setting, self-assessment or monitoring of their work</p> <p>Students are not provided opportunities to discuss or demonstrate their learning</p>	<p>Students do not participate in self-assessment as a primary source for goal setting</p>	<p>Students have opportunities to engage with peers to discuss their work</p> <p>Students know assessment criteria and use it to reflect on and monitor progress on a regular basis</p>	<p>Students contribute to the development of criteria for self-assessment to evaluate their learning</p> <p>Students participate in designing assessments for their own work</p> <p>Students utilize an established set of criteria to monitor their own progress</p> <p>Students develop rubrics according to specified learning objectives.</p>

				Students are actively involved in collecting information from formative assessments and provide input.
<u>CRITICAL ATTRIBUTES</u> (Not intended to be an exhaustive checklist)	Assessments do not match instructional outcomes do not support the learning process Assessments lack criteria No formative assessments have been designed	Only some of the instructional outcomes are addressed in planned assessments Assessment criteria are vague Some students are expected to self-assess, but are given limited support to do so When they occur, peer discussions to reflect on work are unproductive for many	Utilizes various assessment types suitable to the learning outcome Collects evidence of student understanding Assessment summary of individual student strengths and needs is evident Students are allowed various performance opportunities Students engage in goal setting individually and with their teacher All the learning outcomes have a method for assessment Assessment types match learning expectations Elicits evidence of student understanding Feedback includes specific and timely guidance, at least for groups of students	Educator-designed assessments are authentic with real- world application as appropriate Assessments provide opportunities for student choice Opportunities to reflect on and demonstrate learning occur in settings that relate to students interests and motivate them

- Based on the self-assessment, draft one (1) potential professional growth goal to be discussed with the evaluator.
- Try to make your goal: Specific, Measurable, Attainable, Relevant, and Timely (SMART).

SELF-REFLECTION TOOL CSTP 6.3 (FORM A)

FOR EDUCATOR

Educator _____ Site _____ School Year _____

Directions: Read the Standard and Element. Based on your past and current teaching practices, highlight where you feel you are on the rubric.

Standard and Element	Ineffective	Emerging	Effective	Innovating
Standard 6 Developing as a Professional Educator Element 3 Collaborating with Colleagues and the Broader Professional Community to Support Teacher and Student Learning	<p>Relationships with colleagues are negative</p> <p>Avoids participation in a professional culture of inquiry, resisting opportunities to become involved</p> <p>Avoids becoming involved in school events or school and district projects</p> <p>Does not engage in professional development activities to enhance knowledge or skill</p> <p>No effort is made to share knowledge with others or to assume professional responsibilities</p>	<p>Maintains a cordial relationship with most colleagues to fulfill duties that the school and district require</p> <p>Participates in school/district event and projects when specifically asked</p> <p>Engages in a limited way with colleagues and supervisors in professional conversations about practice, including feedback on teaching performance</p> <p>Assists in limited ways in support of other educators or to contribute to the profession</p>	<p>Collaborates, consults, reflects and co-teaches with colleagues to enhance content knowledge and pedagogical skill to meet students diverse needs</p> <p>Maintains a professional relationship with most colleagues and school staff and participates in a culture of professional inquiry</p> <p>Supports school and district priorities and participates in school and district events/projects</p> <p>Actively engages with colleagues and supervisors in professional conversation about practice, including feedback about performance</p> <p>Participates in assisting other educators and looks for ways to contribute to the profession</p>	<p>Organizes and facilitates collaboration, consultation, and co-teaching with colleagues to improve student learning and teacher practice</p> <p>Relationships with colleagues are professional and characterized by mutual support and cooperation, with the educator taking initiative in assuming leadership among the faculty</p> <p>Consults and employs the broader professional community to support student learning and teacher practice</p> <p>Solicits feedback on practice from both supervisors and colleagues</p>
CRITICAL ATTRIBUTES <i>(Not intended to be an exhaustive checklist)</i>	<p>Relationships with colleagues are characterized by negativity or combativeness</p> <p>Avoids contributing to activities promoting professional inquiry</p> <p>Avoids involvement in school activities and district and community projects</p>	<p>Has cordial relationships with colleagues</p> <p>Participates in activities related to professional inquiry when invited to do so</p> <p>When asked, participates in school activities, as well as district and community projects</p>	<p>Relationships with colleagues (teachers, administrators, education specialists, paraprofessionals and staff) are characterized by mutual respect, support and collaboration</p> <p>Volunteers to participate in school events and in school and district projects, making a substantial contribution</p>	<p>Takes a leadership role in promoting activities related to professional inquiry</p> <p>Regularly contributes to and leads events that positively impact school life</p> <p>Regularly contributes to and leads significant district and community projects</p>

	<p>Is not involved in any activity that might enhance knowledge or skill</p> <p>Resists discussing performance with supervisors or colleagues</p> <p>Ignores invitations to join professional organizations or attend conferences</p>	<p>Participates in professional activities when they are required or provided by the district</p> <p>Reluctantly accepts feedback from supervisors and colleagues</p> <p>Contributes in a limited fashion to professional organizations.</p>	<p>Regularly participates in activities related to professional inquiry</p> <p>Shares assignments and student work samples with colleagues to assess level of rigor</p> <p>Actively participates in and contributes to collegial activities related to improvement of teaching and learning, including virtual communities of practice</p>	<p>Seeks regular opportunities for continued professional development, including initiating action research</p> <p>Actively seeks feedback from supervisors and colleagues</p>
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- Based on the self-assessment, draft one (1) potential professional growth goal to be discussed with the evaluator.
- Try to make your goal: Specific, Measurable, Attainable, Relevant, and Timely (SMART).

SELF-REFLECTION TOOL CSTP 6.5 (FORM A)

FOR EDUCATOR

Educator _____

Site _____

School Year _____

Directions: Read the Standard and Element. Based on your past and current teaching practices, highlight where you feel you are on the rubric.

Standard and Element	Ineffective	Emerging	Effective	Innovating
Standard 6 Developing as a Professional Educator Element 5 Engaging Local Communities in Support of the Instructional Program	<p>Makes no effort to engage neighborhood or resources in the community to support student learning and sees little purpose in doing so</p> <p>Does not go beyond their own perspective and understanding to include or understand students' communities, or cultures</p> <p>Uses materials and resources provided by the school and district making no effort to use local community or business resources</p> <p>Students are not provided community-based experiences unless required</p>	<p>Recognizes importance of neighborhood and communal resources for instructional programs, students, and families and attempts to identify them</p> <p>Understanding of students' communities, cultures is undeveloped, having slight impact on design or implementation of instruction</p> <p>Uses materials provided by school and district and brings in some additional resources for some cultural special events/holidays</p> <p>Students have community-based experiences only when educator can rely on others to make it happen</p>	<p>Integrates a variety of school, district, neighborhood, and community resources to benefit students and their families</p> <p>Builds understanding of students' communities, and culture includes knowledge in designing and implementing instruction and collaborating with community</p> <p>Values students' community and the role it plays in student learning</p> <p>Provides students with some community-based experiences that support their learning</p>	<p>Organizes opportunities and/or takes advantage of events with neighborhood and community organizations that includes families and enhances student learning</p> <p>Knowledge and use of a wide variety of school, district and community social service resources is an on-going benefit to students, their families and other colleagues</p> <p>Has developed a network of relationships across the local community and businesses to support student learning</p>
CRITICAL ATTRIBUTES <i>(Not intended to be an exhaustive checklist)</i>	<p>Does not seek out resources available to expand his or her own skill</p> <p>Uses materials in the school library but does not search beyond the school for resources</p> <p>Is unaware of students' cultures and demonstrates that students' cultures are not recognized, valued or respected</p>	<p>Seeks out resources available to expand his or her skill</p> <p>Uses materials beyond the school</p> <p>Is interested in learning more about students' communities and cultures, but seems overwhelmed to do it</p> <p>Realizes there is a need to draw upon social service resources, but takes limited action to do so</p>	<p>Understands and demonstrates respect for the cultures of students' community in lessons and discussions</p> <p>Works to make parents welcome at school</p> <p>Culturally appropriate information is sent home regarding community resources</p>	<p>Facilitates student and parent contact with resources outside the classroom</p> <p>Culturally appropriate information is sent home regarding community resources on a regular basis</p> <p>Provides students with variety of community based experiences to support their learning</p>

