

**COLLECTIVE BARGAINING  
AGREEMENT  
BETWEEN  
OAK GROVE SCHOOL DISTRICT  
AND  
OAK GROVE EDUCATORS  
ASSOCIATION**

**2019-2022**

Ratified by the Governing Board on November 21, 2019.

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## **ARTICLE 1: PREAMBLE AND RECOGNITION**

### **1.1 Preamble**

The Agreement is entered into November 21, 2019, between the Governing Board of the Oak Grove School District (“District”) and the Oak Grove Educators Association (“Association”), an affiliate of the California Teachers Association and the National Education Association.

### **1.2 Recognition**

The Board recognizes the Oak Grove Educators Association as the exclusive representative of all certificated employees of the Board, excluding substitute teachers and the following management and supervisory personnel:

Superintendents  
Directors  
Coordinators/Program Administrators  
Principals  
Assistant Principals

### **1.3 Job Descriptions**

The District will consult with the Association before instituting any changes in the bargaining unit job descriptions.

### **1.4 New Certificated Positions**

New certificated positions that are established during the term of this Agreement shall first be reviewed by the District and the Association as to their inclusion in the bargaining unit, and shall then be accredited to the unit if the positions share a community of interest with the existing unit. In the event the parties fail to agree on the inclusion of the positions, the dispute will be referred to the Public Employment Relations Board for a decision.

### **1.5 Bargaining Unit Work**

The parties to this Agreement recognize that the duties and work performed exclusively by the certificated bargaining unit employees described above shall be performed by unit members and shall not be subcontracted or otherwise transferred out of the bargaining unit. This provision does not limit the District’s ability to contract for special education services from non-public agencies.

If no unit member can be found to fill positions that are part-time [less than twenty percent (20%)] and in which the work occurs outside of the student

day, non-unit members may be temporarily hired. These positions shall maintain the same working conditions regardless of type of employee hired.

## **ARTICLE 2: NON-DISCRIMINATION**

### **2.1 Equitability**

All Articles and provisions of this Agreement shall be applied equitably to all unit members.

### **2.2 Application**

This Agreement shall not be applied in an arbitrary, discriminatory, or capricious manner.

### **2.3 Description Of Rights**

The District prohibits harassment and discrimination in the workplace on the basis of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status, or membership in OGEA or participation in OGEA organization activities.

### **2.4 Americans With Disabilities Act/California Fair Employment And Housing Act**

The District and the Association acknowledge that the Americans with Disabilities Act (ADA), the California Fair Employment and Housing Act, and other state and federal statutes require accommodation for unit members protected under these statutes, that accommodations must be determined on an individual case by case basis, and that the District has a legal obligation to meet with the unit member to discuss accommodations. Before implementing any accommodation that violates this Agreement or modifies a District practice, the District shall give the Association notice and opportunity to negotiate about matters within the scope of representation.

### **2.5 Accommodation Not A Past Practice**

Any accommodation provided to a bargaining unit member as required by the ADA or other state and federal disability statutes shall not establish a past practice nor shall it be used as evidence of a past practice in grievance/arbitration procedure.

### **ARTICLE 3: PILOT PROGRAM PROCEDURES**

The Association and the District may agree to Pilot Programs. Each Pilot Program shall comply with the following:

#### **3.1 Duration**

Unless specifically defined in any Article, each Pilot Program shall be in effect for no more than a one (1) year period unless the Association and the District modify existing contract language or agree to an extension of the Pilot Programs.

#### **3.2 Past Practice**

Implementation of a Pilot Program shall not establish a past practice.

## **ARTICLE 4: WAIVER PROCEDURES**

Either party can initiate a contract waiver request, but the procedure outlined below must be followed:

### **4.1 Submission Of Waiver**

The request for a waiver shall be submitted to the Association President and the District Superintendent. The President and the Superintendent shall seek approval of the waiver request.

### **4.2 Waiver Request**

A waiver request shall include the specific provision of the collective bargaining agreement to be waived, the replacement language which will be in effect in place of the waived language, and verification that the unit members affected by the waiver have reached consensus on the waiver request. The site administrator shall not be present when the affected unit members verify that consensus has been reached on their waiver request. Consensus is defined in Appendix B of this Agreement

### **4.3 Consensus**

If either the Association or the District request verification of the consensus, the group of unit members shall submit verification that consensus was reached. The District acknowledges that the Association will verify consensus by using the method described in Appendix B of this Agreement.

### **4.4 Approval Of Waiver Request**

If the waiver involves an adjustment to the collective agreement, the waiver does not become effective until the waiver is approved in writing by the Association and the District Governing Board. As a general rule, the District Governing Board and the Association shall decide whether to approve or deny a waiver request within thirty (30) calendar days after receiving the request.

### **4.5 Duration Of Replacement Language**

When a waiver request is approved, replacement language shall be in effect for a one (1) year pilot period. The replacement language shall expire at the end of the one (1) year pilot period unless the waiver is approved for an extension. If the school site requests an extension of the waiver and the extension is approved by the District Governing Board and Association, the replacement language shall remain in effect for up to a three (3) year period.

4.6 Record Of Waivers

All approved waivers shall be reduced to writing and numbered for record keeping.

4.7 Past Practice

Implementation of replacement language shall not establish a past practice.

## **ARTICLE 5: DISTRICT RIGHTS**

The parties understand and agree that the District retains the right, duty, and authority to direct, manage, and control the affairs of the School District to the extent of the law, whose rights, duties, and authority are to determine its organization; to direct the work of the employees; to determine the kinds and levels of services to be provided; to establish the methods and means of providing them; to establish educational policies and goals; to determine the staffing patterns; to determine the number and kinds of personnel required; to transfer personnel; to establish budget procedures and determine budget allocations; to contract out work; to build, move, or modify facilities; and the right to hire, classify, assign, evaluate, promote, terminate, and discipline employees. The District's exercise of the foregoing rights, duties, and authority shall be limited only by the terms of this Agreement.



## **ARTICLE 6: ASSOCIATION RIGHTS**

### **6.1 Right To Representation**

The Association shall have the right to represent members of the unit in employment relations with the District.

### **6.2 Unit Member Meetings**

The Association shall have the right to use institutional facilities, including equipment for meetings, scheduling such use with the principal, or the principal's designee, provided that this shall not interrupt previously scheduled activities. The District may make a reasonable charge for special custodial services required or any damage in excess of normal wear.

6.2.1 Wednesdays shall be recognized as Association meeting day. No Oak Grove School District meetings, other than Governing Board meetings, shall be scheduled on Wednesdays except in an emergency.

6.2.1.1 Meetings that involve unit members, however, may be scheduled on Wednesdays if the administrator first notifies the Association President in writing at least a week in advance. If the Association President or designee informs the administrator that the proposed meeting conflicts with the Association meeting, then the proposed meeting will be canceled. If there is no conflict with an Association meeting or if the President does not respond, then the proposed meeting can take place. In case of emergencies, the above notification and response may take place by personal or telephonic communications followed by hard copy or fax on the day of agreement, and the time limit will be shortened to accommodate the emergency.

### **6.3 Use Of Facilities**

Authorized Association representatives shall have the right to call and conduct school site meetings to transact Association business on school property at all times, provided the instructional day has been completed and/or the meetings do not interfere with the duties and responsibilities of employees of the District and do not interfere with school site functions. Association use of a school site facility or other District facility shall be scheduled through the District's facility use request process.

6.3.1 The Association shall be permitted to call a meeting at the conclusion of faculty meetings for the purpose of conducting Association business.

6.3.2 The Association President or designee shall follow District policies and any school site procedures for visitors when visiting a school site or District facility, and follow the provisions of this Section 6.3.

#### 6.4 Distribution Of Information

Within fifteen (15) working days from the receipt of a written request from the Association for available public information and specific employee data pertinent to the development of collective bargaining proposals, the District will either provide the information requested, or provide a written statement of what information will be provided and when, along with a statement of the reason the District is unable to provide the information within fifteen (15) working days.

6.4.1 To the extent required by law, the District shall provide the Association within ten (10) working days with copies of settlement agreements entered into between the District and unit members. In the event the relevant unit member objects to the disclosure, the District will nevertheless furnish the Association with a copy of the settlement agreements, provided that the Association confirms, in writing, that it is making its disclosure demand over the unit member's objections.

#### 6.5 Distribution Of Materials

The District shall provide the Association with a copy of current Board Policy, Administrative Regulations, and amendments as they are adopted.

#### 6.6 Employee Information

6.6.1 Definition of a Newly Hired Employee: "Newly hired employee" or "new hire" means any bargaining unit employee, whether permanent, full time, part time, hired by the District.

6.6.2 The District shall provide the Association with updates on the last workday of October, January and May, via a mutually agreeable format, the following information on all bargaining unit members, to the extent the District collects such information.

- i. Name;
- ii. Home Address
- iii. Job Title and grade level;

- iv. Primary worksite name;
- v. Work, home and cellular telephone number;
- vi. Work email address of the employee;
- vii. Hire date.
- viii. Seniority date
- ix. Full Time Equivalent (FTE) status.
- x. Employment status (temporary, probationary, permanent)
- xi. Type of credential

6.6.3 For newly hired employees the District shall provide the Association with the information in section 6.6.2 for the newly hired employee within 30 days of the date of hire.

## 6.7 Right To Consult

6.7.1 Pursuant to Government Code Section 3543.2(a), the Association has the right to consult on the definition of educational objectives, the determination of the content of courses and curriculum, and the selection of textbooks. Nothing in this Section may be construed to limit the District's right to consult on any other matter.

6.7.1.1 The Association may exercise its right to consult on any matter subject to consultation by requesting consultation.

6.7.1.2 Should the Association exercise its right to consult, both parties shall meet to exchange information, options, proposals, and recommendations freely and to endeavor to reach a resolution of the matter under consideration regarding any matter subject to consultation.

6.7.1.3 The Association shall have the right to make presentations and recommendations to the Governing Board prior to the Board arriving at a final determination of policy or course of action subject to consultation.

6.7.1.4 The District shall have the right to make the final decision on any matter subject to consultation.

6.7.1.5 At the Association's written request to the Superintendent, any policy or action adopted contrary to the Association's recommendation shall be explained in writing to the Association.

6.7.2 All of the rights and conditions of Section 6.7 of this Agreement shall prevail at the site level.

6.7.2.1 If the matter under consideration at the site level is not resolved, the Superintendent shall consult with the Association to endeavor to reach a resolution.

6.7.2.2 If the matter is still not resolved, the Association may exercise its rights under Section 6.7.1.3.

6.7.3 To confirm the District's and the OGEA's commitment to consult about Common Core, the parties signed a letter of agreement, attached as Appendix H and incorporated into the collective bargaining agreement.

6.7.4 As required by Education Code Section 52060(g), the District shall consult with the Association in developing and annually updating a Local Control and Accountability Plan. (LCAP)

#### 6.8 District Committees

The Association shall have the right to appoint at least one (1) member to serve on District committees upon which unit members serve.

6.8.1 By the end of each September and each January, the District shall provide the Association with a list of District committees.

6.8.2 When a new District committee is created on which unit members will serve, the District shall notify the Association at least two (2) weeks in advance of the relevant committee's first meeting.

#### 6.9 Board Agenda Materials

The Association President, or designee, will be sent all Board back-up materials except as precluded by law, at the same time that the material is sent to the Board. The Association President, or designee, will be recognized as the Association spokesperson on all agenda items in the manner prescribed by Board meeting procedure.

#### 6.10 Release Time For Negotiations

The Association may designate up to six (6) members of its bargaining team for the purpose of attending bargaining sessions with the District. The District shall provide release time for up to six (6) paid substitutes for any bargaining session when scheduled during a work day for bargaining unit members.

## 6.11 Release Time For Professional Business

### 6.11.1 Number Of Days

Elected officers or designated representatives of the Association, exclusive of the President, shall be entitled to a collective total of thirty-seven (37) days per year of release time for professional business, excluding grievance processing and negotiations.

### 6.11.2 Use Of Days

Except for the President, Grievance Chair, Vice President, and Bargaining Chair, no other officer or designated Association representative may individually utilize more than five (5) of these days in one (1) school year.

### 6.11.3 OGEA Reimbursement

The Association shall reimburse to the District the day-to-day substitute rate established by the Governing Board for each day of absence by Association representation.

### 6.11.4 Request For Leave

For use other than Presidential leave, the individual Association member must notify the site administrator at least five (5) days in advance of the taking of the leave. In case of emergencies, the above notification and response may take place by personal or telephonic communications followed by hard copy or fax on the same day. The Assistant Superintendent of Human Resources will attempt to resolve any conflicts between the need for Association leave and the need to be at the site.

## 6.12 Association President's Leave Of Absence

The District shall grant up to one hundred percent (100%) of the Association President's full-time contract for a paid leave of absence to serve as the Association President. The Association shall determine the percentage of the paid leave of absence and shall notify the District of the requested percentage paid leave of absence no later than April 1 of the school year prior to the school year in which the paid leave of absence will be effective.

### 6.12.1 Replacement Costs

The Association shall reimburse the District for fifty percent (50.0%) of the full cost of the President's salary and benefits.

6.12.2 Full Pay And Benefits

The Association President shall receive his/her regular full pay and benefit coverage from the District.

6.12.3 STRS Contributions

The Association President's compensation during this leave shall include retirement fund contributions required of the District as employer. The required employer contribution rate shall be the contribution rate for additional service credit less the member contribution rate under Government Code Section 22804. The Association President shall earn full service credit during the leave of absence and shall pay member contributions as prescribed in Government Code Section 22804.

6.12.4 Disability Benefits

The Association President shall not be eligible for disability benefits under the State Teachers' Retirement System on this leave of absence.

6.12.5 Return To Position

An Association President returning to a full-time assignment from President's Release Time shall be returned to the position held prior to taking the Association President's Release Time.

6.13 Use Of Bulletin Boards, District Mail Service And Teacher Mailboxes

The Association shall have the right to post notices of activities in matters of Association concern without censorship of content on the instructional bulletin board that shall be provided and maintained by the Association in each school building in an area frequented by teachers. The Association shall have the right to use the District mail service and teacher mailboxes for communications to teachers without censorship of content regarding matters with which the Association is involved, except where contrary to law.

6.13.1 District Email

The Association may have reasonable access to the District's email system for the purpose of communicating with OGEA unit members. Association use of the District's email must conform to all District policies and rules regarding employee use of District technology. Association use of District email shall be conducted during non-instructional time.

- 6.13.2 The Association shall annually provide the District with the names of OGEA officers and site representatives authorized to exercise the Association's rights under this Section 6.13.

6.14 Temporary Teachers

Annually, at OGEA's written request, the District shall provide the Association with a list of unit members employed as temporary employees, the Education Code provision authorizing each unit member's temporary employee status, the unit member's work site and assignment, FTE, and the beginning and ending dates of the unit member's contract work period.

6.15 New Employee Orientation

- 6.15.1 Definition. "New employee orientation" means the onboarding process of a newly hired employee, whether in person or online, in which employees are advised of their employment status, rights, benefits, duties and responsibilities, or any other employment-related matters.
- 6.15.2 Scheduling of New Employee Orientation. The District shall provide the Association with fifteen (15) calendar days' advance written notice or notice as soon as the District is aware of the date of the New Employee Orientation. The notice will include the date, time and scheduled agenda of the New Employee Orientation meeting and the period of time set aside for Association access.
- 6.15.3 Association Access. During the New Employee Orientation, at a time scheduled by the District to occur before the lunch recess, the OGEA President and/or designees will be provided with thirty (30) minutes to communicate regarding the Association. The Association shall have the right to provide lunch, present during lunch, and distribute Association materials to newly hired employees at the Employee Orientation, immediately after the conclusion of the entire New Employee Orientation. It is the Association's responsibility to prepare and duplicate such materials and make materials available at the orientation session. The Association is entitled to invite representatives from or agents of the California Teachers Association to the orientation.
- 6.15.4 New Employee Orientation may also include individual (one-on-one) new hire meetings with a Human Resources representative or site administrator and/or group orientation sessions. The District will provide the Association with at least twenty-four (24) hours notice of any individual (one-on-one) new hire meeting.

- 6.15.4.1 In the event the District conducts one-on-one orientations with new employees, the Association shall have fifteen (15) minutes to conduct the orientation session.
- 6.15.4.2 The orientation session shall be held on District property during the workday of the employee(s).
- 6.15.4.3 During the orientation session, whether individual or group, no District manager or supervisor or non-unit employee shall be present unless invited.



## **ARTICLE 7: GRIEVANCE PROCEDURE**

### **7.1 Definitions**

- 7.1.1 A “grievance” is a claim by one or more unit members, or a claim by the Association on behalf of one or more unit members, of an alleged violation, misinterpretation or misapplication, of the provisions of this Agreement.
- 7.1.2 A “day” is any day in which the central Administrative office of the District is open for business.
- 7.1.3 A “workday” is any day in which the unit member is required to report for duty as defined in Section 14.1 and the workdays specified on the Oak Grove School District Calendar.
- 7.1.4 A “representative” shall be a person chosen by the grievant(s) with the advice and consent of the Association to represent the grievant(s).
- 7.1.5 The “immediate supervisor” is the management person having immediate jurisdiction over the grievant(s).
- 7.1.6 A “party in interest” is any person who might be required to take action or against whom action might be taken in order to resolve the claim.

### **7.2 Informal Level**

- 7.2.1 Before filing a formal written grievance, the grievant shall attempt to resolve it by scheduling an informal conference with the grievant’s immediate supervisor.

### **7.3 Formal Level I: Written Grievance**

- 7.3.1 Within thirty (30) days of when the grievant knew of an act or omission giving rise to a grievance, the grievant must present such grievance in writing on the appropriate form (see Appendix “C-1”) or reasonable facsimile thereof to the immediate supervisor.
- 7.3.2 This statement shall include (1) the section(s) of the contract grieved, (2) the circumstances of the alleged violation, (3) the remedy sought, and (4) a request for a conference if desired.
- 7.3.3 The supervisor shall communicate a decision to the unit member in writing (see Appendix C-2) within fifteen (15) days after receiving the grievance.

- 7.3.4 If requested, a conference will be scheduled at the mutual convenience of the parties, normally at the end of the instructional day for the grievant and his/her representative.

7.4 Formal Level II: Appeal To Superintendent

- 7.4.1 In the event the grievant is not satisfied with the decision at Level I, the grievant may appeal the decision on the appropriate form (see Appendix C-3) to the Superintendent or his designee within ten (10) days after receiving it.
- 7.4.2 This statement should include a copy of the original grievance, the decision rendered at Level I, and a statement of the reasons for the appeal.
- 7.4.3 The Superintendent or his designee shall communicate a decision within fifteen (15) days after receiving the appeal (see Appendix C-4). Either the grievant or the Superintendent, or his designee, may request a personal conference with the other party within the above time limits.
- 7.4.4 If requested, a conference will be scheduled at the mutual convenience of the parties, normally at the end of the instructional day for the grievant and his/her representative.

7.5 Formal Level III: Binding Arbitration

- 7.5.1 If the aggrieved is not satisfied with the disposition of the grievance at Level II, or if the time limits expire without issuance of the Superintendent's written reply, the Association, within ten (10) days, may submit the grievance to arbitration using the appropriate form (see Appendix C-5). In such cases, the parties shall request a list of arbitrators from either the American Arbitration Association (AAA) or the California State Mediation and Conciliation Service (CSMCS).
- 7.5.2 A representative of the Association and the District's representative shall select the arbitrator from the list by eliminating names until one name remains. The first option of elimination shall alternate. The one remaining name shall be the arbitrator. The process of striking names shall occur within ten (10) days of receipt of the list by both parties.
- 7.5.3 Prior to proceeding to arbitration, either party may invoke a grievance mediation process. If the parties cannot mutually agree upon a facilitator/mediator they shall accept one appointed by the

State Mediation and Conciliation Service. If no State Mediator is available at this point, the parties shall proceed to arbitration. The facilitator/mediator shall meet with the parties, and using the interest-based approach, will attempt to resolve the grievance. This process shall be confidential. None of these settlement discussions, including but not limited to any offers of settlement or admissions, may be used by either party in the subsequent arbitration process. This process shall be limited to a period not exceeding forty-five (45) calendar days from the date of the selection of the arbitrator as listed in Section 7.5.2.

- 7.5.4 All costs for services of the mediator, including, but not limited to, per diem expenses, and the mediator's travel and subsistence expense, will be borne equally by the District and the grievant(s). All other costs will be borne by the party incurring them.
- 7.5.5 If any question arises as to the arbitrability of the grievance, such question will be ruled upon by the arbitrator prior to hearing the merits of the grievance.
- 7.5.6 Once the arbitrator has been selected, hearings shall commence at the convenience of the arbitrator. Hearings shall be confined to working days. The arbitrator shall conduct the hearing in accordance with the voluntary arbitration rules of the American Arbitration Association and the provisions of this procedure. The arbitrator's decision will be in writing and will set forth the arbitrator's finding of fact, reasoning and conclusions of the issues submitted. The arbitrator will be without power or authority to make any decision that requires the commission of the act prohibited by law or that violates the terms of this Agreement. The arbitrator is empowered, however, to include in any award such financial reimbursement or other remedies the arbitrator judges to be proper. The arbitrator's award shall be submitted to both parties. The arbitrator's decision will be final and binding upon the parties.
- 7.5.7 The arbitrator shall have no authority to add to, subtract from, or modify the terms of this Agreement, and the arbitrator shall interpret this Agreement in accordance with accepted arbitral standards of contract interpretation.
- 7.5.8 The arbitrator shall be provided all available documents relating to the grievance. Parties in interest shall be given at least two (2) school days prior notice of scheduled hearings. Parties in interest

and their representative shall have the right to be present at such hearings.

- 7.5.9 All costs for services of the arbitrator, including, but not limited to, per diem expenses, the arbitrator's travel and subsistence expense, and the cost of any hearing room, will be borne equally by the District and the grievant(s). All other costs will be borne by the party incurring them.
- 7.5.10 If any party requests a transcript of the proceedings, that party shall bear the full costs for that transcript.
- 7.5.11 Upon mutual agreement of the District and Association, the arbitration may proceed under expedited rules of the American Arbitration Association and notice of such agreement shall accompany the request for a list of arbitrators.