	Is unmotivated to develop community networks or do the work to provide students community-based experiences		<p>Instruction is supplemented by guest speakers from the community</p> <p>Provides lists of resources outside of the classroom for students and parents reference</p> <p>Brings the community into the classroom and takes students out of the classroom into the community to promote understanding and collaboration</p>	Seeks and takes advantage of opportunities to increase understanding of cultures of students' communities
--	---	--	---	---

- Based on the self-assessment, draft one (1) potential professional growth goal to be discussed with the evaluator.
- Try to make your goal: Specific, Measurable, Attainable, Relevant, and Timely (SMART).

PLAN FOR COLLECTING EVIDENCE OF STUDENT LEARNING GROWTH (FORM B)

FOR EDUCATOR AND EVALUATOR

Educator _____ Site _____ School Year _____

Directions: Please complete this form prior to your goal setting conference.

Educator Pre-Conference Notes	
<p>Student Learning Goal or Inquiry Question</p> <p>Examples:</p> <ul style="list-style-type: none"> Will I improve my students' ability to _____ (outcome) in _____ (content) through the use of _____ (actions/strategies) as evidenced by _____ (assessments)? Students will be able to _____ by the end of _____ as evidenced by _____. Students will improve their _____ by showing _____. I will collect and analyze _____ to identify _____ and modify _____. 	
<p>What baseline data will you collect?</p> <p>Examples may include, but are not limited to:</p> <ul style="list-style-type: none"> Previous test/quiz/diagnostic scores Classroom quizzes, tests, exit tickets Academic writing Journal entries Student work samples (individual/group) Student self-reflections, surveys Attendance data Evidence of attitudes and beliefs 	

<p>What different types of evidence do you plan to collect to show student growth over time?</p> <p>Types of comparison may be:</p> <ul style="list-style-type: none"> • comparing pre-taught material assignment (baseline data) with post-taught material assignment (provides potential growth evidence) • Comparing initial paragraph before writing lesson(s) (baseline) to final paragraph after lesson(s) (growth evidence) 	
<p>What instructional strategies will you use to promote student learning?</p> <p>Strategies could include, but are not limited to:</p> <ul style="list-style-type: none"> • Sentence Frames • Graphic organizers • Math manipulatives • Cycles of formative assessment with focused mini lessons • embed cyclical review and practice 	
<p>How will you use the evidence gathered to document student growth and inform next steps?</p>	

PROFESSIONAL GROWTH AND GOALS PLAN (FORM C)

FOR EDUCATOR AND EVALUATOR
* THIS IS A SHARED FORM *

Directions: Teacher should complete a draft of goals on Form A. This form captures the discussion and agreements reached at the goal setting meeting. The Student Growth Goal is recorded on the plan for collecting evidence of student learning growth on Form B.

Educator _____ Grade Level/Subject _____ Status _____

CSTP Goal 1 Aligned with district or site initiative	CSTP _____:
Goal	
What types of evidence will show your professional practice and growth?	
What research-based strategies or resources will support your learning?	
Professional Development Needs/Connections	
Optional updates:	

CSTP Goal #2 Reflecting the teacher's interests	CSTP ____:
Goal	
What types of evidence will show your professional practice and growth?	
What research-based strategies or resources will support your learning?	
Professional Development Needs/Connections	
Optional updates:	

Over the course of the evaluation cycle, the evaluator will document below what resources are provided and used by the educator to assist them in reaching their desired goals.

Resources and Supports discussed and provided (include dates)	Resources used
<i>example: discussed xyz attending pd abc to support ... (date of meeting)</i>	<i>attended pd abc on date</i>

If an evaluator finds an educator Ineffective or Emerging on an CSTP during the course of the evaluation cycle, you must document that this finding was communicated to the educator, that strategies and supports were offered, and that a timeline was created to implement those supports such that the educator has the time to use and grow from those supports.

CSTP and statement of concern	Supports and Strategies Provided	Timeline to implement supports	Evidence of progress

CLASSROOM OBSERVATION SUMMARY (FORM D)

FOR EVALUATION AND EDUCATOR

Educator _____ Date of Observation _____

Focus Element and Goal	Area(s) of Strength	Area(s) for Development	Current Rating
Standard Element _____ Aligned with district initiative Goal:		<div></div> <div>Plan for support if current rating is Ineffective:</div>	<input type="checkbox"/> Innovating <input type="checkbox"/> Effective <input type="checkbox"/> Emerging <input type="checkbox"/> Ineffective
Standard Element _____ Goal:		<div></div> <div>Plan for support if current rating is Ineffective:</div>	<input type="checkbox"/> Innovating <input type="checkbox"/> Effective <input type="checkbox"/> Emerging <input type="checkbox"/> Ineffective

Other Observations		<div data-bbox="560 373 755 1003">If concerns noted, what is plan for support?</div>
ADDITIONAL COMMENTS FROM EDUCATOR:		
NEXT STEPS:		

Evaluator's Signature: _____

DATE: _____

Educator's Signature: _____

DATE: _____

** Educator's signature does not imply agreement, simply receipt of document*

SUMMATIVE EVALUATION (FORM E)**FOR EVALUATOR**

Educator: _____ Status: _____ Grade Level/Subject Area: _____

Evaluator: _____ Site: _____

EDUCATOR PERFORMANCE RATINGS	
Innovating	Practice that exemplifies the California Standards for the Teaching Profession
Effective	Practice that is competent, satisfactory and consistent with the California Standards for the Teaching Profession (CSTP's)
Emerging	Practice that is developing or weak in relation to the CSTP's and is in need of strengthening before the next evaluation
Ineffective	Practice that is inadequate and is inconsistent with expectations of the CSTP's and is in need of immediate improvement and/or intervention

CSTP Goal : Standard _____:	RATING: <input type="checkbox"/> Ineffective <input type="checkbox"/> Emerging <input type="checkbox"/> Effective <input type="checkbox"/> Innovating
Comments/Evidence:	

CSTP Goal 2: Standard:	RATING: <input type="checkbox"/> Ineffective <input type="checkbox"/> Emerging <input type="checkbox"/> Effective <input type="checkbox"/> Innovating
Comments/Evidence:	

Progress towards student learning goal:
Evaluator's Reflection:
Educator's Reflection (optional):

Other Evaluator Comments:	
----------------------------------	--

Educator Ratings for all CSTPs				
Standard 1: Engaging and supporting all students in learning	<input type="checkbox"/> Ineffective	<input type="checkbox"/> Emerging	<input type="checkbox"/> Effective	<input type="checkbox"/> Innovating
Standard 2: Creating and maintaining effective environments for student learning	<input type="checkbox"/> Ineffective	<input type="checkbox"/> Emerging	<input type="checkbox"/> Effective	<input type="checkbox"/> Innovating
Standard 3: Understanding and organizing subject matter for student learning	<input type="checkbox"/> Ineffective	<input type="checkbox"/> Emerging	<input type="checkbox"/> Effective	<input type="checkbox"/> Innovating
Standard 4: Planning instruction and designing learning experiences for all students	<input type="checkbox"/> Ineffective	<input type="checkbox"/> Emerging	<input type="checkbox"/> Effective	<input type="checkbox"/> Innovating
Standard 5: Assessing students for learning	<input type="checkbox"/> Ineffective	<input type="checkbox"/> Emerging	<input type="checkbox"/> Effective	<input type="checkbox"/> Innovating
Standard 6: Developing as a professional educator	<input type="checkbox"/> Ineffective	<input type="checkbox"/> Emerging	<input type="checkbox"/> Effective	<input type="checkbox"/> Innovating

Overall Rating:

<input type="checkbox"/> Ineffective	<input type="checkbox"/> Emerging	<input type="checkbox"/> Effective	<input type="checkbox"/> Innovating
Description: Practice that is inadequate and is inconsistent with expectations of the California Standards for the Teaching Profession and is in need of immediate improvement and/or intervention	Practice that is developing or weak in relation to the California Standards for the Teaching Profession and is in need of strengthening before the next evaluation	Practice that is competent, satisfactory and consistent with the California Standards for the Teaching Profession	Practice that exemplifies the California Standards for the Teaching Profession
Three or more ineffective on the summary above	Three or more emerging with no more than 2 ineffective on the summary above	Four or more effective with no ineffective on the summary above	Three or more innovating with no ineffective on the summary above

If overall rating is ineffective, or emerging for a teacher with 5 or more years of experience, then refer to PAR program.

4/2/2019

Evaluator's Signature: _____ Title: _____ Date: _____

Educator's Response to Evaluation Summary

EDUCATOR STATEMENT: I acknowledge that I have seen this evaluation and have been provided with suggestions for improvement in performance when needed and/or continued professional growth as documented on Form C. I understand that my signature does not necessarily mean that I agree with this evaluation and that I may submit a statement to accompany this form within 30 working days to the Evaluator and Chief Human Resources Officer.

Educator's Signature: _____ Date: _____

** Educator's signature does not imply agreement, simply receipt of document*

Alameda Unified School District Counselor Evaluation Planning Form and Observation Form

School: _____

Evaluator: _____

Position: _____

Grade: _____

Observation: At least two prescheduled observations will occur unless the evaluator and the counselor mutually agree not to preschedule. Suggested procedures for formal observation(s) and/or for conferences are:

Support: I believe I will need the following assistance in achieving my goals this year:

Check at least four areas, which will be the focus this year, but all areas will be addressed in the evaluation.

☐ **Area One: Implement District comprehensive school guidance and counseling program.**

- 1.1 Coordinate school and program orientations and participate in articulation activities.
- 1.2 Assist in the establishment of good community-school public relations.

Comments: _____

☐ **Area Two: Foster academic and vocational development by establishing educational and career plans.**

- 2.1 Counsel student regarding future occupational and/or educational opportunities appropriate to the student's level of ability and interest.
- 2.2 Assist high school students with college applications and scholarship processes and advise students in developing school-to-career plans.
- 2.3 Consult with parents regarding educational, social and career development pertaining to their child.

Comments: _____

Alameda Unified School District Counselor Evaluation Planning Form and Observation Form

Employee: _____ Evaluation Year: _____

☐ **Area Three: Encourage student's personal and social development and growth.**

- 3.1 Assist in identifying special needs of students and collaborate with other specialized personnel on behalf of the student.
- 3.2 Serve in liaison capacity between teachers, parents, and students.

Comments: _____

☐ **Area Four: Effective use of individual and small group counseling, consultation and referral.**

- 4.1 Counsel with students to help them better understand themselves and others. Assist them in overcoming personal, social and academic obstacles.
- 4.2 Provide crisis intervention information and referral to appropriate agencies.
- 4.3 Communicates with both school and community resources in support of student's educational needs.

Comments: _____

☐ **Area Five: Monitor students on a regular basis as they progress in school**

- 5.1 Monitors student's progress toward graduation/promotion and help high school students prepare four-year educational plans consistent with their goals.
- 5.2 Utilize assessment data, school records and student interviews to better support student's academic success.
- 5.3 Assist with large group testing programs. Evaluate and interpret results of test.
- 5.4 Attend meetings and assist in preparing correspondence and reports in keeping with his/her professional responsibilities, such as SST's and PARI.

Comments: _____

☐ **Area Six: Provide support in developing the student master program.**

Consult with committees and administrative staff in evaluating course selections for curriculum development. Schedule students in appropriate courses.

Comments: _____

Additional Comments: _____

**Alameda Unified School District
Counselor Evaluation Planning Form**

Employee: _____ Evaluation Year: _____

Evaluator’s comments on areas/support and observations:

I concur with the areas identified. ☐ Yes ☐ No
I would like to propose the following additions/modifications:

Comments on observations:

Evaluator’s Signature: _____ Date: _____

Employee’s Response to Evaluator’s statements:

- ☐ I agree with the evaluator’s changes and additions.
- ☐ I disagree with the evaluator’s changes and additions and request a conference.

Employee’s Signature: _____ Date: _____

Employee’s response to Evaluator’s statements:

☐ I now agree with the areas and observation understandings we have mutually established in the above requested conference.

Employee’s Signature: _____ Date: _____

**Alameda Unified School District
Counselor Observation**

Employee:	_____	Evaluator:	_____
Position:	_____	Date:	_____
		Time of Observation:	_____

Areas of Observation and Comments:

Alameda Unified School District
Alameda, California 94501-4465

EVALUATION REPORT

Name _____ School/Dept. _____ School Year _____

Subject/Grade Level _____ Employment Status _____

***EVALUATION CRITERIA:**

Satisfactory / Needs Improvement / Unsatisfactory

- | | | | |
|--|-----|-----|-----|
| a) Implement District comprehensive guidance and counseling program | () | () | () |
| b) Foster academic and vocational development by establishing educational and career plans | () | () | () |
| c) Encourage student's personal and social development and growth | () | () | () |
| d) Effective use of individual and small group counseling, consultation and referral | () | () | () |
| e) Monitor students on a regular basis as they progress in school | () | () | () |
| f) Provide support in developing the student master program | () | () | () |

Overall Evaluation

()

() *Refer to
PAR Program

COMMENTS BY EVALUATOR: If additional comments are attached, check here ().

COMMENDATIONS:

COMMENTS BY EVALUATEE: If additional comments are attached, check here ().

☐ Check here and fill out the *Mutual Agreement to Extend the Evaluation Cycle* document to move employee off the 2-year cycle onto a 3- or 4-year cycle.

Evaluator's Signature

Title

Date

I certify that this report has been discussed with me. I understand my signature does not necessarily indicate agreement.

Evaluatee's Signature

Title

Date

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ALAMEDA UNIFIED SCHOOL DISTRICT

MUTUAL AGREEMENT TO EXTEND THE EVALUATION CYCLE
(Please Print or Type)

Name of Unit Member _____ Site _____

School Year _____ Subject/Grade Level _____

Evaluator's Name _____

In order to qualify for an Extended Evaluation Cycle, the Unit Member must meet all the following criteria:

- The Unit Member has achieved permanent status; and
- The Unit Member has been employed by the District for eight (8) years; and
- The Unit Member's immediate overall prior evaluation was satisfactory/effective or innovative and deemed as meeting or exceeding the standards; and
- The Unit Member has been determined to be highly qualified as defined by the California Commission on Teacher Credentialing and required by their teaching assignment.