## 7.6 Miscellaneous Provisions

- 7.6.1 The number of days indicated at each level should be considered as a maximum and every effort should be made to expedite the process. The time specified, however, may be extended by mutual consent.
- 7.6.2 In the event a grievance is filed at such time that it cannot be processed through all the levels in this grievance procedure by the last working day of the school year, the time limits set forth in this Article may be extended at the grievant's or grievants' option so that the grievance procedure may be continued until the beginning of the succeeding year. Notice shall be given to the Superintendent or his/her designee within the specified timeline(s) outlined in Article 7, that this option has been selected by the grievant(s). The timeline(s) shall resume on the first work day of the grievant's or grievants' succeeding work year.
- 7.6.3 Time limits given in these procedures may be modified by written agreement of all parties involved.
- 7.6.4 The District and the Association agree that after a formal grievance has been filed, all proceedings shall be kept as private and as confidential as possible.
- 7.6.5 A unit member may be represented at all stages of the grievance procedure up to arbitration by himself, by one unit member representative of the Association and other non-unit Association representatives. The District shall provide the Association with a

copy of the grievance and any proposed resolution of the grievance in a timely manner. The Association shall have the right to file a response at all stages of the grievance procedure prior to a resolution of the grievance by the District.

- 7.6.6 A decision rendered at any level shall be considered final unless an appeal is registered within the time limit specified. If a decision is not given to the grievant within the time limit, an appeal may be taken to the next level.
- 7.6.7 No party in interest shall take reprisals affecting employment status of any member of the unit, party in interest, any Association representatives, or any other participant in the grievance procedure by reason of such participation.
- 7.6.8 Forms for filing grievances and other related documents will be developed jointly by the Superintendent and the Association and shall be available at the District Office, each school, and the Association Office.
- 7.6.9 The parties in interest agree to make available to each other all pertinent information not privileged under law or employer policies in their possession or control and that is relevant to the issues raised by the grievance.
- 7.6.10 When a grievance meeting or hearing at any level of the grievance procedure is held during the work day, the grievant(s) and the OGEA representative shall be released for the duration of the meeting or hearing without loss of compensation. Any unit member who is required to appear as a witness will be released from work only that amount of time necessary to process the grievance or be a witness at an arbitration hearing without loss of compensation. The grievant will investigate and prepare for a grievance outside the instructional day or while on Association time as defined by Section 6.11.

The District will provide release time for no more than five (5) witnesses at any grievance hearing at any level of the grievance procedure unless an exception is made for additional witnesses at the District's option.

- 7.6.10.1 If additional witnesses are required or if it is necessary to investigate during the work day the situation giving rise to the grievance, or if an unusual amount of time is necessary to compile data requested by the District following discussion between the grievant, his

representative, and the management person involved, the request for release time will be forwarded to the Assistant Superintendent for Human Resources. The Assistant Superintendent for Human Resources may grant the request and provide necessary release time without loss of compensation to the grievant and/or his/her representative.

7.6.10.2 If release time is not granted as provided in Section 7.6.10.1 upon request, the grievant and/or his/her representative shall be granted release time. The Association shall pay for the substitute(s).

7.6.11 Time limits provided for at each level shall begin the day following receipt of the grievance, grievance appeal, or written decision.

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

## ARTICLE 8: LEAVES

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8.3.3	Unpaid Leave For Personal Necessity And Matters Of Compelling Personal Importance.....	<b>Error! Bookmark not defined.</b>
8.3.4	District Absence Report.....	<b>Error! Bookmark not defined.</b>
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## ARTICLE 8: LEAVES

### 8.1 General Provisions Covering Leaves Of Absence

#### 8.1.1 District And Unit Member Rights

The approval or denial of a leave of absence, except in cases where a leave of absence must be granted by specific provisions of law and/or this Agreement, shall be construed to be a right reserved by the District and the Governing Board. The exercise of discretion by the District or the Governing Board shall not constitute a grievance under the provisions of Article 7 of this Agreement, provided, however, nothing in this Section 8.1.1 shall deprive a unit member the right to pursue a grievance relating to a violation of any other provisions of this leave policy.

#### 8.1.2 Years Of Service For Salary Placement

If a unit member is on leave, whether paid or unpaid, for more than twenty-five percent (25%) of the school year, the unit member shall not be entitled to a year of service for salary placement purposes as provided in Section 12.4.5 of this Agreement. Provided, however, that the term “leave” in this Section does not include paid sick leave or paid leave taken in accordance with Section 8.6, Industrial Accident and Illness Leave, of this Agreement. Both such leaves are considered days of service within the meaning of Section 12.4.5 of this Agreement.

#### 8.1.3 Return To Work After A Leave

Unit members who are on paid or unpaid leave at the end of the school year shall notify the District in writing by April 15 of their intent to return to work at the beginning of the next school year. If a unit member notifies the District as required by this Section, the District shall return the unit member to the site where the unit member worked prior to the leave. A unit member may request additional leave or may request a change in the unit member’s employment status in any other manner. A unit member who is on leave at the end of the school year and who fails to give the District written notification as required by this Section shall not be guaranteed a return to the site where the unit member worked prior to the leave.

## 8.2 Sick Leave

Sick leave protects a unit member against undue financial loss in the event of illness or other circumstances for which the use of sick leave is permissible under the law. Sick leave may be used for medical and dental appointments that cannot be scheduled outside the instructional day. Sick leave, personal necessity leave, or bereavement leave shall not be used to extend vacation periods, holidays, or to avoid attending staff development days.

### 8.2.1 Earned Sick Leave

#### 8.2.1.1 Full-Time Unit Members

Full-time unit members shall be entitled to ten (10) days (one (1) work day per month) with full pay for each school year for purposes of personal illness or injury, pregnancy disability.

#### 8.2.1.2 Part-Time Unit Members

Unit members who work less than full-time shall be entitled to that portion of the ten (10) days (one (1) work day per month) leave as the number of scheduled duty hours per week bears to the number of duty hours assigned to a full-time unit member in a comparable position. Unit members when employed for less than the full work year shall be entitled to that portion of the number of days of such leave as the number of months employed bears to the number of months assigned to a comparable unit member working the full year.

#### 8.2.1.3 Counselors, Psychologist, And Nurses

Full-time counselors, psychologists, lead nurses, and nurses with clear credentials shall be entitled to one additional day of sick leave per year for their extended work year.

### 8.2.2 Paid Family Care Policy Leave (Labor Code § 233)

Unit members may use up to half of the sick leave accrued per year as credited under Section 8.2.1 for any of the following reasons:

- 8.2.2.1 Diagnosis, care, or treatment of the unit member's existing health condition or preventive care for a unit member; or
- 8.2.2.2 Diagnosis, care, or treatment of an existing health condition of, or preventive care for a unit member's family member as defined under Labor Code section 245.5.
- 8.2.2.3 In addition, with appropriate certification a unit member who is a victim of domestic violence, sexual assault, or stalking may use accrued paid sick leave under this Section 8.2.2 as permitted under Labor Code sections 230, 230.1, and 246.5.
- 8.2.2.4 The provisions of Sections 8.2.5 Verification Of Illness, 8.2.7 Notice To District, 8.2.8 Increments For Use Of Sick Leave, and 8.2.9 Canceling The Substitute, apply to a unit member's use of personal illness or injury leave for Paid Family Care Leave.
- 8.2.2.5 This Section 8.2.2 does not extend the maximum period of leave to which a unit member is entitled under the Family and Medical Leave Act of 1993 (29 U.S.C. Section 2606, et seq.), the California Family Rights Act (Government Code Section 12945.2) and District policies implementing these Acts regardless of whether the unit member receives sick leave compensation during that leave.

### 8.2.3 Accumulation Of Sick Leave

If a unit member does not utilize the full amount of leave as authorized in Sections 8.2.1.1, 8.2.1.2, and 8.2.1.3 above in any school year, the amount not utilized shall be accumulated from year to year.

### 8.2.4 Extended Sick Leave With Differential Pay

When a unit member has exhausted all available sick leave, including all accumulated sick leave, and continues to be absent on account of the unit member's illness or accident for an additional period of five (5) school months, whether or not the absence arises out of or in the course of the unit member's employment, the amount deducted from the salary due the unit member shall not exceed the sum that is actually paid a substitute employed to fill the absent unit member's position or, if no substitute was employed, the amount that would have been paid to the substitute

if one had been employed. The sick leave described in Sections 8.2.1 and 8.2.3 and the five (5) month period described in Section 8.2.4 shall run consecutively. A unit member shall not be provided more than one five (5) month period per illness or accident. If a school year terminates before the five (5) month period is exhausted, however, the unit member may take the balance of the five (5) month period in a subsequent school year. The five (5) month period of “differential pay” days shall not count as days of service within the meaning of Section 12.4.5 of this Agreement. If a District retiree is the substitute, the additional amount paid to retirees as required by Section 18.3 shall not be deducted under this Extended Sick Leave With Differential Pay Section.

8.2.4.1 In the event the substitute teacher’s daily rate of pay increases during any unit member’s Section 8.2.4 Extended Sick Leave With Differential Pay, the District shall not increase the daily deduction from the unit member’s differential pay.

#### 8.2.5 Verification Of Illness

Upon request, a unit member may be required to submit a physician’s statement or other acceptable documentation to verify illness. Whenever a unit member uses sick leave, personal necessity leave, or bereavement leave on a staff development day, the unit member may be required to submit acceptable documentation to verify the leave. A physician’s statement should outline the general nature of the unit member’s illness and when he/she may return to work.

#### 8.2.6 Return To Work

A unit member returning to work after an illness, injury, or disability may be required to be examined by a physician and present a physician’s statement substantiating that he/she may return to work with or without accommodation. If the District requires an examination, the District will pay for the examination.

#### 8.2.7 Notice To District

Barring unforeseen circumstances, a unit member must contact the Human Resources Department at least two (2) hours prior to the start of the work day to permit District time to secure a substitute.

8.2.8 Increments For Use Of Sick Leave

A unit member who is absent for one-half (1/2) day or less shall have deducted one-half (1/2) day from the available leave; and if the absence exceeds more than one-half (1/2) day, a full day shall be deducted from available leave.

8.2.9 Canceling The Substitute

A unit member who plans to return to work the following work day must notify the school office before 3:00 p.m. the work day prior to the return, or call the sub-finder system before 6:00 a.m. to cancel the absence on the day of the return.

8.2.10 Reemployment List

When a unit member has exhausted all the available sick leave described in Sections 8.2.1 (Annual Earned Sick Leave), 8.2.3 (Accumulated Sick Leave), 8.2.4 (Extended Sick Leave With Differential Pay), and 8.10, (Catastrophic Leave), and continues to be absent on account of illness or accident, and is not medically able to resume the duties of the unit member's position, the unit member shall be placed on a reemployment list as provided for under Education Code section 44978.1. Probationary unit members shall be placed on the list for a period of twenty-four (24) months and permanent unit members shall be placed on the list for a period of thirty-nine (39) months. When the unit member is medically able to return during the twenty-four (24) or thirty-nine (39) months, the District shall assign the unit member to a position for which the unit member is credentialed and qualified.

8.2.11 Annual Statement Of Accrued Sick Leave

Annually, the District shall provide a statement to the unit member indicating the amount of the unit member's accrued sick leave.

8.3 Personal Necessity Leave And Leave For Matters Of Compelling Personal Importance

Personal necessity leaves protect unit members against undue financial loss by permitting an eligible unit member to use earned and accumulated sick leave days for personal necessity leave and/or leave for matters of compelling personal importance.

### 8.3.1 Personal Necessity Leave

Personal necessity leave may only be taken for one of the following reasons:

8.3.1.1 Death of a member of the immediate family.

8.3.1.2 Serious illness of a member of the immediate family.

8.3.1.3 Serious accident involving the property of a unit member, or serious accident involving the person or property of any member of the unit member's immediate family.

### 8.3.2 Matters Of Compelling Importance

A unit member may use up to six (6) days of a unit member's accumulated sick leave each year only for the following matters of compelling personal importance:

#### 8.3.2.1 Legal

Legal proceedings or appointments with an attorney that require the unit member's presence, and that cannot be reasonably scheduled outside the instructional day.

#### 8.3.2.2 Court

Appearance in court or before an administrative tribunal as a party. Each date of necessary attendance under such an order other than the date specified in the subpoena shall be certified by the clerk or other authorized official of a body with jurisdiction.

#### 8.3.2.3 Marriage

Marriage of the unit member.

#### 8.3.2.4 Graduation

Graduations from high school, two year community college or four year college, or weddings of sons or daughters. The terms sons or daughters includes step-children.

#### 8.3.2.5 Paternity

Paternity leave immediately before, during, or immediately after birth or adoption.

#### 8.3.2.6 Religious

Attendance at religious services and observance of religious holidays. The unit member must hold a sincere, bona fide religious belief as defined by the California Fair Employment Housing Act and Title VII of the U.S. Civil Rights Act.

#### 8.3.2.7 Matters Of Compelling Personal Importance

A unit member may use up to six (6) days of the unit member's accumulated sick leave for matters of compelling personal importance. A unit member shall submit a District Leave Form to the site administrator at least five (5) working days prior to taking any leave for matters of compelling personal importance. For the purpose of this Section, "matters of compelling personal importance" shall be defined as urgent personal business that, under the specific circumstances, a reasonable unit member would not disregard and that cannot be handled outside of the work day. Leave for "matters of compelling personal importance" shall not be used to avoid participation in staff development buy back days, parent conference days, or any other non-student attendance days. Unit members are discouraged from extending a holiday or vacation period by using leave for matters of compelling personal importance. Although a unit member is discouraged from taking leave for matters of compelling personal importance on days that would extend a holiday or vacation period, a unit member may use leave for matters of compelling personal importance by submitting a District Leave Form to the site administrator at least 30 calendar days prior to taking leave for matters of compelling personal importance. If the unit member fails to submit the District Leave Form at least 30 calendar days prior to the leave, the unit member is not eligible for use of matters of compelling personal importance leave. The unit member may take unpaid leave described in Section 8.3.3.

#### 8.3.2.8 Military

Required service in any branch of the United States Armed Forces.

#### 8.3.3 Unpaid Leave For Personal Necessity And Matters Of Compelling Personal Importance

With approval, a unit member may take up to five (5) days unpaid leave for matters of personal necessity or matters of compelling personal importance that are not covered under this Section 8.3. The taking of unpaid leave does not preclude the unit member from using sick leave as provided elsewhere in this Section 8.3.

#### 8.3.4 District Absence Report

Under all circumstances, the unit member shall verify on the District Absence Report that the leave was used only for purposes set forth in this Section 8.3.

#### 8.3.5 Requesting Leave Approval

Barring unforeseen circumstances, unit members shall submit a request for approval of a leave provided for in this Section 8.3 on a "Leave, Other Than Personal Sick Leave" form to his/her immediate supervisor not less than three (3) working days prior to the beginning date of the leave. This Section 8.3.5 shall not apply to leave taken under Section 8.3.2.7.

The unit member may appeal to the Human Resources Department in the event of an immediate supervisor's disapproval of a leave request. The Human Resources Administrator's decision on the appeal will be rendered promptly.

#### 8.3.6 District Inquiries

Upon a reasonable belief of an abuse, the District reserves the right to require further information from a unit member on the actual use made of the leave.

#### 8.3.7 Definition Of Immediate Family For Personal Necessity And Matters Of Compelling Personal Importance

Members of the immediate family means mother, father, step-mother, step-father, mother-in-law, father-in-law, grandmother, grandfather or grandchildren of the unit member, or of the spouse



of the unit member; and the spouse, son, step-son, son-in-law, daughter, step-daughter, daughter-in-law, brother, brother-in-law, sister, sister-in-law, and any person “in loco parentis” of the unit member or any relative living in the immediate household of the unit member, and persons listed on the emergency card notification form attached as Appendix E. In order to provide proper notice during emergencies, the names listed on the emergency card shall be limited to four (4). The designations on the emergency card can be changed at any time during District business hours.

#### 8.3.8 Leave Deductions

A unit member who is absent for one-half (1/2) day or less shall have deducted one-half (1/2) day from the available leave; if absence exceeds more than one-half (1/2) day, a full day shall be deducted from the available leave.

### 8.4 Parental Leave

#### 8.4.1 Interpretation Of Parental Leave Section

This section of the collective bargaining agreement between the District and OGEA is based on Education Code Section 44977.5 and shall be interpreted and implemented in compliance with Section 44977.5 as amended by the California Legislature or interpreted by a court with jurisdiction over the District and OGEA.

#### 8.4.2 Definition Of Parental Leave

For the purposes of this section, “parental leave” means leave for reason of the birth of a child of a unit member, or the placement of a child with a unit member in connection with the adoption or foster care of the child by the unit member.”

#### 8.4.3 Eligibility For Parental Leave

Parental Leave described in this Section of the collective bargaining agreement shall apply to unit members whose parental leave began on or after January 1, 2016.

Eligible unit members may choose to take up to twelve (12) workweeks of leave for reason of the birth of a child of the unit member, or the placement of a child with the unit member in connection with the adoption or foster care of the child by the unit member (“parental leave”) consistent with the provisions of Education Code section 44977.5 and the California Family Rights Act (“CFRA”).

Unit members desiring to use parental leave shall request the leave from the Superintendent or designee and provide notice of the dates of the requested leave. Unit members taking parental leave have the option to utilize sick leave as set forth in Sections 8.2.1 and 8.2.3 of this Article until all sick leave, including accumulated sick leave, is exhausted. Thereafter, the unit member may use Extended Sick Leave with Differential Pay as provided under Section 8.2.4 of this Article for any of the remaining portion of the 12-workweek period. If the unit member has exhausted his or her Extended Sick Leave with Differential Pay, the remaining portion of the 12-workweek period will be unpaid.

A request for Parental Leave shall be submitted to the District at least thirty (30) calendar days, or as soon as practical, prior to the requested start date of the Parental Leave. In the event prior notice is not possible, notice shall be given as soon as possible.

#### 8.4.4 Calculation Of Parental Leave

Pursuant to California Education Code Section 44977.5, an eligible employee will only be provided one 12-workweek period for parental leave in which differential leave may be used. If the school year ends before this 12-workweek period is exhausted, the employee may take the balance of the twelve-weeks of differential pay in the subsequent school year if the employee chooses to continue his or her parental leave.

#### 8.5 Bereavement Leave

8.5.1 A unit member is entitled to a paid leave of absence without loss of pay; not to exceed ten (10) days at the time of the death of a unit member's spouse, mother, father, son or daughter, and not to exceed five (5) days at the time of death for a unit member's step-mother, step-father, sibling, step-sibling, or any person "in loco parentis." Any unit member is entitled to a leave of absence, without loss of pay, not to exceed three (3) days at the time of the death, of any other members of the immediate family not included above. Any days of bereavement not used at the time of death may be used at the time of religious, military, or governmental services for the deceased or for legal proceedings related to the death that cannot be taken care of outside work hours, for a period not to exceed thirteen (13) months after the death.

8.5.2 Members of the "immediate family" shall be as defined in Section 8.3.7.

- 8.5.3 A unit member shall notify the District as soon as possible and also state the expected duration of the absence to enable the District to secure a substitute.
- 8.5.4 Upon request and within five (5) working days of the member's return from bereavement leave, a unit member shall certify in writing, on the appropriate District form, that bereavement leave was used only for the purpose set forth in Section 8.5.1 above, and provide verification.
- 8.5.5 Without the loss of pay, a unit member shall be allowed to attend the funeral of a parent of a current student, a current student, or a person directly involved in a unit member's current classroom.

#### 8.6 Industrial Accident And Illness

- 8.6.1 Unit members will be entitled to Industrial Accident Leave according to the provision in Education Code Section 44984 for personal injury that has qualified for workers' compensation.
- 8.6.2 Industrial accident or illness leave shall be allowed up to a maximum of sixty (60) days during which the schools of the District are required to be in session or when the unit member would otherwise have been performing work for the District in any one fiscal year for the same accident.
- 8.6.3 Allowable leave shall not be accumulated from year to year.
- 8.6.4 Industrial accident or illness leave shall commence on the first day of absence.
- 8.6.5 Upon expiration of the leave, the unit member shall be assigned to the position the unit member left.

#### 8.7 Judicial And Official Appearance Leave

- 8.7.1 Unit members shall be entitled to a paid leave of absence for jury duty or as a witness in any court, or legal proceedings which require the unit member's presence, as a non-litigant, as mandated by a court or governmental agency and evidenced by a judicial subpoena, a governmental agency summons, or an acceptable written notification of appearance.
- 8.7.2 Any amount received for jury duty service or witness fees other than mileage, shall be paid to the District or deducted from the unit member's salary.

## 8.8 Military And Legislative Leave Of Absence

- 8.8.1 Leaves of absence for active military service shall be granted under the provisions of the Military and Veterans Code, including but not limited to Section 395.01, and any other applicable provisions of law. Except as required by law, military leaves of absence shall be unpaid.
- 8.8.2 Unit members elected to the State Legislature shall be granted an unpaid leave under the California Education Code Section 44801.

## 8.9 Extended Leaves Of Absence Without Pay

- 8.9.1 The District may, at its own discretion, grant an unpaid leave of absence for the following reasons or any other reason permitted by law:
  - 8.9.1.1 The rest or restoration of health of a unit member. A statement from the unit member's physician, psychiatrist, or clinical psychologist must be submitted with the leave request.
  - 8.9.1.2 A matter of illness or hardship involving a member of the unit member's immediate family.
  - 8.9.1.3 Attendance at distinctly professional meetings or educational groups and not as a District representative.
  - 8.9.1.4 For the purpose of maternity, paternity, adoption, or child rearing.
  - 8.9.1.5 For the purpose of educational improvement and advancement in an accredited institution of higher learning as a full-time student.
  - 8.9.1.6 For campaigning for an elected office, or elected to public office (for the tenure of the elected office).
  - 8.9.1.7 Leaves for any other purpose, including employment as a CTA intern, but excluding leave for other employment opportunities. Upon their return from any such leave, however, unit members may be assigned to any opening or vacancy in the District.
- 8.9.2 Unit members taking an unpaid leave of absence shall retain all previously earned salary step placement, advance increments,

accumulated unused sick leave, or other employment status earned while in active service to the District.

- 8.9.3 No unit member shall be entitled to any compensation or increment while on an unpaid leave of absence not otherwise covered by any other provision of this Agreement.
- 8.9.4 No days of absence taken on an unpaid leave of absence may count toward credit for probationary teachers in earning tenure status or count as days of service as provided in Section 12.4.5 of this Agreement.
- 8.9.5 Except in emergency situations, unit members must submit a request to their immediate supervisor at least thirty (30) calendar days prior to the date requested for the commencement of the leave, which will not extend beyond the school year in which the leave commences. Except in emergency situations, a request for a leave of absence beginning at the start of a school year must be submitted no later than June 1 of the preceding school year. The Governing Board, at its discretion, may extend the approved leave of absence for a maximum of one (1) additional year. Unit members who request and are granted leave extensions are not guaranteed reassignment to the same work site.
- 8.9.6 The unit member must inform the Human Resources Department, in writing, thirty (30) calendar days prior to the scheduled return date or the expiration of the leave, whichever is the earliest, whether or not the unit member intends to return to work. The District shall notify the unit member prior to the notification day by mailing a notice to the last known address provided by the unit member. Failure to notify the District within the thirty (30) day period shall be understood to be the unit member's notice of resignation.
- 8.9.7 Unit members on unpaid leaves of absence may elect to retain health and welfare benefits during the period of the leave, subject to the approval of the insurance carrier, provided, however, that the unit member agrees to pay the premiums monthly in advance. Failure to pay premiums in advance shall result in the automatic cancellation of appropriate health and welfare benefits.
- 8.9.8 Except for leaves beyond one (1) school year (Section 8.9.5), the unit member shall have the option to return to the position the unit member held prior to taking the leave.

- 8.9.9 If the District determines that an unpaid leave request shall not be granted, the District will provide the unit member requesting the leave with written notice of the denial and the reasons for the denial. The unit member may appeal the Administrator's decision to the Governing Board. Should the Governing Board deny the request, the District will give the unit member written notice of the denial.

8.10 Sick Leave Bank/Catastrophic Leave

The Association and the District agree to establish the Oak Grove Educators Association Catastrophic Leave Bank.

8.10.1 Eligibility

- 8.10.1.1 Unit members who have exhausted all applicable paid leaves provided for in the collective agreement, including differential pay, may use Catastrophic Leave as provided for in this Article.
- 8.10.1.2 To qualify for Catastrophic Leave, the unit member must have suffered an illness or injury that is expected to incapacitate the unit member for an extended period of time.
- 8.10.1.3 Catastrophic Leave is not to exceed a cumulative maximum of seventy-four (74) days per individual or the maximum number of days donated pursuant to this Section, whichever is less. Catastrophic Leave shall be taken in one (1) day increments.
- 8.10.1.4 Participation in the Catastrophic Leave Bank is voluntary. Unit members who wish to participate will donate one (1) sick day beginning on October 1, 1996. New hires will have thirty (30) calendar days from the date of hire to elect to participate. Only those who donate may receive contributions from the Bank. Should a unit member decide to discontinue participation in the program, the unit member may not rejoin at a later date.
- 8.10.1.5 Unit members who do not join the Bank, upon first becoming eligible, must wait until the next open enrollment period (October 1) and will not be eligible to receive a contribution from the Bank during the school year.

8.10.1.6 Members of the Catastrophic Leave Bank Committee may solicit an additional day or days, dependent upon need, when the bank of days drops to or below fifty (50) days. Such solicitation shall be on Oak Grove Educators Association letterhead and shall not be mailed at District expense. Failure to make such donation may result in cancellation of membership. Previous donations shall not be returned upon cancellation of membership in the Bank. Eligibility may only be reestablished in accordance with Section 8.10.1.5.

8.10.2 Catastrophic Leave Bank Committee

A Catastrophic Leave Bank Committee shall be established consisting of three (3) unit members appointed by the Association.

8.10.2.1 It shall be the responsibility of the Committee to administer the Catastrophic Leave Bank in accordance with this Agreement and applicable state law. The duties of the Committee are to:

- a. receive leave requests;
- b. verify the validity of requests;
- c. approve or deny requests;
- d. communicate its decisions to affected unit members and the Superintendent; and
- e. solicit donations of sick leave from eligible unit members as needed.

8.10.2.2 The Committee shall designate one of its members as Chairperson.

8.10.2.3 The District shall cooperate with the Committee in establishing appropriate record-keeping procedures including the total number of accumulated days in the Bank and the names of participating members.

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

- 8.10.2.5 A quorum of the Committee shall consist of two (2) members. Approval of a request shall require a majority vote of the members present at a properly convened meeting of the Committee consisting of at least a quorum.

8.10.3 Application Procedure

- 8.10.3.1 A bargaining unit member desiring Catastrophic Leave shall submit a request on the appropriate form to the Catastrophic Leave Bank Committee, stating the facts that support a need for Catastrophic Leave including verification. The Committee shall review the application and make its decision within a reasonable period of time.
- 8.10.3.2 When the Committee determines that the unit member is eligible for Catastrophic Leave, it shall designate the number of days of eligibility. No days may be granted retroactively. The Committee may approve eligibility in renewable increments not to exceed thirty (30) days. If donated days of sick leave are available from the Leave Bank, they may be used by the unit member. If sufficient days are not available, the Committee may solicit donations of days from eligible certificated unit members in accordance with this Agreement on the appropriate form approved by the Association and the District.
- 8.10.3.3 If the Committee reasonably believes that the applicant may be eligible for disability allowance or disability retirement under STRS or Social Security, the Committee may request that the applicant apply for such benefits. If the applicant refuses to submit a complete application, including medical information provided by the applicant's physician, within twenty (20) calendar days, he/she shall no longer be eligible for days from the Catastrophic Leave Bank for the pending application.
- 8.10.3.4 The applicant shall comply with any requests for additional information from STRS or Social Security within fifteen (15) calendar days, or his/her eligibility to participate in the Catastrophic Leave Bank shall cease. If denied benefits by STRS or Social Security, the applicant must appeal, or his/her eligibility to participate in the Catastrophic Leave Bank shall cease.



8.10.4 Donations To Catastrophic Leave Bank

- 8.10.4.1 Participating unit members may donate a maximum of three (3) days of accrued, full-time sick leave to the Catastrophic Leave Bank each school year in full day increments only upon a solicitation by the Catastrophic Leave Bank Committee. Once made, a donation becomes irrevocable. All contributions shall be voluntary.
- 8.10.4.2 All solicitations for donations to the Catastrophic Leave Bank shall be made by the Catastrophic Leave Bank Committee on the appropriate form approved by the Association and the District Human Resources Manager.
- 8.10.4.3 A bargaining unit member who has announced his/her resignation or retirement may donate up to three (3) days to the Catastrophic Leave Bank, provided the total number of days noted in that school year does not exceed six (6).

8.10.5 Miscellaneous Provisions

- 8.10.5.1 Unused days remaining in the Catastrophic Leave Bank shall carry over from year to year.
- 8.10.5.2 Unit members using days granted to them from the Catastrophic Leave Bank shall not accrue any other leave provided by this Agreement or by law.
- 8.10.5.3 The Catastrophic Leave Bank is subject to appeal to the Oak Grove Educators Association Executive Board only, and is not subject to review or appeal under any other procedure. Specifically, the exercise by the Catastrophic Leave Bank Committee of the rights and discretion described herein shall not be subject to the grievance/arbitration procedure. Except for allegations that the District failed to cooperate as required by Section 8.10.2.3 or that the District failed to agree to a form as required by Sections 8.10.3.1 and 8.10.4.2, a grievance may not be filed against the District alleging a violation of the Catastrophic Leave article.

## 8.10.6 Family Leave Bank

### 8.10.6.1 Qualification For The Leave

If an immediate family member of a permanent unit member is diagnosed with a life threatening or totally incapacitating non-industrial long term illness or injury, the unit member may request donated sick leave as described in this provision. For the purpose of this Section, “immediate family members” is defined in Section 8.3.7.

### 8.10.6.2 Requests For Donated Leave

A unit member shall submit a request for donated sick leave to the OGEA President and the District Human Resources Department. Along with the request, the unit member must submit medical verification of the need for the donated leave and of the projected length of leave.

### 8.10.6.3 Unit Members’ Notification Of The Request

When OGEA receives the request and medical verification, OGEA shall notify all unit members of the request for donated sick leave. At its option, OGEA may use internal District mail, electronic mail, or the United States mail service to notify unit members.

### 8.10.6.4 Donations

All sick leave donations shall be made on a form provided by OGEA and shall be delivered directly to the District’s Human Resources Department. The unit member making the donation may elect to send a copy of the donation form to OGEA. A unit member may donate up to five days of sick leave per request.

### 8.10.6.5 Use Of Donated Days

The District shall utilize donated sick leave in the order donations are received, exhausting all days donated by one unit member before beginning to utilize days donated by another unit member. Donated but unused sick leave days shall be returned to the donor.

#### 8.11 Other Leaves Of Absence Described In Board Policies

Eligible unit members are entitled to the following leaves of absence, subject to and defined by Board Policies and all applicable laws and regulations:

- Family Care and Medical Leave (Family Medical Leave Act/California Family Rights Act);
- Pregnancy Disability Leave;
- Leaves Required by Law, Including California Labor Code Section 230.

Prior to modifying any Board Policy that impacts OGEA bargaining unit members, the District will give OGEA notice and opportunity to meet and negotiate regarding the District proposed modifications. The District and OGEA acknowledge, however, that in the event state or federal legislation or court decisions require the District to modify any leave policy, the District, OGEA, and bargaining unit members must agree to comply with the law.

## **ARTICLE 9: TEACHER RIGHTS TO ACADEMIC FREEDOM AND DUE PROCESS**

### **9.1 Academic Freedom**

Academic freedom shall be guaranteed to unit members in the study, investigation, presentation, interpretation of facts and ideas, and teaching students, including issues which have economic, political, scientific, or social significance, subject to compliance with accepted standards of professional responsibility, the maturity level of the students, District curriculum/program, rules and policies, and State and Federal law. Academic freedom includes the right to maintain a classroom environment that is conducive to the free exchange and examination of ideas.

### **9.2 General Provisions**

Unit members may be disciplined for any reason provided the District's action is for just cause.

### **9.3 Discipline Without Progression**

Nothing in this provision shall prohibit the District from disciplining a unit member for just cause, up to and including suspension without pay for fifteen (15) work days, in instances where remediation is inappropriate.

### **9.4 Procedures – Public Charges**

The District shall not discipline a unit member based on parent or citizen complaint(s) unless the District has complied with Section 10.12.

### **9.5 Administrative Leave With Pay**

The District at its discretion may place any unit member on administrative leave with pay for the purpose of investigating charges or complaints against such unit member. Full benefits and seniority status shall remain in force pending the investigation. Such leave will not be considered disciplinary in nature.

### **9.6 Notice Of Suspension**

Notice of suspension shall be made in writing and served in person or by certified mail upon the unit member. A copy shall be provided to the Association President. The notice of suspension shall contain a statement in ordinary language of the specific acts or omissions upon which the action is based, any rule or regulation alleged to have been violated, proposed penalty, and the proposed duration of suspension. The unit member shall be given a

copy of any written charges and materials on which the action is based and a statement of the unit member's right to respond.

#### 9.7 Suspension Without Pay

Suspension may be without pay but shall not reduce or deprive the unit member of seniority or other health and welfare benefits. The suspension shall not exceed fifteen (15) work days. Suspension shall not be used unless the unit member has received a written reprimand about similar actions. No unit member shall be suspended more than fifteen (15) working days during a school year.

#### 9.8 Appeal Of Suspension

If the unit member chooses to appeal the imposition of the disciplinary action, the appeal must be taken within five (5) work days from the time of notice of or imposition of the disciplinary action, whichever comes first. The appeal must be made in writing and hand delivered to the office of the Assistant Superintendent of Human Resources.

9.8.1 Upon appeal the unit member has the right to a hearing on the disciplinary action taken by the District. The hearing shall be conducted by the Superintendent or designee within ten (10) work days of the receipt of the notice of appeal. A record of the hearing shall be made by the District through electronic recordation, or, if mutually agreed by both parties, a court reporter's transcription shall be utilized. The Superintendent or designee shall provide a written decision within five (5) work days of the completion of the hearing.

#### 9.9 Arbitration

The Association may appeal the Superintendent's decision directly to arbitration pursuant to Article 7 of this Agreement.

9.9.1 At the arbitration, documentation supporting discipline, including written reprimands, may be subject to the arbitrator's review.

9.9.2 Evidence will not be admitted at any level of this process that supports events that occurred more than four (4) years prior to the incident(s) leading to discipline; except where the evidence is submitted to prove a pattern of behavior that is similar to the incident(s) cited as the basis for discipline.

9.10 Association Presence

The Association, as the exclusive representative, has the right to be present at all conferences and hearings, regardless of any request by the unit member who is the subject of the disciplinary action.

9.11 Effect Of Pending Appeal

If an appeal is filed by the unit member or the Association related to the unit member's discipline, then all suspension actions proposed by the District shall be stayed pending a final decision on the appeal.

9.12 Confidentiality

Unless mandated by law or agreed otherwise by the parties, the Notice of Discipline and its attachments as well as both the appeal to the Superintendent and the arbitration hearing shall remain confidential with the individuals, unit members, and parties who are involved, and shall not be released without the consent of the Association and the District.

9.13 Limitations

Nothing in the above provisions will be construed to limit the rights of the District as set forth in Article 5, except as limited by the specific and precise language of this Section.

9.14 Application

This Article is not intended to apply to suspensions pursuant to Education Code Sections 44939, 44940, or 44942. The District at its discretion may place any unit member on administrative leave with pay for the purpose of investigating charges or complaints against such unit member. Full benefits and seniority status shall remain in force pending the investigation. Such leave will not be considered disciplinary in nature.

## **ARTICLE 10: EVALUATION PROCEDURES**

### **10.1 Evaluation Formats**

To evaluate unit members as mandated by the Education Code, the District may use the Formal Evaluation forms attached in Appendix D, and may follow the Formal Evaluation procedure described in Sections 10.4 through 10.10. If permitted by the language of this Agreement, the District may use the Alternative Evaluation format procedures described in Section 10.9 and use the Alternative Evaluation Forms attached as D-10 and D-11. Article 10 must be followed for all unit members as applicable.

### **10.2 Frequency Of Evaluation**

#### **10.2.1 Probationary/Temporary Unit Members**

Each probationary and/or temporary unit member shall be evaluated on a continuing basis. A formal evaluation shall be completed each school year. Probationary and/or temporary unit members shall also receive interim observations on or before December 1 and on or before February 1.

#### **10.2.2 Permanent Unit Members**

Each permanent unit member shall be evaluated on a continuing basis. Permanent unit members given a rating of “Satisfactory/Meets Standards” shall be formally evaluated at least once every other year. Permanent unit members given a rating of “unsatisfactory/not meeting standards” in any category on the Formal Evaluation Summary or on the Completion of Alternative Evaluation Form shall be formally evaluated each school year. A unit member who has transferred to a different school or work site from the site where the unit member was based in the preceding year may be evaluated, even if the unit member was evaluated during the preceding year.

#### **10.2.3 Permanent Unit Member Eligible For The Five Year Evaluation Cycle**

Each “eligible” permanent unit member shall be evaluated on a continuing basis. A formal evaluation shall be completed at least every five (5) years.

For the purposes of Article 10, a permanent unit member shall be “eligible” for the five (5) year evaluation cycle if the unit member meets the following criteria and the unit member and the evaluator

mutually consent to the unit member's participation in the five (5) year evaluation cycle:

- Has been employed at least ten (10) consecutive years with the District; and
- Is highly qualified as defined in 20 U.S.C. Sec. 7801; and
- Has earned a "satisfactory/meets standards" rating on the unit member's most recent evaluation; and
- Has obtained the signed, eligibility form described in Section 10.2.3.1.

#### 10.2.3.1 Eligibility Form

If the unit member and the evaluator mutually consent that the unit member is eligible for the five-year evaluation cycle, by no later than September 15 both the unit member and the site administrator/evaluator will sign the eligibility form attached to this Agreement as Appendix D-9. The signed and completed eligibility form shall be placed in the unit member's District personnel file.

10.2.3.2 With mutual consent between the eligible permanent unit member and the unit member's evaluator, the unit member may participate in the Alternative Evaluation Procedure described in Section 10.9.

10.2.3.3 At any time, either the unit member or the evaluator may determine that the unit member will return to the regular evaluation cycle described in Section 10.2.2.

### 10.3 Areas Of Evaluation

The District shall evaluate and assess certificated unit member performance as it reasonably relates to: (1) the progress of students toward the Governing Board's established standards of expected pupil achievement at each grade level in each area of study, and if applicable, the state adopted academic content standards as measured by state adopted criterion referenced assessments; (2) the establishment and maintenance of a suitable learning environment within the scope of the unit member's responsibilities; (3) the unit member's adherence to curricular objectives; (4) the instructional techniques and strategies used by the unit member; (5) the performance of



non-instructional duties and responsibilities, including supervisory, participatory, and advisory duties.

Each unit member providing instruction and/or support outside of the regular classroom shall be evaluated using the appropriate observation and evaluation forms for their position in Appendix D based upon the unit member's satisfactory fulfillment of defined job responsibilities. Such unit member shall meet the standards stated in Education Code Section 44662, the applicable California Standards For The Teaching Profession, or applicable professional standards. The timelines in Article 10 shall apply to these unit member evaluations.

Education Code Section 44662 criteria and California Standards For The Teaching Profession ("CSTP"), together with the criteria listed in Sections 10.3.1 through 10.3.7 shall constitute all the standards for the evaluation of the unit member. The references to the CSTP standards are listed parenthetically next to each criteria.

- 10.3.1. The evaluation of student progress shall be based upon standards of expected student progress at each grade level in each area of study. The state adopted academic content standards are the District adopted content standards for expected student achievement. Data to facilitate such evaluations shall be secured through a number of relevant procedures, which may include classroom observation forms (Appendix D-1), student work products, District assessments, criterion-referenced tests, and a unit member's anecdotal records.
- 10.3.2. The unit member's use of instruction techniques and strategies (CSTP Standards "1", "3," "4," and "5").
- 10.3.3. The unit member's adherence to curricular objectives (CSTP Standards "3," "4," and "5").
- 10.3.4. The unit member's establishment and maintenance of a suitable learning environment, within the scope of the unit member's responsibilities (CSTP Standard "2").
- 10.3.5 The unit member's continuous development as a professional educator (CSTP Standard "6").
- 10.3.6 Evaluation and assessment of the unit member's performance pursuant to this article shall not include the use of publishers' norms established by standardized tests.
- 10.3.7 Upon request, the District shall provide unit members a copy of their job description.

#### 10.4 Notice To Unit Members

No later than October 1, of the year in which the formal or informal evaluation is to take place, the District shall give unit members a copy of the evaluation procedures, the criteria upon which the evaluation is to be based, the Governing Board's established Standards of Expected Pupil Achievement at each grade level in each area of study, any applicable state adopted academic content standards, and the identity of their evaluator. In addition, the District shall give each probationary unit member participating in the District's Induction Program the name of an experienced person who will provide assistance to the probationary unit member.

#### 10.5 Pre-Conference And Evaluation Plan

No later than October 15, the unit member being evaluated and the evaluator shall meet to discuss:

- 10.5.1 The contents of the observation and evaluation forms and any areas of emphasis for growth; and
- 10.5.2 A formal evaluation plan that shall offer the evaluatee an opportunity to sign-up for the first formal classroom observation. Pre-observation conferences, post observation conferences, and the final summary evaluation shall be scheduled appropriately. For temporary and probationary unit members, the first formal observation shall be conducted no later than December 1; and
- 10.5.3 The data to be collected by the unit member and the evaluator for use in the evaluation; and
- 10.5.4 By mutual agreement, the evaluator and evaluatee may include any of the following as documentation of progress toward meeting District standards in the areas of evaluation described in Section 10.3: video/audio recordings, curriculum units, teacher journals, logs and calendars, interviews, lesson plans, evidence of communications with parents/ students, examples of student work, records of participation in school improvement efforts, and reports on professional growth activities.

#### 10.6 Classroom Observations/Post Observation Conferences

Each evaluation plan shall include a minimum of two (2) formal classroom observations, and each formal classroom observation shall be a minimum of thirty (30) minutes. Prior to the first two (2) formal observations, the District shall give the unit member at least two (2) days notice. Within ten (10) days after each formal classroom observation, the evaluator shall hold a post

observation conference. The appropriate observation form in Appendix D shall be completed after each observation.

With agreement of both the unit member and the evaluator, the number of formal observations may be reduced from two (2) to one (1) and the number of informal observations may be reduced from two (2) to one (1).

Nothing in Article 10 shall prevent the primary evaluator from making informal unscheduled classroom observations in addition to the scheduled formal observations. To the extent possible, the evaluator may conduct informal observations in addition to the two required formal observations.

## 10.7 Formal Evaluation Summary

10.7.1 All final evaluation conferences for permanent, temporary, and probationary unit members shall be completed by May 1. All final evaluation conferences for probationary 2 unit members shall be completed by February 15. No later than May 10, the evaluator shall transmit a copy to the unit member and the original to the Human Resources Department to be filed in the unit member's personnel file. All copies must be signed by the evaluator and the evaluatee. The appropriate Final Evaluation Summary form in Appendix D shall be used.

10.7.2 If a permanent unit member is given an "Unsatisfactory/Not Meeting Standards" the District must include the following on the Certificated Performance Improvement Plan, attached as Appendix D-8:

10.7.2.1 List of duties performed in an unsatisfactory manner below District standards;

10.7.2.2 Description of improvement required, and program/people available to provide assistance;

10.7.2.3 A time period for demonstrating improvement; and

10.7.2.4 A description of methods used to measure improvement.

The unit member is responsible for demonstrating application of target behavior. Merely completing improvement activities may not demonstrate successful performance or target behavior.

10.7.3 Where the evaluatee receives an overall "unsatisfactory/not meeting standards" Formal Evaluation Summary, the evaluator shall hold a conference with the evaluatee prior to the issuance of

the Formal Evaluation Summary. A unit member may only receive a marking of “unsatisfactory” on their formal evaluation summary if they have not satisfactorily completed the process delineated in Section 10.7.2.

- 10.7.4 The evaluatee shall have the right to initiate a written reaction or response to the evaluation, and that response shall become a permanent attachment to the evaluatee’s personnel file.

## 10.8 Unsatisfactory Evaluation Of Permanent Unit Member

A permanent unit member who fails to perform satisfactorily or demonstrate the target behavior required by Section 10.7.2, may be given a rating of “Unsatisfactory/Not Meeting Standards” on the Formal Evaluation Summary. If a permanent unit member is rated “Unsatisfactory/Not Meeting Standards” on the Formal Evaluation Summary, the evaluator shall hold a conference with the permanent unit member prior to the issuance of the Formal Evaluation Summary. The permanent unit member shall be notified of the right to have an OGEA/Association representative present at the meeting. Dismissal and/or suspension of permanent unit members shall follow the standards and procedures contained in Education Code Sections 44932 through 44945.

## 10.9 Alternative Evaluation Procedure

### 10.9.1 Participation

With mutual consent between a permanent unit member and the unit member’s evaluator, the unit member may participate in the Alternative Evaluation Plan for Experienced Certificated Staff. For participating unit members, the alternative evaluation procedure shall replace the traditional evaluation methods described in Sections 10.2 through 10.8.