By signing this document, the Unit Member and Evaluator mutually agree to move the Unit Member to an extended evaluation cycle. The Unit Member will be evaluated in four (4) years.

The Unit Member's next scheduled evaluation will be _____ school year.

Evaluator's Signature _____ Title _____ Date _____

Unit Member's Signature _____ Title _____ Date _____

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ALAMEDA UNIFIED SCHOOL DISTRICT

PERSONAL PROPERTY REGISTRATION FORM
(Please Print or Type)

INSTRUCTIONS: This form is to be used for registering items of personal property (other than a motor vehicle) for use in the performance of assigned duties. Only those items with a unit value of \$50 or more need be registered. The original of this form is to be retained at the work station office. A copy should be made and given to the employee whose property is registered.

Name of Employee _____ School _____

Property described below is to be used in the performance of assigned duties commencing on
 _____ 20_____.

Personal Property	Educational Purpose	Value
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

The above mentioned items have been recorded with me, the principal, under the terms spelled out under the Contract. The parties realize that care needs to be taken to secure these items in the classroom when the teacher is not in the room.

Principal's Signature

Date:

Please complete the following when the above listed items are removed from use in the school/office:

Date removed from use: _____ 20 _____

 (Employee Signature)

 (Principal or Supervisor Signature)



Secretary of State

DP-1

FILE NO: _____

Declaration of Domestic Partnership

IMPORTANT — [Read Instructions](#) before completing this form.

Filing Fee – **\$33.00** if both partners are under the age of 62;
\$10.00 if either partner is 62 or older

This Space For Office Use Only**1. Declaration Statement** (Do not alter the Declaration Statement – **ALL** must be true to file the Form DP-1.)

We, the undersigned, do declare the following:

- We meet the requirements of [California Family Code section 297](#), which are as follows:
 - Neither person is married to someone else or is a member of another domestic partnership with someone else that has not been terminated, dissolved, or adjudged a nullity.
 - The two persons are not related by blood in a way that would prevent them from being married to each other in this state.
 - Both persons are at least 18 years of age, except as provided in [Section 297.1](#).
 - Both persons are capable of consenting to the domestic partnership.
- Both persons consent to the jurisdiction of the Superior Courts of California for the purpose of a proceeding to obtain a judgment of dissolution or nullity of the domestic partnership or for legal separation of partners in the domestic partnership, or for any other proceeding related to the partners' rights and obligations, even if one or both partners ceases to be a resident of, or to maintain a domicile in, this state.
- To the best of our knowledge and belief, the representations herein are true and correct, and contain no material omissions of fact.
- Filing an intentionally and materially false Declaration of Domestic Partnership shall be punishable as a misdemeanor. ([Section 298\(c\)](#).)

2. Names of Partners (Please type or print legibly in blue or black ink.)

a. Partner 1 First Name	Middle Name	Last Name
b. Partner 2 First Name	Middle Name	Last Name

3. Optional: Middle or Last Name Change ([See Instructions](#) for name change restrictions.)

a. Date of Birth (Required for Name Change)	Partner 1 New Middle Name	Partner 1 New Last Name
b. Date of Birth (Required for Name Change)	Partner 2 New Middle Name	Partner 2 New Last Name

4. Mailing Address

Address	City (no abbreviations)	State	Zip Code
---------	-------------------------	-------	----------

5. Read and Sign Below (This form must be signed by both partners and acknowledged by a notary public.)

_____ Partner 1 Signature	_____ Date
_____ Partner 2 Signature	_____ Date

ACKNOWLEDGMENT

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

State of California

County of _____)

On _____ before me, _____
(insert name and title of the officer)

personally appeared _____,
who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are
subscribed to the within instrument and acknowledged to me that he/she/they executed the same in
his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the
person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing
paragraph is true and correct.

WITNESS my hand and official seal.

Signature _____ (Seal)

Instructions for Completing the Declaration of Domestic Partnership (Form DP-1)

A domestic partnership shall be established in California when both persons file a Declaration of Domestic Partnership (Form DP-1) with the Secretary of State.

Effective January 1, 2020, all couples regardless of age or sexual orientation that are eligible to be married may register with the California Secretary of State as domestic partners.

Registered domestic partners have the same rights, protections, and benefits, and are subject to the same responsibilities, obligations, and duties under California law as are granted to and imposed upon spouses.

In circumstances when a registered domestic partnership meets all the requirements listed in [Section 299\(a\)](#), the domestic partnership may be terminated by filing a [Notice of Termination of Domestic Partnership](#) form with the California Secretary of State.

Fees:

- The fee for filing Form DP-1 is **\$33.00** if both partners are under the age of 62.
- The fee for filing Form DP-1 is **\$10.00** if either partner is 62 or older.
- A separate, non-refundable **\$15.00** special handling fee is required if you submit in person (drop off) your completed document at our Sacramento or Los Angeles office.
- The certification fee is **\$5.00** for each certified copy requested. Certified copies are optional.*

One plain copy of the filed Declaration of Domestic Partnership and a Certificate of Registration of Domestic Partnership will be provided to the partners once the Declaration is filed with our office.

*It is common for other entities (e.g., California DMV, Social Security Administration, medical insurance provider, etc.) to request proof of a domestic partnership once filed. California Family Law provides that a certified copy of the Declaration of Domestic Partnership is acceptable as proof the Domestic Partnership is filed with the Secretary of State's office.

Payment Type: Options vary by method of submission. Checks or money orders should be made payable to the Secretary of State.

- By mail, the Sacramento office accepts payment made by check or money order.
- In person, the Sacramento office accepts payment made by check, money order, cash, or credit card (Visa or Mastercard).
- In person, the Los Angeles office accepts payment made by check, money order, or credit card (Visa or Mastercard). The Los Angeles office does not accept cash.

If you are not completing this form online, please **type** or **legibly print** in black or blue ink. **Complete the Declaration of Domestic Partnership (Form DP-1) as follows:**

Item	Instruction	Tips
1.	These statements are required by statute and must not be altered.	
2a & b.	Enter the current names of Partner 1 and Partner 2.	<ul style="list-style-type: none">• If there is a suffix, e.g. Jr., III, etc., include this as part of the last name.
3a & b.	Optional: Either partner has the option of changing their middle or last names upon registration of a Domestic Partnership. If choosing to do so, enter	<ul style="list-style-type: none">• Can adopt the following middle or last names:<ul style="list-style-type: none">– Current last name of the other domestic partner.

	the new middle and/or last name and date of birth.	<ul style="list-style-type: none"> – Last name of either domestic partner given at birth. – A name combining into a single last name all or a segment of the current last name or the last name of either domestic partner given at birth. – A hyphenated combination of last names. • Additional proof must be provided if the new middle and/or last name uses names other than the middle or last names provided by the partners in section 2 of form DP-1, such as a name given at birth that is not the current legal name. A photocopy of a birth certificate is a sufficient and acceptable form of proof.
4.	Enter a mailing address for the partnership.	<ul style="list-style-type: none"> • A complete mailing address is required (address, city, state, zip code). • Do not abbreviate city names.
5.	Sign and date.	<ul style="list-style-type: none"> • Must be a wet signature. • The signatures of both partners must be notarized either on a single certificate of acknowledgment, or two separate certificates of acknowledgment. • The Declaration of Domestic Partnership must be signed using the name of the individual prior to the name change, if any, listed on this form.