### 10.9.2 Pre-Evaluation Goal Setting Conference

Each participating unit member shall meet with his or her evaluator for a goal setting conference no later than October 15. During the goal setting conference, the site administrator and the unit member shall complete the following activities:

- 10.9.2.1 Agree on the unit member’s goals and select an alternative evaluation option from those described in Section 10.9.4. The unit member shall select an alternative evaluation option closely aligned with his or her annual goals.

- 10.9.2.2 Develop timelines for completion.
- 10.9.2.3 Review how the alternative evaluation option will enhance student learning.
- 10.9.2.4 Review options for sharing the final results of the unit member's alternative evaluation activities with other colleagues.

### 10.9.3 Evaluation Plan

Based upon the decisions reached at the unit member's meeting with his or her evaluator, the unit member will submit to the evaluator a written alternative evaluation plan. The unit member's written alternative evaluation plan shall include timelines for the plan's completion.

### 10.9.4 Alternative Evaluation Options

The options for alternative evaluations are described as follows:

#### 10.9.4.1 Individual Growth Activities

Participating unit members may evaluate their own performance through self-analysis techniques, including video-taping their own classroom lesson, portfolio assessments, writing a self-evaluation report, and reviewing student and parent feedback. Unit members may also create their own professional growth/self-analysis projects with their evaluator's mutual consent.

#### 10.9.4.2 Cohort Team Growth Activities

Participating unit members may collaborate and evaluate each other's performance through Cohort Team Growth Activities. These activities may include cognitive coaching, peer review of a video-tape of the unit member's lesson plan, peer classroom visitations, and collaborative teaching and presentations to staff. Unit members may also create their own team projects with their evaluator's consent.

#### 10.9.4.3 Educational Research

Participating unit members may develop a research question involving an instructional strategy or learning theory. Unit members shall present to their evaluator a research proposal, including the project design and methods for collecting and evaluating data, and a timeline for the project's completion. This research project may be completed in conjunction with graduate course work or a mentor project.

#### 10.9.5 Timelines

Each participating permanent unit member and site administrator shall comply with the timeline established by Article 10 and the dates specified in Section 10.4, Section 10.5, and Section 10.7.1.

#### 10.9.6 Post-Evaluation Conference

Before May 10, the unit member and evaluator will meet to review the progress of the unit member's selected alternative evaluation activities. Both the unit member and the evaluator will provide a written response concerning the unit member's progress. Upon satisfactory completion of the selected alternative evaluation activities, the evaluator shall place in the unit member's personnel file a form indicating that the unit member has completed the alternative evaluation plan and has or has not met District's performance standards (Appendix D-11, Completion of Alternative Evaluation Form).

#### 10.9.7 Return To The Traditional Evaluation

If the unit member's evaluator determines that the unit member's participation in the alternative evaluation plan has detracted from the unit member's instructional and professional performance, the evaluator may reassign the unit member during the year to the traditional evaluation process as outlined in Article 10. The evaluator shall specify in writing to the unit member the reasons for the evaluation reassignment.

#### 10.9.8 Alternative Evaluation Forms

Site administrators and participating permanent unit members shall use the Alternative Evaluation Forms.

#### 10.10 Evaluation Forms

The traditional evaluation forms referred to in Sections 10.1 through 10.9 of this Article are attached in Appendix D.

The Alternative Evaluation Forms referred to in Section 10.9 are attached as Appendices D-10 and D-11.

#### 10.11 Personnel Files

10.11.1 Materials in unit members' personnel files, both District and school files, are to be made available for the inspection of the unit member involved, except items that are excluded by the Education Code.

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

10.11.3 Information of a derogatory nature, except as provided by law, shall not be entered or filed unless and until the unit member is given notice and an opportunity to review and comment on the information. A unit member shall have the right to enter, and have attached to any such derogatory statement, the unit member's own comments on the information. The unit member's review of the information shall take place during normal business hours.

#### 10.12 Complaint Procedure

The District shall neither discipline a unit member based on parent or citizen complaint(s) nor place in the unit member's personnel file any evaluation, memorandum summarizing a verbal warning, a written warning, or a letter of reprimand based on parent or citizen complaint(s) unless the District has complied with the following procedures:

##### 10.12.1 Notice Of Complaint

The District shall report the complaint to the unit member as soon as possible and no later than five (5) working days after the District learns about the complaint.

##### 10.12.2 Right To Representation

The District shall inform the unit members of their right to be represented by the Association at any meeting regarding a parent or citizen complaint.

10.12.3 Right To Attach Comments

The unit member has the right to attach written and signed comments to any written complaint filed.

10.12.4 Confrontation Limitations

A unit member shall not be required to confront the complainant, the complainant's therapist, or the complainant's attorney. An alleged sexual harassment victim shall not be required to confront the alleged harasser.

10.12.5 Discrimination And Criminal Complaints

Complaints alleging violation of state and/or federal law shall be investigated as mandated by law.

10.12.6 Confidentiality

This complaint procedure does not supersede a complainant's or a unit member's right to privacy and confidentiality defined in state or federal law.

10.12.7 Informal Level

Unless a formal investigation is mandated by state or federal law, the District (the site administrator) may attempt to informally resolve the complaint. The District may discuss the complaint with the unit member and research policies, laws, collective bargaining agreement provisions, and relevant facts. If the complaint does *not* allege criminal violations and/or violation of state or federal statutes, the District or the site administrator may schedule a conflict resolution meeting between the unit member and the complainant. If the complainant accepts any proposed resolution of the complaint, the District or the site administrator shall confirm the resolution in writing and send copies of the written confirmation to the complainant and the unit member. If the complainant does not agree to the District's proposed resolution, the District or the site administrator shall give the complainant a copy of the District's appropriate complaint procedure and form.

10.12.8 Formal Level

If a formal investigation is mandated or the complaint is not resolved at the informal level, the complaint shall be processed according to District Complaint Policies and state/federal laws. The



District may appoint an investigator(s) to investigate the complaint. The investigator shall interview the complainant to determine the accuracy of the complaint and the credibility of the complainant. In addition, the investigator shall interview witnesses, review records and documents, and give the unit member an opportunity to respond to the complaint. The investigation shall comply with District policy and Administrative Regulations.

**ARTICLE 11: TRANSFER, ASSIGNMENT, REASSIGNMENT  
AND EXCHANGES**

11.1 **Definitions**

11.1.1 **Initial Assignment**

An assignment is the placement of a bargaining unit member at a specific site. The initial assignment of a unit member is at the District's sole discretion.

11.1.2 **Change Of Assignment**

A change of assignment is any change in position at the same job site. For purposes of this Article, "position" refers to the assigned grade level, subject, or specialized duties such as RSP, Speech, Counselor, ELD, and VPA. Change of assignment may be voluntary (i.e., requested) or involuntary.

11.1.3 **Transfer**

A transfer is a change in work site. Transfers may be voluntary or involuntary. A unit member assigned to more than one (1) work site shall be considered "transferred" only when moved from one (1) District-wide program to another program.

11.1.4 **Vacancy**

A vacancy is any bargaining unit position that the District is authorized and/or intends to fill.

11.1.5 **Seniority**

Seniority is based upon a bargaining unit member's first date of paid probationary service with the District. For purposes of this article only, seniority for those individuals with the same date of hire will be determined by lot. This tie-breaking provision will not apply to seniority for purposes of layoff.

11.1.6 **Qualified**

For purposes of this article, qualified means the unit member holds an appropriate current, valid credential endorsement or authorization as required by state and/or federal law.

## 11.2 Priority Assignments, Change Of Assignments And Transfers

The District has the authority to change assignments, and transfer on a first priority basis any unit member who returns from a leave of more than one (1) year or is recalled from layoff. The District also has the authority to change assignments, or transfer any unit member as required by any legal process or the settlement of any legal process, including grievances filed pursuant to Article 7, subject to the provision of Section 8.9.8.

## 11.3 Voluntary Change Of Assignments

### 11.3.1 Seniority Is Not The Controlling Factor

For the purpose of voluntary change of assignment to a vacant position, the seniority of volunteers shall not be the controlling factor in determining which volunteer obtains his/her desired assignment.

### 11.3.2 Anticipated Vacancies

On or before April 15, a list of anticipated vacancies shall be provided at each site. To be considered for any vacancy, requests for a change of assignment must be given to the site administrator on or before April 7.

### 11.3.3 Notice That Request Is Approved Or Denied

On or before May 10, those individuals who submitted requests for a change of assignment shall be advised as to whether or not their requests will be granted. The site administrator shall decide whose request will be granted. If requested by the affected unit member, the site administrator shall set forth, in writing, the reasons for the disapproval of the change of assignment request.

### 11.3.4 Priority For Two Or More Years

Priority will be given to a change of assignment request for bargaining unit members who have served two (2) or more years in the same assignment.

### 11.3.5 Vacancies After May 10

Vacancies that occur subsequent to May 10, but before commencement of the first teacher workday, shall also be filled in accordance with Sections 11.4.1, 11.4.2, and 11.4.4 of this Agreement. Unit members interested in a change of assignment

shall provide the site administrator/supervisor with an address and a local telephone number for purposes of notification of vacancies that occur during the summer.

#### 11.4 Voluntary Transfers

Bargaining unit members may request a voluntary transfer by filing a Transfer Request Form with the Human Resources Office by April 1, as described below. Although limited opportunities exist after April 1, voluntary transfer requests will be accepted until the last day of the preceding school year. The District will acknowledge in writing the receipt of a transfer request.

##### 11.4.1 Transfer Opportunities

Annually, by March 1, the District will electronically post on the Human Resources web page classroom teacher vacancies known to the District at that time. This list will be updated through the end of the school year as changes are known. The posting will include the school site and, the department for intermediate school vacancies.

##### 11.4.2 Transfer Request Form

The Transfer Request form will include choice of school, grade, or subject requested.

##### 11.4.3 Opening Of One Year Or Less

Certificated openings of one (1) year or less shall not be available for voluntary transfer.

##### 11.4.4 Limitation On Voluntary Transfers

An individual may only be voluntarily transferred to one of the specific choices requested. In the event no specific grade, subject, or school site is requested, the individual may be transferred according to the District's needs.

##### 11.4.5 Review Of Transfer Requests

The administration, including affected site administrators, will review all transfer requests and will judge and implement those transfers according to the District's needs and the appropriateness of the request.

#### 11.4.6 Consultation – Unit Member/District/Site Administrators

If a unit member has submitted a transfer request and the District has a vacancy for which the permanent (tenured) unit member is qualified, prior to filling the vacancy, priority consideration will be given to the unit member. The District shall discuss the vacancy with the unit member. If appropriate, the District shall refer the unit member to the site administrator for continued discussion about the vacancy. Either the unit member or the site administrator may reject the proposed transfer. At the unit member's request to the Assistant Superintendent for Human Resources, a District representative will meet with the unit member to discuss the reasons a transfer was not approved.

### 11.5 Involuntary Change Of Assignments

In the event that the site administrator is unable to affect changes of assignments through the voluntary change of assignment procedure described in Section 11.4, the site administrator may involuntarily change the assignment of unit members. At the request of the affected unit member, the site administrator shall give the unit member the reasons for the change of assignment in writing. Before any involuntary change of assignment is implemented, the affected unit member shall be consulted and the change of assignment shall be reviewed by the Assistant Superintendent for Human Resources.

#### 11.5.1 Basis For Site Administrator Initiated (Involuntary Change In Assignment)

Changes in assignment within a school after the initial assignments have been posted may be made by the site administrator based on the instructional needs of the school and students. For purposes of this Article, "instructional needs" are limited to the following.

11.5.1.1 Changes in enrollment that necessitate a reduction in the number of classes offered at a particular grade level or any subject area.

11.5.1.2 School reorganization limited to the following conditions:

- Intermediate schools changed to middle schools; and
- Elementary changed to K-3 or 4-6 schools.

11.5.1.3 Federal or state legal requirements.

#### 11.5.1.4 Unit Member Performance

The District shall bear the burden of proof (a) to show that the affected unit member has not demonstrated effective classroom discipline/classroom control in his/her current assignment, or (b) to show that the affected unit member has not demonstrated the skills needed to perform effectively in his/her assignment. Before such a change of assignment can be implemented the supervisor will make a reasonable effort to assist the member in demonstrating appropriate classroom discipline/control or to perform effectively in his/her assignment. The assistance rendered will be documented.

#### 11.5.2 Volunteers

Involuntary changes of assignments will be limited to vacancies unless another unit member volunteers to vacate the position to which the relevant site administrator seeks to reassign a unit member.

#### 11.5.3 Meeting

When an involuntary change of assignment has occurred, the site administrator, upon the unit member's request, shall meet with the unit member to discuss the basis for his/her decision.

#### 11.5.4 Arbitrary/Punitive

Decisions concerning involuntary changes of assignments shall not be arbitrary or capricious, or for purposes of punishment.

### 11.6 Involuntary Transfers

#### 11.6.1 Basis For District Initiated/Involuntary Transfers

The Superintendent or designee may initiate a transfer because of any of the following reasons: enrollment changes; school reorganization; school openings and closings; staffing shortages or surpluses within a school and/or department; credentialing requirements; under unusual circumstances, professional considerations(s) of unit members; and/or to comply with federal and/or state law. The District shall not initiate an involuntary transfer for arbitrary, capricious, or discriminatory reasons.

11.6.2 Transfer Of Least Senior

In the case of involuntary transfers pursuant to Section 11.6.1, the least senior unit member will be transferred unless the District needs to retain the least senior unit member for, bilingual education, ELD, special education, or need for particular subject matter skills at the intermediate school level, and in that case the next least senior person will be transferred, and so on. (See Education Code Section 44830.5.)

11.6.3 Punitive

Involuntary transfers shall not be punitive.

11.6.4 Preferences And Priorities

Bargaining unit members involuntarily transferred shall be given an opportunity to indicate a preference for vacancies, and shall be given priority over voluntary transfers.

11.6.5 Two Years At New Site

Unit members who are involuntarily transferred may remain at their new work site for at least two (2) consecutive school years unless a voluntary transfer is requested or the work site is closed or changed.

11.6.6 Opening Prior To October

If a vacancy occurs prior to the first day of October at a bargaining unit member's original work site, the bargaining unit member shall be given the option of returning to the original work site.

11.7 Reassignment Due To Layoff

11.7.1 Definition

For purposes of this Article, "reassignment" shall be defined as a change to a different program and/or a movement from one (1) work site to another as a result of layoff pursuant to Education Code Section 44955, and which may be necessary to ensure the retention of certificated unit members with seniority greater than those laid off. This definition specifically excludes any transfer or change in program assignment that does not result from the District's obligation to reassign pursuant to Education Code Section 44955.

#### 11.7.2 Written Notice

Any unit member scheduled to be reassigned shall be entitled to a written notice of such reassignment within ten (10) calendar days of the effective date of such reassignment and, in addition, upon request, will be entitled to a conference with the site administrator and the Superintendent regarding the reassignment, at which time the unit member will be provided with the reasons for the reassignment and with the opportunity to discuss those reasons.

### 11.8 Miscellaneous

#### 11.8.1 Return From Leave Of Absence

As long as a unit member returning from a leave of one (1) year or less notifies the District in writing no later than April 15 of the unit member's intent to return to work at the beginning of the next school year, the unit member shall have the option, but shall not be compelled to return to the site where the unit member was assigned prior to the leave. A unit member who fails to notify the District as required by this Section shall not be guaranteed a return to the site where assigned held prior to the leave.

#### 11.8.2 Return From Shared Assignments

Except as provided in Section 19.8, the District may assign a unit member returning to a full-time assignment from a shared assignment leave of two years or more to any open position or vacancy.

#### 11.8.3 Special Education Transfers

Unit members who have been continuously employed in the District as Special Education teachers for four (4) or more years and who have not been passed over during layoffs, shall have the first right of refusal for existing vacancies for which they are appropriately credentialed. Prior to January 1 of the school year immediately preceding the year during which the transfer will take effect, the unit member must give the Assistant Superintendent for Human Resources written notice of the unit member's interest in transferring.

#### 11.8.4 Resignations

If a unit member intends to resign or will not be available to work for the following school year, the Association and the District



encourage the unit member to submit a written resignation or notify the District in writing as early as possible and by June 1. An early resignation or a written notice may create a vacancy and may give another unit member the opportunity to transfer or change assignment.

## **ARTICLE 12: COMPENSATION**

### **12.1 Salary Schedule**

The Certificated Salary Schedule of the Oak Grove School District is based upon college semester units or their equivalent, and years of experience.

#### **12.1.1 Professional Growth**

There are five (5) columns based on professional growth:

Class I	Bachelor's Degree
Class II	Bachelor's Degree plus 15 semester units.
Class III	Bachelor's Degree plus 30 semester units.
Class IV	Bachelor's Degree plus 45 semester units.
Class V	Bachelor's Degree plus 60 semester units.

#### **12.1.2 Experience**

The salary schedule provides steps for experience:

Class I	Maximum of Seven (7) years experience.
Class II	Maximum of Eight (8) years experience.
Class III	Maximum of Nine (9) years experience.
Class IV	Maximum of Ten (10) years experience.
Class V	Maximum of Twelve (12) years experience.

#### **12.1.3 Longevity Increment**

The salary schedule provides for three (3) longevity increases at Class V, Step 16 and Class V, Step 19, and Class V, Step 22. The stipend for longevity increments is an amount equal to five percent (5%) of the preceding salary step. The employee's initial salary step placement shall be applied toward the employee's eligibility for longevity increments.

#### **12.1.4 Master's Degree Or Doctorate Stipend**

An annual stipend shall be paid to unit members holding an earned Masters degree (M.A.) or Doctorate (Ph.D. or Ed.D.) from an

accredited institution. Honorary degrees and/or degrees from schools not accredited by the American Association of Universities shall not qualify for this annual stipend. This annual stipend shall be the amount equal to 5.65% of Step 1, Class I of the teachers' salary schedule.

If the unit member submits transcripts and/or a diploma verifying the Masters or Doctorate degree no later than October 10 of the school year, the stipend shall be paid for the entire school year. If the unit member submits transcripts and/or a diploma verifying the Masters or Doctorate degree no later than March 10 of the school year, the stipend shall be prorated for the second half of the school year beginning February 1.

This annual stipend shall be prorated for unit members employed for less than the complete school year.

The stipend described in this Section shall be incorporated into the unit member's compensation reported to STRS.

Unit members who are not full-time employees shall receive a prorated amount based upon the ratio their assigned duties bears to a full-time assignment.

#### 12.1.5 Serving Less Than A Full School Year

A person in a position requiring certification qualifications who serves less than a full school year shall receive as salary only an amount that bears the same ratio to the established annual salary for the position as the number of days served bears to the total number of working days the employee is required by the governing board to be present at the schools of the District. Notwithstanding any provisions of this Section to the contrary, a person in a position requiring certification qualifications who serves a complete semester shall receive not less than one-half (1/2) of the established annual salary for the position.

#### 12.2 Initial Placement On Salary Schedule

The District shall initially place a unit member on the salary schedule on the basis of training and experience. Except as described in Section 12.2.1, units of college credit a unit member completed prior to earning a B.A. or B.S. degree shall not be recognized for placement on the Salary Schedule. Within thirty (30) days of employment, a unit member new to the District shall submit his/her official transcripts, records, and documented evidence of teaching experience and military service to the District Human Resources Office.

#### 12.2.1 Units Earned In Imbedded State University Programs

Effective January 1, 2009, if a unit member received a B.A./B.S. in a state university program that contains the traditional “fifth year” credential courses imbedded within the B.A./B.S. program, the unit member shall be given credit for those units that meet the California State Teaching Credential requirements.

This Section 12.2.1 was negotiated pursuant to Government Code Section 3543.2(d) and 3543.2(e). The Association agrees to waive any right to a claim under Education Code Section 45028 and further agrees not to support any claim, grievance, or complaint based upon an alleged violation of Education Code Section 45028.

#### 12.2.2 Units Earned After B.A.

All college course work completed at regionally accredited two (2) or four (4) year institutions earned after receiving the Bachelor’s Degree and directly applicable to the unit member’s prior assignments, or related to courses taught in the Oak Grove School District, shall be utilized in calculating placement on the salary schedule.

#### 12.2.3 Prior Experience

Unit members will receive credit for out-of-District experience in public schools, accredited private schools, or in private or public institutions and/or schools.

Experience in private or public institutions and/or schools will be considered acceptable providing the individual possessed a Bachelor’s Degree from an accredited institution and possesses or was eligible to receive a valid teaching credential for the grade and/or subject to be taught. The experience must have been of an instructional nature and the curriculum taught comparable to that of the public schools of California.

#### 12.2.4 Experience In Private Or Public Institutions

Experience in private or public institutions and/or schools will be considered acceptable providing the individual possessed a Bachelor’s Degree from an accredited institution and possesses or was eligible to receive a valid teaching credential for the grade and/or subject to be taught. The experience must have been of an instructional nature and the curriculum taught comparable to that of the public schools of California.

#### 12.2.5 Out-Of-District Experience

Out-of-District experience must have been on a full-time basis for the equivalent of a school year. Credit for out-of-District experience on a year-for-year basis will be given according to the following chart:

The following chart summarizes this rule:

<u>Years of Experience</u>	<u>Placement on Schedule</u>
0 year	Step 1
1 year	Step 2
2 years	Step 3
3 years	Step 4
4 years	Step 5
5 years	Step 6
6 years	Step 7
7 years	Step 8
8 years	Step 9
9 years	Step 10
10 years	Step 11
11 years	Step 12
12 years	Step 13
13 years	Step 14
14 years	Step 15
15 years	Step 16
16 years	Step 17
17 years	Step 18

#### 12.2.6 Nursing Experience And Compensation

Public school nursing or up to two (2) years of public health nursing shall be deemed as acceptable professional experience for school nurses in determining their placements on the certificated salary schedule. When a nurse earns the clear credential authorization described by Education Code Section 44877, the nurse shall work two hundred two (202) days and be placed on the Section 12.8 Counselor Salary Schedule. In addition, the District may appoint one (1) Lead Nurse. The Lead Nurse shall work two hundred two (202) days and shall be placed on the Section 12.9 Psychologist Salary Schedule.

#### 12.2.7 Records Of Training

All experience and training must be on file in the District before warrants are issued.

#### 12.3 Certificated Employees Reemployed By The District

If a permanent unit member resigns from the District and is reemployed by the District within thirty-nine (39) months after the last day of paid service, the permanent unit member shall be reinstated and the District shall, for salary schedule purposes, disregard this break in service.

#### 12.4 Advancement On The Salary Schedule

##### 12.4.1 Duration Of Classification

A unit member may advance on the salary schedule by following the procedures described in Sections 12.4.2, 12.4.3, and 12.4.4 and submitting the required information no later than October 10 of the school year. No unit member may advance on the salary schedule by obtaining additional course work after October 10 of each school year. After October 10, an employee's salary placement will not be changed except as provided in this Section.

##### 12.4.2 Verification Of Course Work

Verification of satisfactory completion of course work taken to change salary classification must be filed in the Human Resources no later than October 10. The following means of verification will be accepted: (1) grade card; or (2) official transcript. All such course work must meet the requirements of Section 12.2.1 of this Agreement.

#### 12.4.3 Basis Of Classification

The salary classification shall be based on college work completed and grade cards or transcripts filed with the Human Resources Department by October 10 of the year in which the contract is signed or the effective date of the contract if signed after October 10. Only credit that is in compliance with these rules and regulations shall be granted.

12.4.3.1 On the salary schedule the school nurses will be credited with one (1) semester unit for every fifteen (15) contract hours of approved course instruction needed for their license renewal following the procedure established for District professional growth credit.

#### 12.4.4 Recognition Of College Units

Advancement to classification columns depends upon completion of units recognized by any California State University or the University of California or approval of the Superintendent of this District or Superintendent's designee. Certificated salary schedule requirements for Classes II, III, IV, and V must be completed after the granting of a Baccalaureate Degree.

#### 12.4.5 Salary Schedule For Partial Year

In a career a unit member may receive only one (1) full year of credit on the salary schedule for one-half (1/2) year (at least one semester) of service. The term "one-half (1/2) year" means the number of days of service equal to the number of the days in the shortest semester of the relevant school year. In order to receive credit for any other partial years of service, the unit member must serve at least seventy-five percent (75%) or more of a regular full-time assignment. Unit members who are not in a regular full-time assignment but fifty percent (50%) or more, shall accumulate one year of credit toward advancement on the salary schedule for every two (2) years of employment in such a part-time assignment provided that the above-referenced seventy-five percent (75%) service requirement is also met. A day of service is any day in which the unit member is physically present at his assignment or on paid sick leave or paid leave taken pursuant to Section 8.6.

## 12.5 Supplemental Pay

### 12.5.1 Coach Stipend For After School Sports

Unit members may apply for and be selected for assignments in the after school sports program. The District shall pay an annual stipend of \$1,500 per coaching stipend to each fully credentialed unit member assigned to coach in the after school sports program in addition to the unit member's full-time assignment. Whenever possible, the District shall offer bargaining unit members vacant coaching positions in the after school sports program before employing non-bargaining unit walk-on coaches.

### 12.5.2 Intermediate School Athletic Director

The District shall pay an annual stipend of \$3,000 to a unit member performing the duties of an Intermediate School Athletic Director as described in Appendix L.

### 12.5.3 Home Teachers

The regular classroom teacher of a child needing home teaching shall have the first right of refusal for the home teaching assignment. The District shall pay home teachers at the rate described in Section 12.5.4.1, Student Extended Day Instructional Programs.

### 12.5.4 Extended Duty Pay

#### 12.5.4.1 Student Extended Day Instructional Programs

The District shall compensate unit members at the rate of forty-six dollars (\$46.00) per hour for instructing students in core instructional programs outside the regular student school day or instructing staff in best practices outside the unit members' work day. For the purpose of this Section, the word "student" shall include Pre-Kindergarten students, TK-8 students, and adult students.

#### 12.5.4.2 Extended, Non-Instructional Extra Duties

The District shall pay a unit member thirty-eight dollars (\$38.00) per hour for extended, non-instructional extra duties performed beyond their regular unit member duties.



12.5.4.3 Unit members may apply for and be selected for assignments as mentors in the District Induction Program. The District shall pay an annual stipend of \$1,456 to each unit member assigned to mentor one employee in the Program and \$1,800 for each unit member assigned to mentor two or more employees.

12.5.5 Stipend For Intermediate School Band Teacher

Effective on first unit member work day of the 2015-2016 school year, the District shall pay an Intermediate School Band Teacher a stipend of \$2,500 for the implementation of an After School 6th Grade Band Program consisting of participant recruitment, twice weekly after school practice sessions and a culminating April/May evening concert. The After School 6th Grade Band Program shall commence in October of the school year and culminate after the April/May concert event.

In addition, the District shall pay an Intermediate School Band Teacher a stipend of \$1,000 for the implementation of all extracurricular band functions which shall include weekend band competitions, travel, and school evening band events.

12.5.6 School Modernization, Construction, Maintenance, And/Or Carpet Replacement

The District shall pay each eligible unit member one of the stipends described in this Section for time the unit member is required to pack and unpack classroom supplies, books, and equipment in preparation for a school modernization, construction, maintenance, and/or preparation for carpet replacement. No unit member shall be compensated, however, for packing prior to the summer shutdown and/or unpacking/preparing the unit member's classroom/work space prior to the start of school in August/September.

To be eligible for one of the stipends described in this Section, a unit member must perform substantially all the duties in a category, must complete and sign the District form verifying the performance of the duties, and must submit the signed form to the site administrator. The site administrator shall validate the performance and submit the form to the Deputy Superintendent for Business Services.

Description Of Unit Member's Duties	Stipend
<p>Temporarily Vacating Room: Unit member prepares to vacate classroom/work space on a temporary basis. Unit member packs and labels all books/materials/computers/equipment, removes all books / materials/ computers / equipment from built-in cabinets and closets. Unit member removes all items from the walls and prepares a room map indicating the preferred location of the furniture after the modernization, construction, maintenance, and/or carpeting work is completed. Unit member unpacks and prepares classroom after the work is completed.</p>	\$400.00
<p>Preparation For Carpet Replacement: Unit member packs and labels all books, equipment and/or materials <i>unless</i> the items are stored in stationary, built-in cabinets or enclosed cabinets moveable with a furniture dolly. Unit member removes all items from the walls and prepares a room map indicating the preferred location of the furniture after the modernization, construction, maintenance, and/or carpeting work is completed. Unit member unpacks and prepares the classroom after the work is completed.</p>	\$200.00
<p>Removing Personal Items: Unit member removes all personal items from the work site and removes all items posted on the walls. Unit member prepares a room map indicating the preferred location of the furniture after the modernization, construction, maintenance, and/or carpeting work is completed. Materials, books and equipment are packed/stacked by District classified employees</p>	No Stipend
<p>Sorting/Organizing: Unit member spends time sorting and reorganizing the unit member's instructional materials and/or personal materials.</p>	No Stipend

## 12.5.7 Substituting During Preparation Periods

- 12.5.7.1 At the request of the site administrator, any unit member assigned to an intermediate school may volunteer to substitute for an absent unit member during the volunteering unit member's prep time. The site administrator shall equitably distribute the substitute opportunities.
- 12.5.7.2 Volunteering unit members shall be compensated for substitute teaching during their prep period at the rate of pay established in Section 12.5.4.1 of this Agreement. The unit member shall submit a timecard to the site administrator who will process it.

## 12.5.8 Compensation For Peer Assistance And Support Program

Effective on first unit member work day of the 2015-2016 school year, this section 12.5.8 shall be revised to read as follows:

### 12.5.8.1 Joint Panel Members

Article 20 defines Joint Panel members. For each hour a member of the Joint Panel participates in the Joint Panel meetings described in Article 20, the District shall pay the unit member at the hourly rate set forth in Section 12.5.4.2.

### 12.5.8.2 Consulting Teachers

Article 20 defines a "Consulting Teacher" and defines the Consulting Teacher's duties.

For each school year a unit member is selected and assigned by the Peer Review Joint Panel, the unit member must complete a collaborative log for each work session the unit members facilitates with a Participating Teacher. Collaborative logs will be turned in to the Human Resources Department; however, no more than two logs may be turned in per week. The District shall pay the unit member the hourly rate described in Section 12.5.4.2 for each log submitted in compliance with this section.

Instead of selecting a bargaining unit member as a Consulting Teacher, the Joint Panel may recommend that the Assistant Superintendent – Human Resources, employ a retired teacher

to perform the Consulting Teacher duties described in Article 20.

12.5.9 Faculty Associate Stipend

For performing the posted duties, Faculty Associates shall be paid an annual stipend of two thousand dollars (\$2,000). This annual stipend shall be incorporated into the unit member's annual compensation reported to STRS and shall be prorated for a unit member working less than full time.

12.5.10 Compensation For Bus Supervision

As described in Section 14.3, the Site Administrator may assign unit members to bus supervision. The District shall compensate the unit member at the rate specified in Section 12.5.4.2 for any time in excess of a unit member's assigned duties. Fifteen (15) or more minutes shall be recorded on the time card as one (1) hour, thirty (30) or more minutes shall be recorded on the time card as one and one-half (1 1/2) hours.

12.5.11 Uniform Stipends For District Established Meetings And Trainings

Unit members may volunteer to participate in District established meetings and/or trainings scheduled outside the unit member's duty day and duty year as defined by Article 14. When scheduling a meeting or training, the District announcement shall include a statement that a Uniform Stipend either shall or shall not be paid. Effective on first unit member work day of the 2015-2016 school year, unit members selected to attend a Uniform Stipend meeting or training shall be paid one hundred and fifty dollars (\$150.00) for each non-duty day and seventy-five dollars (\$75.00) for each non-duty half (1/2) day. Unit members selected to attend Uniform Stipend meetings after the end of the regular workday scheduled to end after 6:00 p.m. shall be paid the seventy-five dollars (\$75.00) 1/2 day stipend.

12.5.12 Performance Incentive Awards

If a school qualifies for Performance Incentive Awards as described in Education Code Sections 44650-44654, the District and the Association shall meet and negotiate regarding the distribution of the awarded funds to the unit members assigned to the classroom and other certificated staff at the site during the school year for which the award was granted.

12.5.12.1 School Site Input

Before, beginning and during these negotiations, the negotiating parties will seek input from the unit members assigned to the classroom and other certificated staff at the school site.

12.5.12.2 Default Distribution

If the parties are unable to reach agreement after at least two negotiating sessions, the funds will be distributed to the unit members assigned to the classroom and other certificated staff according to Education Code Section 44653.

12.5.13 NBPTS Certification And ASHA Certification (Speech) Stipend

12.5.13.1 District Stipend

The District shall pay unit members who present evidence of certification through the National Board of Professional Teaching Standards ("NBPTS") or the American Speech-Language-Hearing Association Certificate ("ASHA"), or an equivalent professional certification that is related to but not otherwise required by their position, an annual stipend of two thousand dollars (\$2,000). This annual stipend will be incorporated into the base pay, and will be prorated for unit members employed less than full-time.

12.5.13.2 Start Date

The stipend referenced in section 12.5.13.1 will be paid beginning with the school year following the unit member's receipt of the certification and submission of the certification to the District on or before September 30, and will continue for each year for which the certification is valid.

12.5.13.3 State Of California Stipend

If the unit member receives a State of California NBPTS or ASHA stipend greater than the District stipend defined in this section, the District stipend shall not be paid to the unit member in the same

school year in which the unit member receives the State of California stipend.

12.5.14 Technology Mentor Stipend

The District shall pay an annual \$500 stipend to at least one unit member at each school site to provide basic troubleshooting maintenance services for classroom technology systems, outside of the regular work day; to facilitate and lead technology professional development at the site; and to represent the site at three District Technology meetings during the school year.

12.5.15 SDC Teacher Stipend

For every school year a unit member who is assigned as a special education teacher (RSP or SDC) or as a Speech Language Pathologist (SLP) shall receive a stipend of one thousand five hundred dollars (\$1,500) annually.

12.6 Summer School Teachers

The District shall pay summer school teachers at the rate of pay described in Section 12.5.4.1, Student Extended Day Instructional Programs.

12.7 Overnight Field Trip Stipend

The District shall pay \$150 per night, up to four nights, to bargaining unit members who volunteer to teach or supervise students participating in an overnight field trip, including science camp.

12.8 Counselors' Six Step Salary Schedule

12.8.1 Salary Schedule For 2019-20

Effective on the first unit member work day of the 2019-20 school year, the Counselors' Salary Schedule shall be increased by one and one half percent (1.5%) over the 2018-19 salary schedule for counselor bargaining unit members in active, paid status on the date the Board ratifies this Agreement. The counselors' Salary Schedule shall be attached to this Agreement as Appendix A-2.

## 12.9 Psychologists' Salary Schedule

### 12.9.1 Nine Step Schedule

For the duration of this Agreement, psychologists shall be paid according to the following nine-step salary (AB60, steps 4-12):

<u>Experience (years)</u>	<u>Ratio To Teachers' Salary Schedule</u>
1	1.084
2	1.098
3	1.114
4	1.131
5	1.150
6	1.170
7	1.191
8	1.215
9	1.239

### 12.9.2 Psychologists' Salary Schedule

#### 12.9.2.1 Salary Schedule For 2019-20

Effective on first unit member work day of the 2019-20 school year, the Psychologists' Salary Schedule shall be increased by one and one half percent (1.5%) over the 2018-19 salary schedule for psychologist bargaining unit members in active, paid status on the date the Board ratifies this Agreement. The psychologists' salary schedule shall be attached to this Agreement as Appendix A-3.

### 12.9.3 Longevity And Advanced Degree Stipends

Psychologists shall be entitled to longevity and advanced degree stipends as provided in Sections 12.1.3 and 12.1.4 of this Agreement.

## 12.10 Teachers' Salary Schedule

### 12.10.1 Salary Schedule For 2019-20

Effective on first unit member work day of the 2019-20 school year, the District shall increase the salary schedule by one and one half percent (1.5%) over the 2018-19 salary schedule for bargaining unit members in active, paid status on the date the Board ratifies this Agreement. The salary schedule shall be attached to this Agreement as Appendix A-1.

### 12.10.2 Bargaining History About Payment For 2012-2013 Furlough Days

As a result of the reopener negotiations in 2013, the District paid unit members for five (5) furlough days in 2012-2013. The payments were a one-time, lump sum, non-recurring payment and were not placed on the salary schedule. Prior to June 30, 2013, the District paid each bargaining unit member in active paid status for at least 139.5 work days during the 2012-2013 school year a one-time, lump sum, non-recurring payment equivalent to the dollar amount difference between that bargaining unit member's placement on the 186 work day salary schedule attached as Appendix A-1 (A) and the bargaining unit member's placement on the 2012-2013, 182 day salary schedule attached as Appendix A-1 (D). The District shall have no obligation to make a similar payment on any future date. This paragraph is included to demonstrate the bargaining history from the 2013 reopener negotiations and is not precisely the same language as the 2013 reopener agreement language.

## 12.11 STRS Defined Supplemental Benefits Plan

This Section became effective July 1, 2002.

Subject to the criteria and limitations stated in Education Code Sections 22119.2, 22905, 22954, and relevant STRS regulations, the following services performed for the District shall be included within the definition of creditable compensation and reported to STRS solely for inclusion in the STRS Defined Supplemental Benefit Plan.

- Supplemental Pay Sections 12.5.1, (Coaches), 12.5.2 (Intermediate School Athletic Director), 12.5.3 (Home Teachers), 12.5.4 (Extended Duty Pay), 12.5.5 (Intermediate School Band Director), 12.5.6 (School Modernization, Construction, Maintenance, and/or Carpet Replacement), 12.5.7 (Substituting During Preparation Periods), 12.5.8 (Peer Review and Support), 12.5.9 (Faculty Associate Stipend), 12.5.10 (Compensation for Bus Supervision), 12.5.11 (Uniform Stipends for District-Established Meetings And Trainings),



12.5.12 (Performance Incentive Awards), 12.5.13 (NBPTS/ASHA), 12.5.14 (Technology Mentor), 12.5.15 (SDC Teacher Stipend);

- Summer School (Section 12.6);
- Curriculum writing and development;
- Consulting teacher;
- Regular teaching within the school year beyond 1.0 FTE;
- Any other activity mutually agreed in writing by the Superintendent and the President of the Association as an amendment to this provision.

Both the District and the unit member shall make any contributions to STRS required by law.

## **ARTICLE 13: HEALTH AND WELFARE BENEFITS**

### **13.1 Benefit Contributions For 2019-20**

Effective January 1, 2020, the District will contribute up to the following maximum amounts per month toward the cost of health benefits for each full-time unit member. Unit members electing coverage with a cost greater than the amount paid by the District in this Section shall have the difference deducted automatically from the unit member's pay.

Plan	2019-20
<b>Kaiser HMO Plan A</b>	
Employee Only	\$793.85
Employee + 1	\$1,433.91
Employee + 2 Or More	\$1,987.49
<b>Kaiser HMO Plan B</b>	
Employee Only	\$793.85
Employee + 1	\$1,433.91
Employee + 2 Or More	\$1,987.49
<b>Kaiser Plan D</b>	
Employee Only	\$650.07
Employee + 1	\$1,200.15
Employee + 2 or More	\$1,656.71
<b>Blue Shield PPO D</b>	
Employee Only	\$1,012.05
Employee + 1	\$1,703.42
Employee + 2 Or More	\$1,719.45
<b>Blue Shield HMO E</b>	
Employee Only	\$811.44
Employee + 1	\$1,591.96
Employee + 2 Or More	\$1,719.45
<b>Blue Shield PPO F</b>	
Employee Only	\$1,012.00

Plan	2019-20
Employee + 1	\$1,703.42
Employee + 2 Or More	\$1,719.45

During the successor contract negotiations, this Section 13.1 shall define the status quo ante for District contributions toward the cost of health benefits for each full-time unit member. Unit members electing coverage with a cost greater than the amount paid by the District in this Section shall have the difference deducted automatically from the unit member's pay.

### 13.2 Joint District And Association Benefits Advisory Committee

A joint District and Association Benefits Advisory Committee shall evaluate and recommend improvements to the health and dental benefits described in Article 13. After receiving recommendations from the Joint District and Association Benefits Advisory Committee, the District and Association shall meet and negotiate about any improvements or revisions to this Article.

### 13.3 Dental, Vision, Life Coverage

The District shall pay for the following coverages:

13.3.1 Unit member life insurance in the amount of \$10,000.

13.3.2 Unit member only Vision Care.

13.3.3 Unit member and dependent dental insurance. Selection for the dental insurance carrier will be determined by the District after consultation with the Association.

13.3.4 Through the Joint District and Association Benefits Advisory Committee, the District and OGEA will explore alternate or additional dental plan(s) with greater benefits that could be offered to members who are willing to pay out of pocket for any increased premium costs.

### 13.4 Coverage For Part-Time Unit Members

Each regular part-time unit member will receive a prorated share of these benefits by the same ratio of the time employed compared to a full-time unit member in the same job classification. Part-time employees shall have the right to purchase additional coverage to a level equal to that provided full-time employees.

13.4.1 Employees hired after June 30, 1995, who work less than a forty percent (40%) contract shall not receive District-funded health and welfare benefits.

13.5 Coverage During Paid Leave

Unit members who are absent on account of illness and who have exhausted their accumulated paid leaves shall continue to receive full insurance coverage to be paid by the employer for that period of illness not to exceed one hundred (100) days following exhaustion of said leave.

13.6 Domestic Partners Health Benefits

The District will provide medical, dental, and vision benefits for registered domestic partners of bargaining unit members to the same extent, and subject to the same terms and conditions, as medical, dental, and vision benefits are available to spouses of unit members under this Agreement. This coverage is conditioned upon the domestic partnership meeting all the criteria of California Family Code Section 297, et seq. and that a valid declaration of domestic partnership has been filed with the Secretary of State pursuant to Family Code Section 297, et seq., registering the domestic partnership. Domestic partners may enroll in the District's medical, dental, and vision plans pursuant to this Section only to the extent that the District's carriers provide such coverage.

13.7 Coverage During Unpaid Leave

Unit members on District approved unpaid leaves of absence shall continue to receive teacher health and welfare benefits for the period of the leaves if they wish to purchase such benefits at the current group rates, to be paid by the unit member to the District one (1) month in advance.

13.8 Coverage During Retirement

The District shall continue to provide retired teachers the opportunity to purchase health and welfare insurance premiums for themselves and their dependents at the current group rates after reaching his/her 55th birthday, providing said teacher has served five (5) consecutive years of service for the employer prior to retirement. Premiums shall be payable to the District one (1) month in advance. A District approved leave shall constitute a year of service for the purpose of eligibility for this benefit.

### 13.9 Participation In Tax-Sheltered Annuities

Unit members may participate in any tax-sheltered annuity on the approved list of the Office of the County Superintendent and the District shall provide payroll deduction for this purpose upon direction of the unit member.

### 13.10 Reimbursement For Vehicles

Any unit member required to use his or her vehicle on District business shall be reimbursed for all miles driven on behalf of the District at the rate established by the Board of Trustees, but in no event at a rate less than the amount allowed by the Internal Revenue Service.

### 13.11 Reimbursement For Loss To Personal Instructional Property

13.11.1 During the term of this Agreement, the District will establish a program for reimbursement for loss or damage to personal property used for instructional purposes.

13.11.2 The maximum reimbursement for this program shall be ten thousand dollars (\$10,000) per year for the bargaining unit, and three hundred dollars (\$300) per employee per year.

13.11.3 In order to qualify for reimbursement, the unit member:

- (a) must demonstrate the loss is due to theft, fire, water, or vandalism at the school site, and is not due to the unit member's negligence;
- (b) must obtain prior approval from the site administrator in writing regarding:
  - the use of equipment and/or property for instructional purposes;
  - the estimated value and description of the equipment and/or property;
  - the period of time the equipment and/or property is expected to be on site; and
- (c) must file or assist in filing any necessary police reports.

13.11.4 Personal effects not covered by Sections 13.11.1, 13.11.2, and 13.11.3 are specifically excluded from this provision.

## **ARTICLE 14: HOURS OF EMPLOYMENT**

### **14.1 Work Day**

All unit members shall be at their workstations seven and one-quarter (7-1/4) hours per day exclusive of the lunch period. The workstation is defined as the school site to which the member is assigned on a given day or any other previously authorized place where the member is conducting District business. The workstation shall also be defined as places within the District where members may conduct Association/District business for the purpose of representation described in Sections 6.2, 6.3, 7.6.5, 7.6.10, and 10.12.2.

Psychologists shall work an eight (8) hour day exclusive of thirty (30) minute duty-free lunch.

School Nurses shall work an eight (8) hour day exclusive of thirty (30) minute duty-free lunch.

#### **14.1.1 Leaving Before The End Of The Work Day**

Unit members may leave before the end of their workday, as defined in Section 14.1, upon completion of their instructional day, provided that all of their professional obligations are met. These obligations may include meetings with principal, team members, parents, staff, etc.