Where to File: For easier completion, this form is available at the Secretary of State's office or on the Secretary of State's website at <https://www.sos.ca.gov/registries/domestic-partners-registry/>.

The completed form can be mailed to Secretary of State, Domestic Partners Registry, P.O. Box 942870, Sacramento, CA 94277-2870, or delivered in person to the Sacramento office, or delivered in person to the Los Angeles office. Please refer to the Secretary of State's website at www.sos.ca.gov/registries/domestic-partners-registry/contact/ for office locations and phone numbers.

Legal Authority: Statutory filing provisions are found in Family Code Sections [297](#) and [298](#). All statutory references are to the California Family Code, unless otherwise stated.

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TERMINATING A CALIFORNIA REGISTERED DOMESTIC PARTNERSHIP

Produced by the
California Secretary of State's Business Programs Division
Notary Public & Special Filings Section



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What is this Brochure

This brochure describes the requirements for terminating a California registered domestic partnership in the State of California and explains the nature and effect of termination. In certain limited circumstances, if all the legal requirements are met, partners may terminate a registered domestic partnership by preparing and filing a Notice of Termination of Domestic Partnership form with the California Secretary of State. In all other circumstances, at least one of the partners must file a petition with, and obtain a judgment from, a California Superior Court in the same way that marriages are terminated.

To terminate a domestic partnership using the procedure through the California Secretary of State, you must sign a form stating that you have read and understood this brochure. Therefore, it is important to read this entire brochure carefully. This brochure cannot answer every question that may arise in a particular set of circumstances, and this brochure is not intended to provide legal advice. For additional questions about terminating a registered domestic partnership and the effect of termination after you review this brochure, a private attorney should be consulted.

If filing a Notice of Termination of Domestic Partnership, this brochure should be saved for at least six months from the date the termination form is filed with the California Secretary of State. Either partner can revoke the termination within six months of filing the termination form with the California Secretary of State.

Some Important Terms to Know

In order to understand the nature and effect of terminating a registered domestic partnership, the following explains some key terms that are used throughout this brochure. Additionally, both partners should understand that as a couple in a registered domestic partnership, there are certain things that the partners **own together** and there may be certain debts that the partners **owe together**.

Community Obligations

Community obligations are the debts that the partners incurred after registering the domestic partnership and before the separation date. In most cases, this includes anything still owed on any debts either partner took on after the date registering as domestic partners but before the date of separation. A debt is usually still a community obligation even when only one partner's name is on the loan.

Community Property

Community property is everything that the partners have acquired together after registering their domestic partnership. In most cases, that includes anything that either partner earned and anything that either partner bought with those earnings after the date the domestic partnership was registered but before the date of separation. This may not be the case if a written property settlement agreement was made between the partners regarding rights to partnership property. In that situation an attorney should be consulted regarding the partners' respective rights to community property.

Date of Separation

The date of separation is the date one of the partners tells the other partner that they want to terminate the domestic partnership and there is no chance of continuing the partnership. In most cases, it is the date the partners stop living together as a couple, but if there are questions about the separation date, an attorney should be consulted.

Fair Market Value

Except for bank accounts and cash, which are valued at their actual dollar amount, the value of community property is determined by adding together the fair market value of possessions that are community property. Fair market value is an estimate of the amount of money that could be obtained if those items were sold to a stranger at a flea market, garage sale, on the Internet or in the newspaper. It **does not mean** what was paid for those items originally or how much it would cost to replace those items now. One way of estimating the fair market value is to see what similar items are advertised for in the newspaper want ads or online auction companies. The same method is used to determine the value of separate property.

Notice of Termination of Domestic Partnership

The Notice of Termination of Domestic Partnership is a form obtained from the California Secretary of State, which may be filed with the California Secretary of State in certain limited circumstances to terminate a domestic partnership. It only can be used when the domestic partnership meets all the legal requirements. See Petition for Dissolution of Domestic Partnership below, if you don't meet all the legal requirements to file the Notice of Termination of Domestic Partnership.

Notice of Revocation of the Termination of Domestic Partnership

The Notice of Revocation of the Termination of Domestic Partnership is a form obtained from the California Secretary of State to stop a Notice of Termination of Domestic Partnership from terminating the domestic partnership, and can be filed with the California Secretary of State by either partner within six months of filing the Notice of Termination of Domestic Partnership.

Petition for Dissolution of Domestic Partnership

A Petition for Dissolution of Domestic Partnership is the formal request by one partner to a California Superior Court to dissolve the domestic partnership. It is similar to a Petition for Dissolution of Marriage (a divorce), but only dissolves a domestic partnership. See below if the partners also are married to one another and want to dissolve the marriage and the domestic partnership in one proceeding.

Petition for Dissolution of Domestic Partnership and Marriage

A Petition for Dissolution of Domestic Partnership and Marriage is the formal request by one partner/spouse to a California Superior Court for the court to dissolve both the domestic partnership and the marriage during the same proceeding.

Petition for Judgment of Nullity of Domestic Partnership

A Petition for Judgment of Nullity of Domestic Partnership is the formal request by one partner to a California Superior Court to make a determination that the domestic partnership is legally invalid (void), similar to a Petition for Judgment of Nullity of Marriage (an annulment).

Petition for Legal Separation of Domestic Partners

A Petition for Legal Separation of Domestic Partners is the formal request by one partner to a California Superior Court to divide the community property and debts between the partners and to make other orders regarding custody of children and financial support ***without terminating the domestic partnership***, similar to a petition for legal separation in a marriage.

Property Settlement Agreement

A property settlement agreement is an agreement in writing, signed by both partners, explaining how community property will be divided upon termination of the domestic partnership and how much each partner will pay on the community obligations.

Separate Property

Separate property generally is everything that partners owned prior to registering their domestic partnership and any interest or other income received from that separate property after registering the domestic partnership and before the separation date. In most cases, anything earned or received after the date of separation and anything received by gift or inheritance at any time is also separate property.

Termination of a Domestic Partnership

The termination of a registered domestic partnership ends the registered domestic partnership and returns the partners to the status of un-partnered persons. The partners no longer will have the rights, protections and benefits or obligations and responsibilities under the law as registered domestic partners. The process of termination usually will divide all the community property and community obligations of the partners. Once effective, the termination may not be undone except in limited circumstances by order of a California Superior Court. Termination of a domestic partnership does not dissolve a marriage.

Terminating a Domestic Partnership by a Notice of Termination of Domestic Partnership

In certain limited circumstances, a registered domestic partnership may be terminated by filing a Notice of Termination of Domestic Partnership with the California Secretary of State. This is easier and more economical than terminating a domestic partnership with the Superior Court, but not every domestic partnership is eligible to file a Notice of Termination of Domestic Partnership with the California Secretary of State. A domestic partnership may be terminated through the California Secretary of State only if ALL of the legal requirements listed below are true at the time the Notice of Termination of Domestic Partnership is submitted to the California Secretary of State for filing. Even if only one of the statements is not true, the domestic partnership cannot be terminated with the California Secretary of State and a petition with a California Superior Court to dissolve the domestic partnership must be filed.

Requirements for Filing a Notice of Termination with the California Secretary of State

- ☐ 1. We have both read this brochure and understand it.
- ☐ 2. We both want to terminate the domestic partnership.
- ☐ 3. We have not been registered as domestic partners more than 5 years.
- ☐ 4. No children were born to us before or during the domestic partnership.
- ☐ 5. We did not adopt any children during the domestic partnership.
- ☐ 6. Neither of us is now pregnant.