#### **14.1.2 Check In And Out**

Unit members shall be required to check in and out daily in a register maintained at each worksite. The unit member may note the check in and out time in the register. The register shall be located in the school office and shall be maintained at the school site for two (2) years.

### **14.2 Starting And Ending Times**

The District may establish starting and ending times at each school site and work location.

14.2.1 Teachers on special assignment assigned to the District Office shall have an on-site work day that begins at 8:30 a.m. and ends at 4:15 p.m., inclusive of lunch. Upon mutual agreement with their supervisor, unit members on special assignment may flex their start and end times within one hour.

#### 14.3 Supervision Of Students

Site administrators may assign unit members to supervise students. Student supervision shall include, but not be limited to, yard duty, playground duty, noon duty, bus duty, hall supervision, assembly supervision, and during all school-approved student activities conducted during the teacher work day. The site administrator shall give unit members an opportunity to express preferences before finalizing assignments. The site administrator shall equitably distribute student supervision assignments among unit members.

#### 14.4 School Site Common End Of Instructional Minutes (“Banking”)

Section 14.4 shall be effective for the 2014-2015 and following school years. The District and OGEA agree that, at each site, parents and students benefit from a common ending time for grades 1-6 instructional minutes.

To accomplish a common ending time for grades 1-6 instructional minutes, the school site administrator may decide, after consulting with the 1-6 teachers at the site, to bank instructional minutes, but only to the extent described in this Section.

For the purpose of this Agreement, “banking instructional minutes” shall mean “extending grade 1-6 instructional minutes by two (2) minutes per instructional day in addition to the maximum number of instructional minutes established in Sections 14.5.2 and 14.6.1. Grade 1-6 instructional minutes may be banked for no more than a total of four (4) instructional days per grade level.

#### 14.5 Unit Member’s Instructional Day In Grades TK-3

##### 14.5.1 Transitional Kindergarten And Kindergarten

The instructional day for unit members assigned to kindergarten, including transitional kindergarten, shall be at least 260 instructional minutes and not more than 290 instructional minutes, not including recess. Unit members assigned to kindergarten shall not perform an overlap assignment in primary classes.

On adjusted days, kindergarten, including transitional kindergarten, unit members’ instructional day shall be 260 instructional minutes.

Transitional Kindergarten and Kindergarten unit members shall not be eligible to bank hours, and Section 14.4 shall not apply to kindergarten unit members.

#### 14.5.2 Grades 1-3

Depending on the number of adjusted days scheduled as permitted by Section 14.7.1 and 14.7.2, the instructional day for grades 1-3 unit members shall be at least 300 and not more than 305 instructional minutes. On adjusted days, the unit members' instructional day shall be at least 260 and not more than 265 instructional minutes.

### 14.6 Instructional Time For Grades 4-8

#### 14.6.1 Grades 4-6

Depending upon the number of adjusted days scheduled as permitted by Sections 14.7.1 and 14.7.2, the instructional day for grades 4-6 unit members shall be at least 320 and not more than 325 instructional minutes. On adjusted days, unit members' instructional day shall be at least 260 and not more than 265 instructional minutes.

##### 14.6.1.2 Grades 4-6 Preparation Period

As long as Article 15.2 states that the maximum number of students shall not exceed thirty-two (32) students, the District shall provide and schedule one (1) hour per week of preparation time for ten (10) weeks per school year for grades 4-6 unit members. Unless the unit member has the site administrator's prior approval, the unit member shall remain on site during the preparation period.

#### 14.6.2 Grades 7-8 (Intermediate School)

Depending upon the number of adjusted days scheduled as permitted by Section 14.8, the instructional day for grades 7-8 intermediate school unit members shall be at least 250 instructional minutes per day. Unit members assigned full-time to grades 7-8 intermediate school classrooms shall receive one (1) planning and preparation period each day during the regular student instructional periods equivalent to one (1) normal class period. Unless the unit member has the site administrator's prior approval, the unit member shall remain on site during the preparation period. A unit member who volunteers to substitute teach during the unit member's preparation period shall be compensated pursuant to Article 12.5.4.1, Student Extended Day Instructional Programs.



14.6.2.1 Full-time unit members who teach special education at an intermediate school shall receive one case work period per day (except when the school is on an alternate schedule) in addition to their preparation period. This shall be equivalent to one regular class period. This case work period can be used for, but is not limited to: assessment of students, IEP report writing, observation of students, phone calls to parents, and other work related duties. A unit member who volunteers to substitute teach during their case work period shall be compensated pursuant to Article 12.5.4.1.

#### 14.7 Elementary Site Adjusted Days

##### 14.7.1 Scheduling Elementary Site Adjusted Days: Beginning And End Of School Year

During the first five (5) days and the last two (2) calendar weeks of each school year, the District shall schedule adjusted elementary site instructional days. To permit the scheduling of these adjusted days while complying with minimum instructional minutes, the District may extend grades 4-6 unit members' instructional day by three (3) minutes per day up to the maximum number of minutes in Sections 14.5 and 14.6.

##### 14.7.2 Scheduling Elementary Site Adjusted Days: One Specific Day Of Each Week

In addition to the adjusted days described in Section 14.7.1, the District shall designate one (1) specific day of each week as an adjusted day for a total of 33 adjusted days per year. Parent conference days and the adjusted days during the first and last weeks of the school year shall not be included in calculating the number of adjusted days. In the event that the District decides to reduce or increase the number of weeks in the school year, the number of adjusted days per year may vary from 33, but the District shall continue to schedule one Adjusted Day per month during the year for Unit Member Directed Professional Duties. In the event there are five (5) adjusted days in any month, that fifth adjusted day shall be used for a Unit Member Directed Professional Duties.

##### 14.7.3 Elementary Site Unit Member Directed Professional Duties

For elementary site unit members, the District shall designate the time following the adjusted student day on one (1) adjusted day per

month for unit member directed professional duties. No District Directed Site Meetings shall be scheduled on this adjusted day following the regular dismissal time.

Unless the unit member has the site administrator's prior approval, the unit member shall remain on the site during the Unit Member Directed Professional Duties.

#### 14.7.4 Elementary Site District Directed Site Meetings

Unit members may be required to attend District Directed Site Meetings.

##### 14.7.4.1 Definition Of District Directed Site Meetings

For elementary site unit members, District Directed Site Meetings shall be defined as general staff meetings and site staff development, including, but not limited to the following: grade level collaboration as professional learning communities (COI), Systematic ELD, PBIS, Constructive Meaning, Common Core Standards ("CCS"), and other District selected professional development.

##### 14.7.4.2 Number Of District Directed Site Meetings

For the 33 adjusted days at elementary sites excluding those defined in Section 14.7.2, the District may schedule up to three (3) hours per month, in one-hour increments, of District Directed Site Meetings. These District Directed Site Meetings will begin following the end of the adjusted day and afternoon yard duty and/or bus duty. In addition, the District may schedule up to ten (10) hours, in one (1) hour increments, to extend one District Directed Site Meeting per month for up to two (2) hours.

The chart attached as Appendix F, and incorporated into the Agreement, illustrates the parties' agreement on the number and scheduling of District Directed Site Meetings, Unit Member Directed Professional Duties, and Intermediate Department Meetings.

## 14.8 Intermediate Site Adjusted Days

### 14.8.1 Scheduling Intermediate Site Adjusted Days: One Specific Day Of Each Week

The District shall designate one (1) specific day of each week as an adjusted day for a total of 33 adjusted days per year. In the event that the District decides to reduce or increase the number of weeks in the school year, the number of adjusted days may vary from 33. If there are five (5) adjusted days in any month, that fifth adjusted day shall be used for Intermediate Site Unit Member Directed Site Meetings.

### 14.8.2 Intermediate Site Unit Member Directed Department Meetings

In addition to the District Directed Site Meetings described in Section 14.8.3, intermediate site unit members shall schedule at least ten (10) hours of Unit Member Directed Department meetings per year. Unit Member Directed Department Meetings shall be scheduled during one (1) of the adjusted days per month.

### 14.8.3 Intermediate Site District Directed Site Meetings

District shall schedule up to six (6) hours of District Directed Site Meetings after the last student class on six (6) Mondays during the school year. In addition, the District shall schedule District Directed Site Meetings on three (3) of the four (4) adjusted days during each month of the school year. For intermediate site unit members, District Directed Site Meetings shall be defined as general staff meetings and site staff development, including, but not limited to, the following: Department collaboration as professional learning communities (COI), Systematic ELD, PBIS, Constructive Meaning, Common Core Standards (“CCS”), and other District selected professional development.

### 14.8.4 Remaining Intermediate Adjusted Days

Unit members are responsible for completing their adjunct duties, and adjunct duties take precedence over other activities, such as after school sports or clubs, on the adjusted days with no scheduled site meetings.

## 14.9 Agendas For District Directed Site Meeting

At least 48 hours before the scheduled District Directed Site Meeting, bargaining unit members may communicate a proposed agenda item to the

site administrator by electronic communication or by paper copy. The unit member shall include a description of the issue to be discussed. The site administrator shall determine whether or not the unit member proposed agenda item shall be placed on the next or another District Directed Site Meeting Agenda. By mutual agreement of the site administrator and a unit member, the site administrator may add informational and problem solving items to the agenda. At the end of the three (3) District Directed Site Meetings per month, the site administrator shall schedule at least ten (10) minutes for unit member proposed agenda items. At least twenty-four (24) hours before the meeting, the site administrator scheduling a District Directed Site Meeting shall deliver the agenda to unit members by either electronic correspondence or by paper copy. At sites where unit members do not have District computers, the site administrator shall provide a paper copy.

#### 14.10 Parent Conference Days – TK – 6

##### 14.10.1 Fall Parent Conference/Goal Setting Days

Fall parent conference/goal setting days shall be scheduled during the nine (9) school days during the last week of September and the first week in October of each school year. The nine (9) days shall be adjusted days as defined in Section 14.7.

Unit members shall prepare for and participate in a face-to-face goal setting meeting with each parent, unless the parent requests a telephone conference meeting. At each goal setting conference, unit members shall share with parents the District provided grade level common core standards, the grade level writing anchor paper, and an online, computer scored diagnostic assessment. A concept illustrating a parent conference/goal meeting is attached as Appendix K. As an element of the Fall Parent Conference/Goal Setting days, the District shall not require unit members to prepare formal student report cards or student progress reports.

##### 14.10.2 Winter Parent Conferences

Winter parent conferences shall be scheduled on eight (8) school days at the end of January of each school year. The first day of conference period shall be a student non-attendance/teacher workday, and the seven remaining days shall be adjusted days as defined in Section 14.7. If the unit member has evidence that a student is making progress on the Common Core State Standards, the unit member need not offer a Winter Parent Conference. For each student at risk of retention or not making progress on

standards, the unit member shall offer a face-to-face parent conference. The District and OGEA encourage unit members to conduct Winter Parent Conferences via telephone. The Tuesday prior to Winter Parent Conference shall be assigned as the professional day for January.

#### 14.10.3 Report Cards

Unit members shall prepare a report card for all students in January and June of each school year. Although, at any time, unit members shall respond to parent requests for information about a student's classroom progress, unit members shall be required to prepare report cards only in January and June.

#### 14.10.4 Responsibility To Complete Conferences

If parent conferences cannot be completed during the regularly scheduled parent-conference days, the unit members will complete the conferences on other days.

#### 14.10.5 End Of School Year Report Cards

For all students, the unit member must prepare a report card for distribution on the last school day.

### 14.11 Adjunct Duties

#### 14.11.1 District Invitations To District Committees

The District shall determine the need for and the mission of District committees. In the event that the District creates a District committee, the District may invite specific bargaining unit members to participate in the committee. If the unit member accepts the District's invitation, the District shall appoint that specific bargaining unit member to the committee. Examples of current District committees are the following: "District Math Committee," the Superintendent's "CTAG Steering Committee," the "GATE Committee," the "PBIS Committee," the "Equity/CEIT/COI Committee," the "District Literacy Committee." At its sole discretion, the District may terminate any committee, may create new committees, and may change the focus, mission, and composition of these committees.

The District will solicit volunteers to participate in District committees. If a bargaining unit member is passionate about a subject, the unit member may seek to be invited to be on a District

committee by sharing that interest with the unit member's site administrator. The District reserves the right to determine which bargaining unit members are invited to participate in the District committee.

Although the District shall not provide a substitute teacher, any bargaining unit member may attend these District committees whether or not the bargaining unit member is a member of the committee.

#### 14.11.2 District Required School Site Adjunct Duties

No later than May 15 of each school year, the District, at its sole discretion, shall develop a list of up to eleven (11) required adjunct duties for the following year. The duty "OGEA representative" shall be one of the eleven required adjunct duties at each school.

In the event the District is considering whether or not to require more than eleven (11) required adjunct duties, the District shall give OGEA notice and an opportunity to bargain about the workload impact of the increased number of adjunct duties.

#### 14.11.3 Site Adjunct Duty Advisory Committee

At the option of the bargaining unit members assigned to that site, each school site may elect at least two (2) unit members to act as the site's Adjunct Duty Advisory Committee. The Committee members shall be the site administrator and two (2) bargaining unit members. In addition to the District required adjunct duties and the general site adjunct duties (see Appendix I), the Adjunct Duty Advisory Committee may select up to five (5) adjunct duties for the following school year.

The Adjunct Duty Advisory Committee shall develop the Adjunct Duty list no later than May 31 of each school year. In the event the Adjunct Duty Advisory Committee fails to develop a list of up to five (5) adjunct duties by May 31 of each school year, the adjunct duties for the next school year shall remain the same as the prior school year.

#### 14.11.4 Adjunct Duties Miscellaneous Provisions

14.11.4.1 Adjunct duties will be equitably distributed among unit members.

14.11.4.2 Teachers on special assignment assigned to the District office may form an adjunct duty committee for purposes of allocating adjunct duties to be performed.

14.11.4.3 Itinerant unit members working in special education assignments shall not be required to perform adjunct duties.

14.11.5 Unit Members Self Select Duties

Prior to the selection of other adjunct duties, OGEA shall give the District the name(s) of the OGEA Site Representative, and the District shall invite bargaining unit members to participate in District Appointed Committees.

During the first two (2) weeks of each school year, bargaining unit members shall self-select adjunct duties. Each bargaining unit member has a professional responsibility to select and perform the self-selected adjunct duties.

The site administrator shall equitably assign adjunct duties to any unit members who do not self-select adjunct duties.

Unit members employed on partial contracts shall perform adjunct duties on a proportional basis.

14.11.6 District And OGEA Adjunct Duty Task Force

Every three (3) years, the District and OGEA intend to form a joint adjunct duty task force to review and/or update the list of optional adjunct duties.

14.12 Night Events And Meetings

In addition to the duties described in Sections 14.1 through 14.11, unit members are responsible on work days for the following duties when assigned by the site administrator: no more than one (1) back-to-school night; and no more than one (1) other parent-teacher activity per year.

14.12.1 Student Social And Recreational Activities

The principal shall ask unit members to volunteer to supervise student social and recreational activities. In the event no unit member volunteers, the principal shall assign the supervision in a fair and equitable manner.

#### 14.13 Work Year Duration

Because of the fiscal crisis during school years 2009-2010 through 2012-2013, the District and OGEA agreed to modify work year contract language for those years. The salary schedule was adjusted to reflect the reduction of unit members' workdays.

Effective August 2013, the work year for unit members assigned to the classroom shall be 186 days; for counselors, 202 days; for psychologists, 202 days. Unit members assigned to the classroom shall instruct students for 180 days, attend staff development for three (3) days, and perform related work duties for three (3) days.

In addition to the regular workday, psychologists may apply up to 80 hours of Related Service work toward satisfaction of the work year requirement. The schedule for Related Service work shall be subject to approval of the Director of Special Education.

#### 14.14 Work During Off-Hours

When a unit member's assigned duties must regularly be performed during hours when school classes are normally not in session, the work day shall be as determined by the unit members and the unit member's supervisor, but shall not exceed the maximum length of work day of unit members in the schools of the District.

14.14.1 A unit member who is specifically asked by the District to attend and chooses to attend a training on a day outside of the contractual work year or after contract hours shall be compensated pursuant to Article 12.5.11 Uniform Stipends For District Established Meetings and Training. Unit members who are asked to attend a training shall be reimbursed for reasonable expenses pursuant to Board Policy 3350.

A unit member who receives information from the District about training opportunities held on a day outside of the contractual work year or after contract hours and voluntarily chooses to attend is not eligible for compensation or expense reimbursement from the District.

#### 14.15 Altered Schedule

In the event logistical circumstances for a particular grade level or class of a school necessitate a deviation from the usual schedule, the work day for unit members involved will be adjusted to meet the usual time schedule requirements.



#### 14.16 Bargaining Unit Work Year Calendar

##### 14.16.1 Calendar Advisory Committee

A Calendar Advisory Committee comprised of representatives of OGEA, the District administration, and other bargaining units in the District may be established to make recommendations for school calendars. Prior to presenting final proposed calendar options for approval, the District's process in gathering feedback on the proposed calendar from all stakeholders will include OGEA leadership.

##### 14.16.2 Calendar Adoption

The District and OGEA acknowledge the Board of Trustees' right to establish the student instructional calendar. The District and OGEA acknowledge OGEA's right to negotiate about the placement of unit members' duty days on the calendar.

#### 14.17 Substitute Teaching By An ELTP, Coach Or Teacher On Special Assignment

An ELTP, Coach or Teacher on Special Assignment who substitute teaches for a half day or more shall be compensated, in addition to regular pay, with a \$90.00 stipend per half day or more of substitute teaching. If the unit member is asked to substitute teach for more than one (1) hour and up to a one half day they shall be compensated with a stipend of \$45.00. Substitute assignments pursuant to this section will be equitably distributed.

#### 14.18 Substitute Teaching By Resource Specialist

To the extent possible and practicable, the District agrees to do its best to avoid assigning Resource Specialists or Resource Teachers to cover a class assigned to another teacher. In the event the District must assign a Resource Specialist or Resource Teacher to cover a class assigned to another teacher, the District shall compensate that Resource Specialist or Resource Teacher at the rate of \$90/day for the extra duties performed beyond their regular duties. The District shall not assign a Resource Specialist or Resource Teacher to cover a class assigned to another teacher for more than four (4) days during any school year.

## **ARTICLE 15: CLASS SIZE**

### **15.1 Grades TK-3**

Pursuant to Education Code Section 42238.02 (d) (3), the parties agree to the alternative annual class enrollment requirements for grades TK-3 as set forth in this Section 15.1. The District shall maintain the following student-teacher ratios in Kindergarten, including Transitional Kindergarten, and grades 1-3:

- 15.1.1 The annual average class student-teacher enrollment ratio for grades TK-3 shall be up to 24 to 1. The student-teacher ratio in grades TK-3 may exceed 24 to 1 in any class as long as the average TK-3 class enrollment throughout the District does not exceed 24 to 1.

If Education Code Section 42238.02 is repealed, unfunded, or substantially modified, the parties agree to reopen negotiations about the student-teacher ratio in grades TK-3. If the District and OGEA do not reach agreement on replacement language for this Section, the class size status quo ante shall be defined as follows: "Subject to the provisions of Section 15.4 and Education Code Sections 41376 and 41378, the maximum number of students in any class shall not exceed thirty-one (31) students."

At the District's request, OGEA agrees to reopen negotiations on the TK-3 student-teacher ratio within fifteen (15) days of the establishment of any audit guidelines, regulations issued by the State Board, or directives from the State Department of Education or State Controller's office that are inconsistent with the language set forth in the Collective Bargaining Agreement.

- 15.1.2 A history of the previous TK-3 class size language is attached as Appendix G. The parties agree that Appendix G is provided as a historic reference to the prior agreements about TK-3 class size, and the parties agree that Appendix G shall not be used to interpret the language of this Agreement.
- 15.1.3 Upon the request of OGEA, once a month, the District shall provide OGEA a copy of the Districtwide enrollment report showing class sizes at grades TK-3 throughout the District.

### **15.2 Grades 4-6**

Subject to the provisions of Section 15.4 below, the maximum number of students in any class shall not exceed thirty-two (32) students.

### 15.3 Grades 7-8

Subject to the provisions of Section 15.4 below, the maximum number of students in any English language arts, math, social studies, English Language Development, or science class shall not exceed thirty-five (35) students. No unit load shall exceed one hundred seventy-five (175) students per day unless approved by the unit member and the Association.

Intermediate school elective and Physical Education (PE) teachers with classes projected to be over thirty-five students shall be given an opportunity to meet with the principal and provide input on their schedule. The District will provide OGEA with the enrollment figures for these courses during the 2019-20 school year so that OGEA may analyze and monitor enrollment in these courses.

### 15.4 Pupil Placement Funds

The term “pupil placement funds” is defined as money provided to unit members whose classrooms exceed the maximums set forth in Sections 15.1 through 15.3.

If the District must place students in a classroom that already has the maximum number of students as set forth in Sections 15.1 through 15.3, the District shall provide excess pupil placement funds as described below.

#### 15.4.1 Pupil Placement Funds – Grades TK-3

##### 15.4.1.1 Pupil Placement Funds

Effective December 1, 2019, the District shall pay unit members excess pupil placement funds in the following amounts:

- \$10.00 per day for the 25th student;
- \$20.00 per day for the 26th student;

##### 15.4.1.2 Maximum Number Of Students

Effective beginning with the 2020-21 school year, the number of students in an individual TK-3 classroom may not exceed twenty-six (26).

For the 2019-20 school year only, the District will agree to maintain PPF for 27th student at \$20 per day.

#### 15.4.1.3 Combination Classes In Grades TK-3

To the extent possible, the District will do its best to avoid scheduling combination classes.

For each classroom in which the District assigns, after October 1 of the school year, a combination of grade Transitional Kindergarten, Kindergarten, and 1-3 students, excluding at schools or programs where multi-age classrooms align with the vision and philosophy of the program as elected by the staff and administration, the District shall pay the unit member assigned to that classroom a \$800.00 annual stipend. The “Combination Class Stipend” shall be paid as part of the unit member’s December paycheck.

In addition, depending on substitute availability, a unit member assigned to a combination class may have up to two (2) release days during the school year for planning and preparation.

#### 15.4.2 Pupil Placement Funds – Grades 4-6

##### 15.4.2.1 Pupil Placement Funds

The District shall pay unit members excess pupil placement funds in the following amounts:

- \$10.00 per day for the 33rd student;
- \$20.00 per day for the 34th student.

##### 15.4.2.2 Maximum Number Of Students

The number of students in an individual classroom may not exceed thirty-four (34).

##### 15.4.2.3 Combination Classes In Grades 4-6

To the extent possible, the District will do its best to avoid scheduling combination classes.

For each classroom in which the District assigns, after October 1 of the school year, excluding at schools or programs where multi-age classrooms align with the vision and philosophy of the program as elected by the staff and administration, a combination of grade 4-6

students, the District shall pay the unit member assigned to that classroom a \$800.00 annual stipend. The “Combination Class Stipend” shall be paid as part of the December paycheck.

In addition, depending on substitute availability, a unit member assigned to a combination class may have up to two (2) release days during the school year for planning and preparation.

#### 15.4.3 Pupil Placement Funds – 7-8 Grades

The District shall pay excess pupil placement funds in the following amounts to unit members assigned to in any English language arts, math, social studies, English Language Development, or science class that exceeds thirty-five (35) students:

- \$2.00 per period for the 36th student;
- \$2.00 per period for the 37th student.

#### 15.4.4 Excess Pupil Placement

The first three (3) weeks of the school year are set aside for readjustment and realignment of class loads, and the accounting for excess pupil placement funds begins on the fourth Monday of the school year. Additionally, the District’s obligation to pay excess pupil placement funds arises only after the “excess pupil” has been on the register in a particular classroom for five (5) school days. Upon the sixth day of enrollment in a class, the District’s obligation to pay excess pupil placement funds is retroactive to the first date of the excess pupil’s enrollment in that classroom.

The District’s obligation to pay excess pupil placement funds shall not exceed four thousand dollars (\$4,000) per classroom.

#### 15.5 Laboratory Classes

The number of students assigned to Laboratory Classes at the Intermediate School shall not exceed the number of available work stations. For the purpose of this Section, a “work station” shall be defined as a student work or study station and a “laboratory class” shall be defined as cooking, computer/technology, art, exploratory, and shop classes.

#### 15.6 Classroom Vocal Music Instruction

Class size for vocal music instruction shall be determined by the music teachers and the Director of Curriculum/Instruction.

#### 15.7 Instrumental Music Instruction

The teaching load of an instrumental music teacher, not including 6th Grade Band, shall not exceed one hundred ninety (190) students for scheduled instruction except at the request of the music teacher.

#### 15.8 Special Day Classes

The District shall utilize the Special Education Local Plan Agency (SELPA) placement guidelines for Special Day Classes. The staffing ratio for non-categorical Special Day Classes in grades TK to 6 shall not exceed 15 to 1. The District shall schedule at least one (1) Instructional Aide throughout the student instructional day, or two (2) partial day Instructional Aides so that the SDC teacher is never scheduled to be alone with students.

##### 15.8.1 Criteria For Placement

The current criteria for determining placement shall be:

15.8.1.1 Range and severity of handicaps.

15.8.1.2 Age and behavioral variables of student.

15.8.1.3 Extent of need for individual instruction.

15.8.1.4 Staff competencies and number of special education staff at the site.

15.8.1.5 Amount of time individuals enrolled in special classes participate in regular classrooms.

15.8.1.6 Density of school population.

15.8.1.7 Current class size.

##### 15.8.2 Mainstreamed Students Counted

Special Day students mainstreamed into elementary classrooms for fifty percent (50%) or more of the day shall be counted for purposes of Sections 15.2 through 15.7.

15.8.3 Staffing Ratio For Classes For Students With More Intensive Educational Needs

The District shall make a reasonable effort to maintain the following teacher/student ratio in SDC/SH (Special Day Class/Severely Handicapped) classes for students with more intensive educational needs:

	Norm	High	Cap
SH – Autistic (two (2) instructional assistants)	8	11	12
SH – Low Functioning (two (2) instructional assistants)	10	14	15
SH – Low Functioning (two (2) instructional assistants Effective With The 2020-21 School Year	9	12	13
SH – Emotionally Disturbed (two (2) instructional assistants)	8	11	12

The District shall monitor the teacher/student staffing ratio, and shall consider the available options to maintain the ratio at the norm and at or below the high level. Upon the request of the affected unit member, the District will provide information about the reason for the high ratio, anticipated duration, and the District's reasonable efforts to maintain the staffing ratio.

15.8.3.1 Pupil Placement Funds For SDC/SH (Non-Preschool)

The District shall pay unit members assigned to an SDC/SH class excess pupil placement funds in the following amounts:

- \$20.00 per day for the 12th student in an SH-Autistic class;
- \$20.00 per day for the 15th student in an SH-Low-Functioning Class. Beginning with the 2020-21 school year, \$20.00 per day for the 13th student in an SH-Low Functioning Class;
- \$20.00 per day for the 12th student in an SH-ED class.

#### 15.8.4 SDC Preschool Teachers

The maximum caseload for SDC Preschool Teachers shall be as follows:

- 2020-21                26
- 2021-22                25

#### Pupil Placement Funds for Preschool SDC

The District shall pay unit members assigned to an SDC preschool class excess pupil placement funds in the following amounts:

- \$10.00 per day for the 27th student in an SDC Preschool class in the 2020-21 school year, which is the maximum number of students for such class;
- \$10.00 per day for the 26th student and \$20 per day for the 27th student in an SDC Preschool class beginning with the 2021-22 school year.

Every effort will be made to equitably distribute the caseload for SDC Preschool Teachers.

#### 15.9 Speech And Language Therapists Case Load

Unless the State Superintendent of Public Instruction has granted prior written approval, caseloads for full-time speech and language specialists shall not exceed the limits established by Education Code Section 56363.3 and 56441.7(a). The parties acknowledge that Education Code Section 56363.3 currently states, "The average caseload for language, speech, and hearing specialists in special education local plan areas shall not exceed 55 cases, unless the local plan specifies a higher average caseload and the reasons for the greater average caseload." The parties acknowledge that Education Code Section 56441.7(a) currently states, "The maximum caseload for a speech and language specialist providing services exclusively to individuals with exceptional needs, between the ages of three and five years, inclusive, as defined in Section 56441.11 or 56026, shall not exceed a count of 40."

#### 15.10 Resource Specialist/Teacher Caseload

The caseload for Resource Teachers shall comply with guidelines established by the SELPA. No Resource Specialist or Teacher shall have a caseload that exceeds 28 to 1.



15.11 School Nurse Staffing Ratio

Each Learning Community in the District will be assigned one (1) School Nurse. Reasonable efforts will be made to balance the workloads of School Nurses.

15.12 Counselors

The District shall employ school counselors to meet the academic and social emotional needs of students at the intermediate schools.

15.13 Special Education Joint Committee

The District and the Association agree that upon any annual request from the Association they will convene a committee to listen to the ideas and suggestions of special education unit members regarding special education unit members' working conditions and the delivery of special education services.

## **ARTICLE 16: SAFETY CONDITIONS**

### **16.1 Working Conditions**

Every effort shall be made to maintain healthful and safe conditions in all classrooms. Teachers shall not be required to work under unsafe conditions or to perform tasks that endanger their health, safety, or well-being.

16.1.1 It shall be the responsibility of unit members to report unsafe, hazardous, unsanitary conditions, or conditions of extreme discomfort as determined by the unit member as soon as possible to the building supervisor who shall report the condition to the District.

16.1.2 Unsafe, hazardous, or unsanitary conditions shall be corrected as soon as possible.

16.1.3 In the event a hazardous, unsafe, or unsanitary condition exists within a school making it necessary to dismiss students, teachers will not be required to remain in the building but may be reassigned to other instructional activities.

16.1.4 Emergency phone numbers for fire, police, ambulance, and the nearest hospital shall be prominently posted at, or on, each District telephone on school premises that is likely to be used by unit members for emergency calls.

### **16.2 Joint Work Group On Safety**

16.2.1 The District and Association will establish a Joint Work Group on teacher safety. The Work Group shall consist of three (3) appointees from each party, with the chair selected by the majority of the Group.

16.2.2 The purpose of the Work Group shall be to:

16.2.2.1 Review complaints and concerns regarding bargaining unit safety that are submitted to the Group by individual teachers and Association.

16.2.2.2 Publish annually a handbook for teachers covering all the provisions regarding student discipline, including the Education Code, Board Policy, and Administrative Regulations. This will be republished when updated.

- 16.2.2.3 Recommend appropriate site training for teachers and administrators concerning student discipline and teacher safety.

### 16.3 Disclosure Of Student Discipline

Based on any written records that the District maintains or receives from a law enforcement agency or another District regarding a student described in California Education Code Section 49079, the District shall provide unit members with information about each student who has caused or attempted to cause serious bodily injury or injury to another person. Any information received by a unit member pursuant to this provision shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the unit member.

## **ARTICLE 17: ORGANIZATIONAL SECURITY**

### **17.1 Right To Organize**

Employees shall have the absolute right to form, join, or participate in the organization(s) of their choice. Employees shall not be required as a condition of employment to pay dues to any organization that they have not freely and voluntarily agreed to pay. Employees may elect to be dues paying members of the Association.

### **17.2 Fee Deductions**

The District agrees to deduct from the pay of any employee of the District dues on the prescribed form provided by the District and Association.

### **17.3 Authorization Of Deductions**

The Association shall provide the District with a list of unit members who have signed the Association's authorization forms. Pursuant to such authorization, the District shall deduct one tenth (.10) of such dues from the regular salary check of the unit member each month for ten (10) months. Deductions for unit members who sign such authorization after the commencement of the school year shall be prorated.

### **17.4 Remittance Of Deductions**

With respect to all sums deducted by the District pursuant to authorization of the unit member for membership dues, 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.

### **17.5 Fulfillment Of Provisions**

The Association agrees to furnish any information needed by the District to fulfill the provisions of this Article. The parties agree that membership (adding new members, maintaining current members, or dropping members who complete the process with the Association to do so) is the sole responsibility of the Association. Unit members who have questions about membership in the Association shall be referred to the Association.

### **17.6 Other Deductions**

Upon appropriate written authorization from the unit member, the District shall deduct from the salary of any unit member and make appropriate remittance for annuities, credit union, savings bonds, charitable donations, or

any other plans or programs jointly approved by the Association and the District.

17.7 Indemnification

The Association shall indemnify and hold the District harmless from any court action and/or administrative action before the Public Employment Relations Board challenging the legality or constitutionality of the organizational security provision of this Agreement or their implementation to the extent required by law.

## **ARTICLE 18: EARLY AND POST RETIREMENT EMPLOYMENT PROGRAM**

### **18.1 Early Retirement Program**

#### **18.1.1 Eligibility For The Early Retirement Program**

To become eligible for this program, a unit member must be at least fifty (50) years old and have served satisfactorily for at least ten (10) years in the Oak Grove School District as a unit member.

#### **18.1.2 STRS Disability Retirement**

If the employee takes a STRS disability retirement before the employee's fiftieth (50th) birthday, the employee must have been an employee of the Oak Grove School District for at least twenty (20) years to be eligible for the aforementioned benefit for a maximum of no more than ten (10) years.

#### **18.1.3 Funding Of The Program**

The District will fund the Early Retirement Program described in Section 18.1 for a total of up to three hundred thousand dollars (\$300,000) per year.

#### **18.1.4 Health, Dental, And Vision Coverage**

Unit members selected for the Early Retirement Program may participate in District medical benefits for up to five (5) years or until the unit member reaches age sixty-five (65), whichever comes first. If the District and OGEA agree to modify the health benefit coverage for unit members and/or retirees, all participants in the Early Retirement Program will be moved to the new or modified carrier and/or health benefit plan. As permitted by Section 13.8, retired unit members have the opportunity to purchase health insurance for their dependents.

##### **18.1.4.1 Health Benefits**

##### **Current Participants**

For participants entering the Early Retirement Program on or after October 1, 2006, the District shall contribute up to the maximum amount paid for full-time active unit members covered by Kaiser employee only. The District's

maximum monthly contribution shall be the dollar amount stated in Section 13.1.

18.1.4.2 Dental, Vision, Life Coverage

Unit members participating in this Early Retirement Program shall not be eligible for dental, vision, and life insurance coverage. Retired unit members shall have the opportunity to purchase dental insurance for the unit member and the unit member's dependents.

18.1.5 Application For The Program

A unit member must submit to the Human Resources Department a request to participate in the Early Retirement Program no later than February 1 of the school year preceding the desired first year of participation. If space remains in the program after February 1, the District will establish a second application date of May 1.

18.1.6 Acceptance Into The Program

Applications received between February 2 and April 31 will be ranked by seniority and entrance into the Program granted on that basis. If space remains after May 1, entrance into the Program will be granted on a first come, first served basis.

18.1.7 Length Of The Program

Retired unit members accepted into this program shall be entitled to participate for five (5) years or until they reach age sixty-five (65).

18.1.8 Retirement Is Revocable

After a unit member retires and begins participating in this program, the unit member may rescind or revoke the unit member's retirement and return to active employment in the District. A unit member revoking or rescinding retirement shall reimburse the District for the full amount contributed by the District toward the benefit plan selected by the unit member. In addition, the unit member shall comply with all State Teachers Retirement System mandates and regulations.

## 18.2 District Employment During Participation In The Early Retirement Program

A unit member participating in the Section 18.1 Early Retirement Program may apply for a position as a District substitute teacher or for an Article 19 Shared Assignment. The retired unit member's earnings as a substitute teacher or as a shared assignment teacher shall not exceed the annual earning maximum established by relevant Education Code Sections, including Sections 24114, 24214, and 24214.5.

### 18.2.1 Substitute Teacher

For each day of substitute teaching, the retired unit member shall be paid one hundred and seventy dollars (\$170).

### 18.2.2 Shared Assignment

For the purpose of Article 18 only, Section 19.3 shall include retired unit members participating in the Early Retirement Program described in Section 18.1. A retired unit member shall comply with each and every requirement of Article 19: Shared Assignments.

### 18.2.3 Representation Fee

Retired unit members employed on a shared assignment shall be placed in a distinct class of temporary employees within the OGEA bargaining unit.

## 18.3 Post Retirement Employment

The District may employ a retired unit member or any retired STRS participant who retired for service and the compensation earned by the unit member or STRS participant may be exempt from the annual earnings limitations in the Education Code, as long as the retired unit member or retired STRS participant meets each and every STRS and Education Code condition. Although the Education Code Sections may be modified, the post retirement employment requirements are currently included in Education Code Sections 24214, 24214.5, 26812, and 26813.

### 18.3.1 Compensation

A retired unit member or retired STRS participant employed under this Article 18.3 shall be compensated on the appropriate Class of the District's salary schedule, but the retired unit member's or retired STRS participant's earnings shall not exceed the annual earning maximum established by relevant Education Code Sections, including Sections 24214, 24214.5, 26812, and 26813.



#### 18.3.2 Unit Member Preference

To the extent possible, the District shall employ OGEA unit members who retired for service from the District before the District employs teachers who retired from another district.

#### 18.3.3 Representation Fee

A retired unit member or retired STRS participant employed under the Post Retirement Employment shall be placed in a distinct class of temporary employees within the OGEA bargaining unit.

#### 18.4 Concurrent Participation

Unit members may not concurrently participate in both the Early Retirement Program specified in Section 18.1 and post retirement employment specified in Section 18.3.

#### 18.5 Retired Member's Earnings Limitations And Records

##### 18.5.1 Earnings Limitations

The District shall advise the retired member of the earnings limitation and employment restrictions in the relevant California Education Code sections.

##### 18.5.2 Records Of Retired Member Earnings

In compliance with California Education Code sections, the District shall maintain accurate records of the retired member's earnings and report those earnings monthly to the CalSTRS system and the retired member. Regardless of the method of payment or the fund from which payments were made, the District's records and reports shall include all retired member's earnings.

## **ARTICLE 19: SHARED ASSIGNMENTS**

### **19.1 Shared Assignment Informational Meeting**

At least once each school year, the District and OGEA shall invite interested unit members to a shared assignment informational meeting. At this meeting, the District and Association shall explain the requirements for shared assignments and present examples of successful shared assignment models.

### **19.2 Shared Assignment Proposals**

Shared assignment proposals must be mutually agreed upon by the supervising administrator, the affected certificated unit members, and the Superintendent prior to being submitted to the Governing Board. Each proposal shall include the following elements:

- 19.2.1 The instructional design of the program, instructional approaches, methods, and basic materials (i.e., reading texts) are to be specified for each curricular area.
- 19.2.2 The specific work site of the shared assignment.
- 19.2.3 Individual work calendars showing the specific days and times each participant will work for the entire year. (Use the prior year's calendar as a sample if the new calendar has not been adopted.)
- 19.2.4 Designated times for participants to meet with each other, with fellow unit members or with other unit members (e.g., support staff) to confer about student progress, to diagnose student needs, and to establish working relationships.
- 19.2.5 Attendance at faculty and/or departmental meetings.
- 19.2.6 A plan for parent-unit member conferences and completion of written Pupil Progress Reports.
- 19.2.7 A written rationale regarding benefits to the educational program for students.
- 19.2.8 A plan to ensure consistent classroom management. Consistent classroom management includes: (1) behavior and discipline standards; (2) methods by which classroom assignments will be given, collected, and evaluated; (3) methods by which students' progress will be monitored and recorded; and (4) methods by which unit members communicate daily information about students.

19.2.9 Provisions for communicating with parents and appropriate school personnel.

### 19.3 Eligibility For Participation

Unit members may participate in the Shared Assignment Program.

#### 19.3.1 Team Proposal

Two (2) unit members may submit a proposal for a shared assignment as a team.

#### 19.3.2 Individual Proposal

If a unit member has not identified the other team member for a shared assignment proposal, the unit member may submit the proposal individually, and request that the District post and/or consider a non-bargaining unit member for the shared assignment.

#### 19.3.3 Posting/Non-Unit Members

The District may consider non-bargaining unit candidates for the shared assignment during the same period of time that the shared assignment is posted for bargaining unit candidates. If the District employs a non-unit member, the team must submit a shared proposal and must comply with the proposal timelines described in Section 19.4.

#### 19.3.4 Unpaid Leave Of Absence/Temporary Replacement

If a permanent unit member submits an individual proposal for a shared assignment and the District employs a non-bargaining unit candidate as described in 19.3.3, the District shall place the permanent unit member on an unpaid temporary leave replacement unit member.

### 19.4 Timelines

To be eligible for a shared assignment for the following school year, the unit member must submit a written shared assignment proposal to the supervising administrator no later than March 15. To be eligible for a shared assignment for the second semester of the following school year, the unit member must submit a written shared assignment proposal to the supervising administrator no later than September 15. To reject the shared assignment proposal, the supervising administrator shall provide a written rejection statement including the basis for the rejection no later than April 15

or October 15. If a proposal is rejected, the unit members shall have the opportunity to rewrite and submit the proposal no later than April 30 or October 30. No later than May 10 or November 10, the supervising administrator shall provide a written approval or rejection notice to the unit member. All approved proposals must be submitted to the Human Resources Department no later than May 15 or November 15.

#### 19.5 Shared Duties And Responsibilities

Unit members participating in a shared assignment shall perform all duties and responsibilities routinely assigned to unit members within a school or department which include and are not limited to the following:

- 19.5.1 At the discretion of the participating unit members, one or both unit members shall attend all pre-service orientation days, Back-To-School and Open House Nights, and Fall and Spring Parent Conference Days on the same basis as full-time unit members.
- 19.5.2 The unit member on duty shall attend scheduled faculty department meetings and required in-service meetings unless otherwise directed by the administrator or the Superintendent. Unit members sharing an assignment are responsible for communicating all information disseminated in meetings and in-services.
- 19.5.3 Unit members shall equitably share non-teaching duties.
- 19.5.4 Unit members shall agree on retention recommendations following established District promotion and retention practices. Unit members shall jointly conduct parent conferences. With the site administrator's approval, one (1) unit member may conduct the conference as long as the other unit member prepares appropriate backup information for the conference.

#### 19.6 Salary Benefits

- 19.6.1 Each participating unit member will receive a salary prorated at the percentage of a full-time salary that the participant's assignment is related to a full-time assignment.
- 19.6.2 Participants in a half-time shared contract will receive one (1) year of credit toward advancement on a salary schedule for every two (2) years of employment in a half-time shared assignment. Participants in other than a half-time shared contract will receive credit toward advancement on the salary schedule that is prorated

at the percentage that the participant's assignment is related to a full-time assignment.

#### 19.7 Fringe Benefits

19.7.1 Health and welfare benefits, leave benefits, and STRS contributions shall be prorated at the percentage that the participant's assignment is related to a full-time assignment.

19.7.2 Each participating unit member may maintain full health and welfare benefits by paying any additional premium quarterly in advance.

#### 19.8 Requests To Return To Full-Time Assignment

A unit member who, immediately prior to accepting a shared assignment, was a full-time unit member, shall have the right to return to a full-time certificated position at the beginning of the following school year.

19.8.1 If, due to declining enrollment or to the reduction of services, the unit member's previously held position is no longer available, then the unit member shall be assigned to a position in accordance with appropriate provisions of Article 11 of the Agreement.

19.8.2 This Shared Assignment Program does not preclude a unit member from receiving a layoff notice under California Education Code Section 44955.

#### 19.9 Number Of Shared Assignment Contracts

The number of shared assignments will be at the discretion of the site administrator/program manager with the approval of the Superintendent.

#### 19.10 Duration Of Shared Assignment Program

Shared assignments shall be approved for one (1) year or one (1) semester. The shared assignment may be renewed annually with the approval of the supervising administrator, Assistant Superintendent or designee, and the Superintendent.

19.10.1 Certificated staff participating in the Shared Assignment Program will be placed on "shared assignment leave" for the duration of the shared assignment.

### 19.11 Superintendent's Committee

Prior to May 15 and November 15, the Superintendent shall appoint a committee to review all shared assignment proposals approved by the supervising administrators. The committee shall recommend approval, conditional approval, or denial of each shared assignment proposal.

#### 19.11.1 Approval

If the committee recommends approval, the committee shall submit the proposal to the Superintendent for approval.

#### 19.11.2 Conditional Approval

If the committee recommends "conditional approval," the committee shall return the proposal to the team along with a written explanation of required modifications or improvements.

#### 19.11.3 Denial

If the committee recommends "rejection or denial," the committee shall return the proposal along with a written explanation of the required modifications and improvements. The unit members shall have one opportunity to revise and resubmit the proposal for reconsideration by the committee. After reconsidering the proposal, the committee may recommend "rejection or denial" and give the unit members a written explanation.

19.11.4 The Superintendent shall review all proposals recommended by the committee for approval and present his recommendations to the Board of Trustees for confirmation. The Board of Trustees' decision shall be final.

### 19.12 Substituting

19.12.1 When one (1) member of a shared assignment team is absent for illness or other paid leave, the remaining team member is encouraged to take over full-time for the period of absence, subject to the provisions of Section 19.12.3.