- ___ 7. Neither of us owns any part of land or buildings.
- ___ 8. Neither of us is renting any land or buildings (except where one or both of us lives, and that lease does not include a purchase option and will end within one year of filing the Notice of Termination of Domestic Partnership form).
- ___ 9. Not counting automobile loans, our community obligations are not more than \$6,000.
- ___ 10. Not counting loans and automobiles, our community property is worth less than \$47,000.
- ___ 11. Not counting loans and automobiles, neither one of us has separate property totaling more than \$47,000.
- ___ 12. We have prepared and signed a property settlement agreement prior to submitting the Notice of Termination of Domestic Partnership form that states how community property possessions and community obligations will be divided (OR that states that no community property or community debt have been accumulated).
- ___ 13. We agree that we do not want money or support from the other partner except what is included in the property settlement agreement dividing the community property and community obligations.

If statements 1 through 13 above are all true, your domestic partnership may be terminated by filing a Notice of Termination of Domestic Partnership with the California Secretary of State. The Notice of Termination of Domestic Partnership may be obtained from either the California Secretary of State office or from our website at www.sos.ca.gov/registries/domestic-partners-registry.

The Notice of Termination of Domestic Partnership must be signed by both partners and filed with the California Secretary of State. Before completing the form, please review the requirements and this brochure very carefully.

It is possible for a court to set aside and cancel a termination filed with California Secretary of State if it can be shown that all the requirements were not met at the time the form was filed. Although not required, it may be in your best interest prior to filing a Notice of Termination of Domestic Partnership with the California Secretary of State to consult an attorney about ending your domestic partnership.

How Long Does it Take to Terminate the Domestic Partnership?

The domestic partnership will terminate automatically **six months after** the date the Notice of Termination of Domestic Partnership is filed with the California Secretary of State, ***as long as neither partner revokes (cancels) the termination before the end of the six-month period.***

What You Should Know About Revoking the Filing of a Notice of Termination

Either partner can revoke (cancel) the filing of a Notice of Termination of Domestic Partnership, for any reason, at any time before the end of the six-month period that starts when the notice is filed with the California Secretary of State. The most common reasons to revoke the termination are because you decided to return to your partner and not terminate the domestic partnership; or because you decided to go to court to dissolve the domestic partnership; or because one of you is now pregnant.

In order to revoke the filing of the notice of termination, a Notice of Revocation of Termination of Domestic Partnership must be filed with the California Secretary of State and a copy must be sent to your

partner by first-class mail. If you decide to revoke the filing of the notice of termination, you must file a revocation before the end of the six-month period or the domestic partnership automatically will terminate.

The Notice of Revocation of Termination of Domestic Partnership may be obtained from either the California Secretary of State office or from our website at www.sos.ca.gov/registries/domestic-partners-registry.

The revocation of the filing of the notice of termination cannot be canceled or undone. If you change your mind and decide to continue with terminating the domestic partnership, you will have to start the process over again (including the six-month period) by filing another Notice of Termination of Domestic Partnership with the California Secretary of State or file a petition of dissolution with a California Superior Court.

An Important Difference Between Filing a Notice of Termination with the California Secretary of State and a Petition of Dissolution with the Superior Court

When dissolving a domestic partnership with a California Superior Court, you have a right to a court hearing in front of a judge. If either partner is not satisfied with the judge's decision, it is possible to challenge that decision. This can be done, for example by asking for a new hearing based on new evidence, or by appealing the decision to a higher court. *With filing a Notice of Termination of Domestic Partnership, there is no hearing.* Partners who choose to file a Notice of Termination of Domestic Partnership form with the California Secretary of State generally do not have the right to ask for a hearing or the right to appeal the decision to a higher court.

Court Set-Aside of California Secretary of State Termination

There are some cases in which a domestic partnership that has been terminated through the California Secretary of State can be challenged in court and set aside (reversed) after the six-month waiting period is over. **If you believe your termination should be set-aside after the six-month period, you should consult an attorney about this possibility.** The court may have the power to set aside the termination if you can show:

- (1) the domestic partnership did not meet all 13 of the requirements listed above at the time the Notice of Termination of Domestic Partnership form was filed; OR
- (2) you were deceived in agreeing to the terms of the property settlement agreement. This is possible if you find out that your domestic partner lied about the value of property to get you to agree to the terms of the property settlement agreement (e.g. certain items going to your partner turned out to be much more valuable than you thought when you filed or certain items going to you were much less valuable than you thought when you filed); OR
- (3) you signed the Notice of Termination of Domestic Partnership against your will. This is possible if you can show that your domestic partner used threats or other kinds of unfair pressure to get you to go along with the property settlement agreement or the termination; OR
- (4) there are serious mistakes in the property settlement agreement. Various kinds of other mistakes may make the termination invalid, but you will have to go to court to prove the mistakes.

An attorney should be consulted for more information about a court proceeding setting aside a termination. Correcting mistakes and unfairness in a termination obtained by filing a Notice of Termination of Domestic Partnership can be difficult, expensive, and time consuming. It is very important for both partners to be honest, cooperative, and careful when terminating the domestic partnership by filing a Notice of Termination of Domestic Partnership with the California Secretary of State.

Dissolution or Nullity of Domestic Partnership by Petition of the Superior Court

If all 13 of the requirements described above for terminating your domestic partnership through the filing process with the California Secretary of State are not met, a petition must be filed with a California Superior Court in order to dissolve the domestic partnership. This is the same process used to dissolve a marriage (a divorce or annulment) or to legally separate. There are four different petitions that can be filed with the court, and each has different effects as briefly described below.

How to Start

To start a court process, you must complete and file a Petition for Dissolution of Domestic Partnership, a Petition for Dissolution of Domestic Partnership and Marriage, a Petition for Judgment of Nullity of Domestic Partnership, or a Petition for Legal Separation of Domestic Partners with a California Superior Court. A copy of the petition and the court summons must be personally delivered to your domestic partner. However, you cannot deliver the summons and petition yourself. You must have an adult friend or other adult deliver the documents or you can pay a process server or private company to complete this task.

You Can Go to Mediation or Ask for Temporary Orders

Unlike filing a notice of termination with the California Secretary of State, when you file a petition with the court, you will have the right to ask the court to help you come to an agreement or to make temporary orders while waiting for the domestic partnership to be dissolved. It is always best if both partners can reach agreement on the issues, but when you can't reach an agreement, and the matter must be resolved right away, you can ask the court to send you to mediation (a process that will help you reach agreement) and/or to make temporary orders. Either partner may ask the court to make temporary orders regarding property rights, support, child custody, and other issues involving the partnership.

Petition for Dissolution of Domestic Partnership

A Petition for Dissolution of Domestic Partnership is a formal request by one partner to the Superior Court asking the court to dissolve the domestic partnership. It is very similar to a Petition for Dissolution of Marriage (a divorce), but only dissolves the domestic partnership. A judgment issued by the court in this case will dissolve the domestic partnership and will restore both partners to the status of un-partnered persons. Among other things, the judgment also will decide the custody of any minor children of your domestic partnership, how your possessions and obligations will be divided, and if any support will be paid from one partner to the other.

How Long Does it Take for the Court to Dissolve the Partnership?

Once you have started the process, it will take *at least* six months for the court to dissolve the domestic partnership and enter a judgment in a Petition for Dissolution of Domestic Partnership. In many cases it takes longer than six months. The time it takes will depend on your particular situation and on how well you and your partner cooperate in the process.

Petition for Dissolution of Domestic Partnership and Marriage

A Petition for Dissolution of Domestic Partnership and Marriage is a formal request by one partner/spouse to a California Superior Court to dissolve both the domestic partnership and the marriage in a single proceeding. A judgment issued by the court in this case will end both the domestic partnership and the marriage.

How Long Does it Take for the Court to Dissolve the Partnership and Marriage?

Similar to a petition for dissolution alone, this process will take at least six months and the length of time will depend on your particular situation and on how well you and your partner cooperate in the process.

Petition for Judgment of Nullity of Domestic Partnership

A Petition for Judgment of Nullity of Domestic Partnership is the formal request by one partner to a California Superior Court for the court to declare the domestic partnership legally invalid (void). It is similar to a Petition for Nullity of Marriage (annulment). A Judgment of Nullity of Domestic Partnership issued by the court will void the domestic partnership and will restore both partners to the status of unpartnered persons. However, among other things, the court also will decide custody of any minor children of your domestic partnership, how your possessions and obligations will be divided, and if any support will be paid from one partner to the other.

Differences from Dissolution of Domestic Partnership

Unlike a Dissolution of Domestic Partnership, which ends the partnership, a Nullity of Domestic Partnership declares it void from the beginning. The court still will decide the issues of child custody and child support the same way as a dissolution of domestic partnership, but there can be differences in how the court divides your property and orders one partner to pay support for the other. Another difference between a Dissolution of Domestic Partnership and a Nullity of Domestic Partnership is that the partner asking the court to void the domestic partnership will have to prove certain things to the court in order to get the court to order the partnership void.

The requirements of a Petition for Nullity of Domestic Partnership are often difficult to prove and the effects are often complicated. While it is not required, you should consult an attorney before you file this petition.

How Long Does it Take to Nullify the Domestic Partnership?

The time it takes to nullify a domestic partnership will depend on your particular situation and on how well you and your partner cooperate in the process. There is no minimum time limit.

Petition for Legal Separation of Domestic Partners

A Petition for Legal Separation of Domestic Partners is the formal request by one partner to a California Superior Court for the court to divide the community property and debts between the partners and to make other orders regarding custody of children and financial support *without ending the partnership*. It is similar to a Petition for Legal Separation in a marriage.

Differences from a Dissolution of Domestic Partnership

Unlike a Petition for Dissolution of Domestic Partnership, a Petition for Legal Separation of Domestic Partners **does not** dissolve the domestic partnership and it **does not** restore the partners to the status of unpartnered persons. Until the domestic partnership is dissolved, and you are restored to the status of unpartnered persons, you will not be allowed to enter into another domestic partnership or a marriage. In a legal separation, the court will financially separate you and your domestic partner, and the court also will decide the custody of any minor children of your domestic partnership, how your possessions and obligations will be divided and if any support will be paid from one partner to the other in the same way as a dissolution proceeding would.

How Long Does a Legal Separation Take?

The time it takes for a legal separation will depend on your particular situation and on how well you and your partner cooperate in the process. There is no minimum time limit.

Should You Consult an Attorney?

You do not have to see an attorney in order to terminate your domestic partnership by filing a Notice of Termination of Domestic Partnership with the California Secretary of State or prior to filing a petition for dissolution, separation, or nullity with a California Superior Court. However, the process can get complicated and this brochure is not intended to provide legal advice in your individual situation. It is a good idea to seek legal advice from an attorney who knows family law before you decide to proceed with filings by yourself. You may decide to hire an attorney to complete the process or to consult an attorney to explain your rights in your particular situation; including providing an independent and objective review your property settlement agreement.

The California Judicial Council through the California Courts website provides information about the legal process and obtaining free and low-cost legal assistance at www.courts.ca.gov/selfhelp. Lawyer referral services also are available through the State Bar of California at (866) 442-2529 or 866-44-CA-LAW (toll free in California) or (415) 538-2250 or on their website at <http://www.calbar.ca.gov/Public/Need-Legal-Help> or via email at LRS@calbar.ca.gov. Court forms are available at your local courthouse or online at www.courts.ca.gov/forms.

You should not rely on this brochure alone. This brochure is not intended to provide legal advice.

If you decide not to consult with an attorney, you should read and understand the applicable provisions of the California Family Code, read and understand the applicable forms and instructions that may be applicable to your situation, as well as seek out California family law resources to ensure you completely understand the effects of terminating or dissolving your California domestic partnership.



State of California

Secretary of State

FILE NO: _____

Notice of Termination of Domestic Partnership

(Family Code section 299)

Instructions:

1. **Complete and send to:**
Secretary of State
P.O. Box 942870
Sacramento, CA 94277-2870
(916) 653-3984
2. There is no fee for filing this Notice of Termination of Domestic Partnership.
3. Both registered domestic partners must sign the same Notice of Termination of Domestic Partnership form pursuant to Family Code section 299(a)(1), and both signatures must be notarized. The signatures can be acknowledged at different times by different notaries public as long as separate certificates of acknowledgment are attached to the form.

(Office Use Only)

We, the undersigned, do declare that:

We are terminating our domestic partnership. We have read and understand the brochure prepared by the Secretary of State describing the requirements, nature, and effect of terminating a domestic partnership. We also declare that all of the conditions exist as specified in Family Code section 299(a).

Secretary of State File Number (if known): _____

Signature of Partner

Printed Name (Last) (First) (Middle)

Signature of Partner

Printed Name (Last) (First) (Middle)

RETURN TO (Enter the name and the address of the person to whom a copy of the filed document should be returned.)

NAME []

ADDRESS

CITY/STATE/ZIP []

ACKNOWLEDGMENT

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

State of California

County of _____)

On _____ before me, _____
(insert name and title of the officer)

personally appeared _____,
who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are
subscribed to the within instrument and acknowledged to me that he/she/they executed the same in
his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the
person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing
paragraph is true and correct.

WITNESS my hand and official seal.

Signature _____ (Seal)

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Restructuring
Waiver Request

Site _____

School Year _____

Per Article 24.03.02, Sites which develop restructuring/educational reform proposals which may involve waivers to the collective bargaining agreement shall submit a written request for waiver (Appendix G) to the Contract Administration Committee. The request shall include the following:

1. Specific contract Article to be waived: _____
2. Statement of the reform/restructuring proposals or a copy of the plan, including rationale for the change (please attach).
3. Principal's signature recommending approval of plan: _____
4. Signature of AEA Representative attesting that at least 67% of certificated FTE have approved through secret ballot the reform proposals and the contract waivers sought: _____
5. Contract Administration Committee approval signatures:

For the District_____
Date_____
For the Association_____
Date

Effective January 1, 2023 - December 31, 2023
Full Time, 5 days per week, 12 paychecks per year

<u>Available Benefit Plans</u>	<u>Monthly Cost of Plan</u>			<u>Employer Contribution</u>			<u>Employee Monthly Cost</u>		
	Employee Only	Employee + 1 Dependent	Employee + Family (2+)	Employee Only	Employee + 1 Dependent	Employee + Family (2+)	Employee Only	Employee + 1 Dependent	Employee + Family (2+)
Anthem Blue Cross Select HMO \$15 Copay	\$1,128.83	\$2,257.66	\$2,934.96	\$514.11	\$703.02	\$859.58	\$614.72	\$1,554.64	\$2,075.38
Anthem Blue Cross Traditional HMO \$15 Copay	\$1,210.71	\$2,421.42	\$3,147.85	\$514.11	\$703.02	\$859.58	\$696.60	\$1,718.40	\$2,288.27
Health Net HMO \$15 Copay	\$1,174.50	\$2,349.00	\$3,053.70	\$514.11	\$703.02	\$859.58	\$660.39	\$1,645.98	\$2,194.12
Kaiser Permanente HMO \$15 Copay	\$913.74	\$1,827.48	\$2,375.72	\$514.11	\$703.02	\$859.58	\$399.63	\$1,124.46	\$1,516.14
Blue Shield Access+ HMO	\$1,035.21	\$2,070.42	\$2,691.55	\$514.11	\$703.02	\$859.58	\$521.10	\$1,367.40	\$1,831.97
PERS Platinum PPO	\$1,200.12	\$2,400.24	\$3,120.31	\$514.11	\$703.02	\$859.58	\$686.01	\$1,697.22	\$2,260.73
<u>PERS Gold PPO*</u> <u>Affordable Coverage Option</u>	\$825.61	\$1,651.22	\$2,146.59	\$514.11	\$703.02	\$859.58	<u>\$311.50</u>	\$948.20	\$1,287.01
Delta Dental PPO	\$82.70	\$148.80	\$213.60	\$0.00	\$0.00	\$0.00	\$82.70	\$148.80	\$213.60
Vision Service Plan (VSP)	\$28.55	\$28.55	\$28.55	\$0.00	\$0.00	\$0.00	\$28.55	\$28.55	\$28.55
Cash Out Stipend	\$305.00	<u>ALL medical plans</u> meet the Minimum Essential Coverage and Minimum Value (MEC, MEV) requirements as set by ACA regulations							

IMPORTANT INFORMATION: Regarding the Patient Protection and Affordable Care Act (ACA)

***PERS Gold PPO meets the ACA affordability calculation for employees working Full-Time as defined under ACA as 30 or more hours per week (85.7% FTE) earning \$67,784 per year**

ALAMEDA UNIFIED SCHOOL DISTRICT


ALAMEDA EDUCATION ASSOCIATION
EXTRA-DUTY ASSIGNMENT GUIDELINES
for
ALAMEDA AND ENCINAL HIGH SCHOOLS

Revised September, 1997

I. ASSIGNMENT PROCEDURES

All faculty members assigned to Alameda and Encinal High Schools shall supervise student activities. The amount of required extra-duty assignments shall consist of no more than four (4) events per school year. Supervision of extra-duty assignments on Saturdays, Sundays, legal or local holidays, as defined by the school calendar, shall be voluntary for the faculty members and not an administrative assignment.

II. CATEGORIES

- A. Student Supervision - Faculty members have the option to select in advance those events they would prefer to supervise. Events lacking coverage will be assigned to faculty members with the fewest accumulated events. Events are defined as student activities that fall outside of the assigned work day and need supervision as determined by the administration.
- B. Credit - Faculty members will be credited with one (1) event when that activity is completed. Time frame for a single event will average approximately 3.5 hours.
- C. Clubs & Class Sponsors - Faculty members who sponsor clubs for the year will be given credit for two (2) events. Faculty members who are ~~Senior~~ Class sponsors will be given credit for four (4) events, ~~while all other class sponsors will be given credit for two (2) events.~~ 
- D. Meetings -
 - 1. Faculty members assigned to serve on school site councils, PTSA or other parent support groups, will be credited for one (1) event for each meeting.
 - 2. All members of the faculty shall attend Open House, Back To School night and the AHS/EHS Football Game (based on a minimum day). These events are not part of the extra-duty events requirements.
 - 3. All faculty members are expected to attend department meetings. Attendance at these meetings is in addition to extra-duty meetings.

III. SELECTION, ASSIGNMENT, NOTIFICATION, AND DOCUMENTATION

- A. Faculty members will have the right to select duties, when available, that they prefer. Sign-up sheets will be available for staff at the beginning of the school year and as events are placed on the school calendar.
- B. Activities and events that do not have enough staff sign-ups will be assigned randomly by the administration to members of the faculty that have the least number of events served and/or the least number of events committed for the school year.

Revision: September, 1997

- C. A written notification of extra-duty assignments must be received by the faculty members one (1) week in advance of the assignment.
- D. The documentation of extra-duty events served will remain in the appropriate Vice Principal's office and will be made available upon request.
- E. Any questions concerning the assignment of or the crediting and accounting of extra-duty events will be addressed to the appropriate Vice Principal.

IV. COMMITTEE AGREEMENT

The Committee comprised of Coleman Feeney, Jr., Janis Larsen, and Mary Ellen Ellis - Encinal High School; Jean Nolan, James Cooper, and Betty Ruark - Alameda High School; and Donald Sherratt, Director of Personnel Services, agreed with the above on Monday, September 26, 1988, and this document was updated and agreed upon by Don Sherratt, Chief Personnel Officer and Linda Nelson, President of the Alameda Education Association on September 25, 1997.

Revision: September, 1997

SIDE LETTER RE KINDERGARTEN PROGRAM

1. Kindergarten teachers shall be provided with modified days for parent-teacher conferences on the same basis as other elementary school teachers.
2. Each Kindergarten teacher, with the review and support of the principal, may develop a visitation schedule of at least one day during the first six weeks of the school year and a flexible, individual in-service plan to assist in implementing the extended day Kindergarten program. ~~The support of the principal shall not be unreasonably withheld.~~ The plan will be consistent with the teacher's other obligations and the requirements of the Contract. On the District in-service day prior to the start of school, Kindergarten teachers will have a training opportunity on the extended day program.
3. In the event that a particular school site is not ready for use five working days before the start of classes at that school, two members from each bargaining team shall meet within three days to discuss the appropriate resolution of the issue.
4. K/1 classrooms shall continue as long as children are assigned to K/1 classrooms on the basis of each student's specific needs. During the 2000-2001 school year, the District and the AEA agree to gather ABLES and other relevant data by June 1, 2001 and review the impact of the extended day Kindergarten program on K/1 classrooms as compared to 1st grade, with the option of capping grade levels in future years. This review will be complete within two weeks.
5. The District and sites will provide the necessary personnel for supervision of children during the teacher's duty-free lunch and lunch recess. This program for supervision will be in place by the first day of school.
6. Kindergarten teachers will be provided with a duty free lunch period in accordance with the terms of the AEA Contract.
7. Kindergarten teachers affected by the Extended Day Kindergarten program will be provided with compensation for packing and moving in accordance with the terms of the Contract.
8. In conjunction with increased supervision, each site shall develop an assignment plan for yard duty that shall provide Kindergarten teachers and other elementary school teachers with equitable duty assignments. (See section 8.05.02 of the Contract)

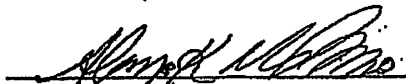
David Nled
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Page 1

02/05/1, 4:20 pm

EXHIBIT B

9. Each site shall have a policy by the first day of school for handling Kindergarten students who are not picked up at the end of the school day that is in accordance with the Contract (i.e., prep time).
10. The District will allow children to opt out of the extended day program on the basis of their developmental needs as determined by the teacher, the parents and the administration. To assist children, parents and teachers with the conversion to an extended day program, the program will begin no sooner than the eleventh student day.
11. The Kindergarten teachers and principal at each site shall determine classroom assignments. In the event they are unable to agree on the new assignments the principal shall make the final assignments. Seniority shall prevail as to which room the Kindergarten teacher shall choose.
12. Each site shall develop a plan to ensure that all Kindergarten students, for reasons of safety and developmental needs, have access to appropriate bathroom facilities that are close to each Kindergarten classroom.
13. Kindergarten teachers may allow children to take rest periods if the teacher feels that a rest period is developmentally appropriate.


For the District

2/13/01
Date


For A.E.A.

2/13/2001
Date