19.12.2 Changes in the individual work calendar (Section 19.2.3) days to cover such absences, other than illness, shall be approved by the administrator and limited to five (5) such days for each member of the team.

- 19.12.3 When a member of a shared assignment team is on an unpaid leave of absence and the remaining team member agrees to assume full-time teaching responsibilities for the assignment during the unpaid leave, the remaining member shall receive his regular per diem rate of pay and all regular benefits that accrue to full-time unit members.

19.13 STRS Contribution

Unit members on shared assignments will contribute to the State Teachers Retirement System and will receive pro rata credit for years of service toward retirement. The District will continue its contributions at the prorated basis.

19.14 Tenure

Shared contract status shall not constitute a break in service.

19.15 Time Sharing

Unit members may share an assignment if the proposed assignment is compatible with scheduling requirements and ensures consistency of the instructional program.

19.16 Workers' Compensation

Workers' compensation benefits shall be paid in accordance with existing law.

19.17 General Provisions

- 19.17.1 Both participants will assume full responsibility for the assignment including responsibility for students. Parent-unit member conferences and written Student Progress Reports to parents will be the joint responsibility of the shared assignment team.
- 19.17.2 If one (1) member of a shared assignment team is unable to fulfill the requirements of a shared assignment for the remainder of the year, the other participant may nominate a TK-8 tenured certificated staff member (Section 19.3) who is on an unpaid leave of absence to be considered for the position. The nominee must be interviewed and recommended to the Superintendent by the supervising administrator. If no one is nominated or approved for the shared assignment, the remaining team member shall be offered the full time position.

19.18 Dissolution Of Shared Assignment/Reduction In Force

- 19.18.1 Upon the dissolution of a shared assignment that has been in effect for two (2) school years or more, the resident unit member retains the right to remain at the host school. The other member of the shared assignment may be assigned to any vacancy or open position in the District.
- 19.18.2 In the case of a reduction in staff that requires the elimination of positions at individual schools, the following procedure shall apply: If both parties to the shared assignment were residents of the school at which the reduction is occurring prior to the creation of the shared assignment, their eligibility for being displaced shall be on the basis of their individual seniority.



## **ARTICLE 20: PEER ASSISTANCE AND SUPPORT**

### **20.1 Purpose**

The Oak Grove Educators Association and the Oak Grove School District are continuously striving to provide the highest possible quality of education. In order for students to succeed in learning, teachers must succeed in teaching. The Peer Assistance And Support Program (“Peer Assistance”) allows exemplary teachers to assist permanent and beginning teachers in the areas of subject matter knowledge, teaching strategies, and teaching methods. Teachers referred to or who volunteer for the Program are viewed as valuable professionals who deserve to have the best resources available provided to them in the interest of improving performance to a successful standard.

### **20.2 Annual Evaluations Not Completed By Consulting Teacher**

The extent of the Program’s assistance and support shall not involve the participation in nor the conducting of the annual evaluation of certificated unit members as set forth in Article 10 of the Agreement and Education Code Section 44660.

### **20.3 Definitions For Purposes Of This Document**

#### **20.3.1 “Classroom Teacher” Or “Teacher”**

Any member of the certificated bargaining unit whose performance evaluation includes the areas of content knowledge and/or instructional strategies.

#### **20.3.2 “Participating Teacher”**

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

#### **20.3.3 “Consulting Teacher”**

An exemplary current or retired teacher selected by the Joint Panel to provide Program assistance and support to a Participating Teacher. The Participating Teacher may provide input on which Consulting Teacher from whom he/she would prefer to receive assistance and support. The joint panel has the right, however, to assign a specific Consulting Teacher to each Participating Teacher.

#### **20.3.4 “Beginning Teacher”**

Any first or second year teacher new to the teaching profession.

20.3.5 “Voluntary Participating Teacher”

A Volunteer Participating Teacher is a teacher with permanent status who volunteers to participate in the Peer Assistance and Support (“PAS”) Program.

20.3.6 “Referred Participating Teacher”

A unit member with permanent status whose most recent performance evaluation contained a “Progress Not Evident” in the areas of subject matter knowledge and/or teaching strategies and an overall “Progress Not Evident” summative rating.

20.3.7 “Evaluator”

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

20.3.8 “Joint Panel”

The Joint Panel shall consist of six (6) members, two (2) of whom shall be certificated classroom teachers chosen to serve by the Association. The District shall choose two (2) administrators to serve on the Joint Panel. The fifth (5th) and sixth (6th) members of the Joint Panel shall be the Assistant Superintendent of Human Resources and the OGEA President.

20.4 Program Outline

20.4.1 Referred Participating Teachers

20.4.1.1 A Referred Participating Teacher, as defined in Section 20.3.6, must participate in the Program.

20.4.1.2 Appendix D-8: Certificated Performance Improvement Plan. The Consulting Teacher’s assistance and support shall focus on the specific areas recommended for improvement by the Participating Teacher’s evaluator after the Participating Teacher receives an overall “Unsatisfactory/Not Meeting Standard”

20.4.1.2.1 These recommendations shall be written, aligned with teacher standards, clearly stated, and consistent with Education Code Section 44662. These recommendations shall be considered as the performance

goals required by Education Code Sections 44664(a) and 44500(b)(2).

20.4.1.2.2 The Evaluator, Consulting Teacher, and the Participating Teacher may meet and discuss the recommended areas of improvement outlined by the Evaluator and the types of assistance and support that should be provided by the Consulting Teacher.

20.4.1.2.3 The Consulting Teacher and the Participating Teacher shall meet to discuss the plan for assistance and support. After that meeting, the Consulting Teacher will provide the assistance set forth in Section 20.4.1.2.3, which shall also involve conducting multiple classroom observations of the Participating Teacher. Discussions between the Consulting Teacher and the Participating Teacher shall remain confidential.

20.4.1.3 The Consulting Teacher shall complete collaborative logs documenting the Participating Teacher's participation in the Program consisting solely of a description of the assistance and support provided to the Participating Teacher. These collaborative logs shall be submitted to the Participating Teacher and to the Human Resources Office.

20.4.1.4 The teacher will continue participating in the Program until the teacher receives a Satisfactory/Meeting Standards evaluation, or the teacher is separated from the District. The District has the sole authority to determine whether the Participating Teacher has been able to demonstrate Satisfactory/Meeting Standards.

20.4.1.5 The Joint Panel will prepare an annual report regarding the Program's impact, and improvements that could be made to the Program, and share that report with the successor Joint Panel, the District Superintendent, and the Association.

## 20.4.2 Voluntary Participating Teachers

20.4.2.1 Any teacher with permanent status may volunteer to participate in the PAS Program. Prior to volunteering to

participate in the PAS Program, a voluntary participating teacher who wishes to apply for PAS must seek assistance from the participating teacher's site administrator.

20.4.2.2 Voluntary Participating Teachers are expected to be high performing individuals who wish to grow and learn with the assistance from a peer, or who may be seeking assistance due to a change in assignment or the institution of new curriculum and instruction. The Program for Voluntary Participating Teachers may focus on practical application of certain teaching skills or the acquisition of a new subject matter.

20.4.2.3 The Consulting Teacher and the Joint Panel shall keep the names of volunteer teacher participants confidential.

## 20.5 Governance And Joint Panel Functions And Program Structure

### 20.5.1 Joint Panel

20.5.1.1 The Peer Assistance And Support Program will be administered by a Panel. The Joint Panel shall consist of six (6) members, two (2) of whom shall be certificated classroom teachers chosen to serve by the Association. The District shall choose two (2) administrators to serve on the Joint Panel. The fifth (5th) and sixth (6th) members of the Joint Panel shall be the Assistant Superintendent of Human Resources and the OGEA President. Each of the two (2) panel members appointed by the Association shall serve a term of office determined by the Association.

20.5.1.2 The Joint Panel will make all decisions through consensus in the areas of selecting Consulting Teachers. The Joint Panel members will meet and make decisions only when all members are present.

20.5.1.3 The Joint Panel's primary responsibilities involve selecting and overseeing the Consulting Teachers. In addition, the Panel is responsible for:

- Submitting to the District Superintendent and the Association an annual evaluation of the Program's impact, including recommendations for improvement of the program;

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

## 20.6 Consulting Teachers

### 20.6.1 Minimum qualifications for Consulting Teacher are:

- A credentialed classroom teacher with permanent status and substantial recent teaching experience, or retired from the teaching profession;
- Demonstrated exemplary teaching ability, as indicated by, among other things, effective communication skills, subject matter knowledge, knowledge and understanding of District curricular goals and standards, and mastery of a range of teaching strategies necessary to meet students' needs in different contexts;
- Ability to work cooperatively and effectively with other teachers and administrators.

20.6.2 Consulting Teacher positions shall be posted by the District. Each applicant will be required to submit a completed application, which shall include at least three (3) references from individuals who have direct knowledge of the applicant's abilities for the position. A recommendation from a current or past Principal/Immediate Supervisor, an Association Representative and a Classroom Teacher are preferred. All applications and references will be treated with confidentiality and will not be disclosed except as required by law. The Joint Panel will make the selection, which will be forwarded to the Assistant Superintendent for Human Resources and the OGEA president.

20.6.3 Within the first six (6) weeks of beginning peer assistance, the Participating Teacher may petition the Panel for an assignment change. The Participating Teacher may be allowed only one (1) change per year.

20.6.4 A Consulting Teacher shall serve a two-year term and is eligible for reappointment to another term.

20.6.5 Consulting Teachers shall provide assistance and support to Participating Teachers in the areas of subject matter knowledge,

classroom management, and/or teaching strategies. This assistance may include, but not be limited to, the following activities:

- 20.6.5.1 Providing consultative assistance and support to improve in the specific areas targeted by the Evaluator or the District Teaching Standards;
- 20.6.5.2 Observations of the Participating Teacher during periods of classroom instruction;
- 20.6.5.3 Allowing the Participating Teacher to observe the Consulting Teacher or other selected teachers;
- 20.6.5.4 Attending specific training in specified teaching techniques or in designated subject matter;
- 20.6.5.5 Demonstrating good instructional strategies and practices to the Participating Teacher;
- 20.6.5.6 Maintaining appropriate records of each Participating Teacher's activities and progress; and
- 20.6.5.7 Consulting Teacher may recommend Professional Development to the Participating Teacher.

## 20.7 Other Provisions

- 20.7.1 Functions performed by unit members under this document shall not constitute either management or supervisory functions as defined by Government Code Section 3540.1(g) and (m).
- 20.7.2 Unit members who perform functions as Consulting Teachers under Article 20 shall have the same protection from liability and access to appropriate defense as other public school employees pursuant to Division 3.6 (commencing with Section 810) of Title 1 of the California Government Code.
- 20.7.3 Records
  - 20.7.3.1 All documents and information relating to the participation in this Program will be regarded as a personnel matter and subject to the personnel record exemption of the California Public Records Act (Government Code Section 6250, et seq.). The annual evaluation of the Program's impact, excluding any

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

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

## **ARTICLE 21: TECHNOLOGY**

The District shall provide training opportunities for any technology which unit members are expected to utilize by the District. Any mandatory training outside contracted hours shall be paid pursuant to Article 12.5.4.2, Extended, Non-Instructional Extra Duties.

The District shall supply IT Department support for the District-provided technology such as laptops, Chromebooks, projectors and printers, purchased in compliance with District hardware and software guidelines.



## **ARTICLE 22: MISCELLANEOUS PROVISIONS**

### **22.1 Savings**

If any Article, Section, or Clause of this Agreement is declared illegal by a court of competent jurisdiction, or rendered invalid or illegal by legislative enactment, that Article, Section, or Clause, as the case may be, shall be automatically deleted from this Agreement to the extent that it violated the law. The remaining unaffected Articles, Sections, and Clauses shall remain in full force and effect for the duration of the Agreement.

### **22.2 Support Of Agreement**

The District and the Association agree that it is to their mutual benefit to encourage the resolution of differences through the meet and negotiation process. The Association will support this Agreement for its term and will not appear before the Governing Board to seek change or improvement in any matter contained in this Agreement, except by mutual agreement of the District and the Association, or as provided for in this Agreement.

### **22.3 Term Of Agreement**

This Agreement shall take effect on the date approved by the Governing Board except as specifically described in any article, and shall remain in full force and effect, up to and including June 30, 2022, and shall continue in effect after June 30, 2022, year to year unless one of the parties notifies the other in writing no later than April 15, 2022, of its request to modify, amend, or terminate this Agreement.

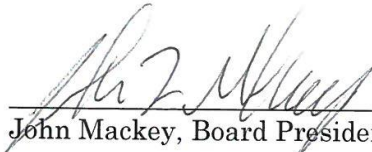
#### **22.3.1 Designated Reopeners – Second Year (2020-21)**

For the second year of this Agreement, the parties agree to reopen Article 12: Compensation and Article 13: Health and Welfare Benefits. In addition, either party may open one additional article of their choice.

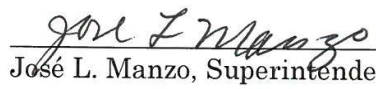
#### **22.3.2 Designated Reopeners – Third Year (2021-22)**

For the third year of this Agreement, the parties agree to reopen only Article 12: Compensation and Article 13: Health and Welfare Benefits. In addition, either party may open one additional article of their choice.

OAK GROVE SCHOOL DISTRICT

  
John Mackey, Board President

Date: 2/13/2020

  
José L. Manzo, Superintendent

Date: 2/13/20


  
Andrew A. Garcia,  
Assistant Superintendent

Date: 2/13/2020

OAK GROVE EDUCATORS  
ASSOCIATION

  
Dominic Rizzi, President

Date: 2/13/2020

  
Robert Prola, Chief Negotiator

Date: 2/13/20



## APPENDIX A-1: 2019-20 TEACHERS' SALARY SCHEDULE

### OAK GROVE SCHOOL DISTRICT OGEA Salary Schedule ANNUAL SALARY July 1, 2019 - June 30, 2020

	CLASS I AB 1	CLASS II AB + 15 2	CLASS III * AB + 30 3	CLASS IV AB + 45 4	CLASS V AB + 60 5
1	53,709	53,709	55,610		
2	53,709	53,709	55,610	55,610	55,610
3	53,709	53,709	56,724	61,564	61,564
4	53,709	54,429	59,256	64,088	68,929
5	53,709	56,939	61,774	66,606	71,443
6	54,639	59,468	64,302	69,133	73,971
7	57,152	61,984	66,811	71,656	76,485
8	57,152	64,514	69,343	74,183	79,012
9	57,152	64,514	71,861	76,692	81,528
10	57,152	64,514	71,861	80,347	84,060
11	57,152	64,514	71,861	80,347	86,565
12	57,152	64,514	71,861	80,347	89,091
13	57,152	64,514	71,861	80,347	89,091
14	57,152	64,514	71,861	80,347	89,091
15	57,152	64,514	71,861	80,347	89,091
16	57,152	64,514	71,861	80,347	93,545
17	57,152	64,514	71,861	80,347	93,545
18	57,152	64,514	71,861	80,347	93,545
19	57,152	64,514	71,861	80,347	98,222
20	57,152	64,514	71,861	80,347	98,222
21	57,152	64,514	71,861	80,347	98,222
22	57,152	64,514	71,861	80,347	103,129

The annual stipend for Master's or Doctorate Degree is calculated as follows:  
5.65% X Salary at Step 1, Column 1...

**\$3,035**

The annual stipend for National Board Certification (NBPTS) or  
American Speech-Language-Hearing Certification (ASHA) is...

**\$2,000**

\* To be placed on this column a teacher must hold a valid California Preliminary or Clear Teaching Credential, not including an emergency permit, intern permit or waiver. The starting salary for a teacher who meets this requirement is...

**\$55,610**

\*186 work days schedule

## APPENDIX A-2: 2019-20 COUNSELORS' SALARY SCHEDULE

**OAK GROVE SCHOOL DISTRICT**  
**OGEA Salary Schedule - Counselors & District Nurse**  
**ANNUAL SALARY**  
**July 1, 2019 - June 30, 2020**

		<b>CLASS I AB</b>	<b>CLASS II AB + 15</b>	<b>CLASS III * AB + 30</b>	<b>CLASS IV AB + 45</b>	<b>CLASS V AB + 60</b>
	<b>Ratio to Teachers' Salary Schedule</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	1.090	58,543	58,543	60,615		
2	1.100	59,080	59,080	61,171	61,171	61,171
3	1.110	59,617	59,617	62,964	68,336	68,336
4	1.120	60,154	60,960	66,367	71,779	77,200
5	1.130	60,691	64,341	69,805	75,265	80,731
6	1.140	62,288	67,794	73,304	78,812	84,327
7	1.140	65,153	70,662	76,165	81,688	87,193
8	1.140	65,153	73,546	79,051	84,569	90,074
9	1.140	65,153	73,546	81,922	87,429	92,942
10	1.140	65,153	73,546	81,922	91,596	95,828
11	1.140	65,153	73,546	81,922	91,596	98,684
12	1.140	65,153	73,546	81,922	91,596	101,564
13	1.140	65,153	73,546	81,922	91,596	101,564
14	1.140	65,153	73,546	81,922	91,596	101,564
15	1.140	65,153	73,546	81,922	91,596	101,564
16	1.140	65,153	73,546	81,922	91,596	106,641
17	1.140	65,153	73,546	81,922	91,596	106,641
18	1.140	65,153	73,546	81,922	91,596	106,641
19	1.140	65,153	73,546	81,922	91,596	111,973
20	1.140	65,153	73,546	81,922	91,596	111,973
21	1.140	65,153	73,546	81,922	91,596	111,973
22	1.140	65,153	73,546	81,922	91,596	117,567

The annual stipend for Master's or Doctorate Degree is calculated as follows:  
 5.65% X Salary at Step 1, Column 1...

**\$3,035**

The annual stipend for National Board Certification (NBPTS)...

**\$2,000**

\*\* 202 work days schedule

## APPENDIX A-3: 2019-20 PSYCHOLOGISTS' SALARY SCHEDULE

**OAK GROVE SCHOOL DISTRICT**  
**OGEA Salary Schedule - Psychologists & Lead Nurse**  
**ANNUAL SALARY**  
**July 1, 2019 - June 30, 2020**

Experience (AB60, steps 4-12)	Ratio to Teachers' Salary Schedule	Salary
1	1.084	74,719
2	1.098	78,444
3	1.114	82,404
4	1.131	86,505
5	1.150	90,864
6	1.170	95,388
7	1.191	100,115
8	1.215	105,176
9	1.239	110,384
10		110,384
11		110,384
12		110,384
13		110,384
First Longevity, Year 14	+5% of Step 16, Teachers' Salary Schedule	115,061
15		115,061
16		115,061
17		115,061
Second Longevity, Year 18	+5% of Step 20, Teachers' Salary Schedule	119,972
19		119,972
20		119,972
21		119,972
Third Longevity, Year 22	+5% of Step 22, Teachers' Salary Schedule	125,128

The annual stipend for a Masters or Doctorate  
Degree is calculated as follows:  
5.65% X Salary at Step 1, Column 1 of Teachers'  
Salary Schedule...

**\$3,035**

The annual stipend for National Board  
Certification (NBPTS)...

**\$2,000**

\*\*\* 202 work days schedule

## APPENDIX B: FIST TO FIVE

The Association and the District agree that consensus means, “When all affected unit members and the site administrator agree to support an option, and each can say (1) that consensus was reached fairly and openly, (2) that it was the best solution for us at this time, and (3) that even though it might not be my preferred option, my point of view was heard and understood, and I will not block the option. The Association has the right to check for and validate consensus among the affected unit members. It is understood that the Association shall utilize the “Fist To Five” method when checking for consensus. For the purposes of this Appendix and Article 4, consensus has been reached when no one is holding up a fist and when everyone is holding up one or more fingers. The Association and the District agree that “reaching consensus” for purposes of this Appendix B and Article 4 shall not consist of a vote or secret ballot.



### **FIST**

“I can’t live with the decision; I will block it or leave the group.”



### **ONE**

“I can live with the decision; I don’t like it but I won’t block it; I won’t sabotage it.”



### **TWO**

“I am not excited by the decision; I will do some work to support it.”



### **THREE**

“I think the decision is okay; I will get involved.”



### **FOUR**

“I think the decision is good; I will work hard to support it.”



### **FIVE**

“I think the decision is great; I will work hard and help others to be successful at it.”

Grievance # \_\_\_\_\_

**APPENDIX C-1:**  
**LEVEL I: GRIEVANT'S STATEMENT OF PROBLEM**

Informal Conference held on \_\_\_\_\_

TO: \_\_\_\_\_  
Supervisor's Name Title Work Location

FROM: \_\_\_\_\_  
Grievant Title Work Location

- I. What Article and Section of the contract do you believe has been violated?
- II. Statement of the grievance and circumstances involved: (be precise and brief). Attach extra sheets if necessary.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- III. Remedy sought:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- IV. Conference requested: Yes ☐ No ☐

\_\_\_\_\_  
Representative's Name Title Location

\_\_\_\_\_  
Grievant's Signature Date

cc: \_\_\_\_\_  
Representative Location

\_\_\_\_\_  
Organization President

\_\_\_\_\_  
Organization Representative

cc: Grievance File



Grievance # \_\_\_\_\_

**APPENDIX C-2:**  
**LEVEL I: SUPERVISOR'S RESPONSE**

Conference held: Yes ☐ No ☐

TO: \_\_\_\_\_  
Grievant's Name Title Work Location

FROM: \_\_\_\_\_  
Supervisor's Name Title Work Location

I. Response to original statement of grievance dated: \_\_\_\_\_

II. Supervisor's decision (be precise and brief): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

III. Resolution/remedy suggested, if any: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

Attachment: Grievant's Statement of Problem

cc: \_\_\_\_\_  
Representative Location

\_\_\_\_\_  
Organization President

\_\_\_\_\_  
Organization Representative

Grievance # \_\_\_\_\_

**APPENDIX C-3:**  
**LEVEL II: GRIEVANT'S APPEAL TO THE SUPERINTENDENT**

\_\_\_\_\_  
Date

TO: \_\_\_\_\_ Superintendent \_\_\_\_\_ District Office

FROM: \_\_\_\_\_  
Grievant's Last Name, First \_\_\_\_\_ Work Location \_\_\_\_\_

I. Please attach copies of:

A. Grievant's Statement of Initial Grievance

B. Supervisor's Response

II. Basis for appeal: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Representative's Name

\_\_\_\_\_  
Grievant's Signature

Attachments: Grievant's Statement of Grievance  
Supervisor's Response

cc: \_\_\_\_\_  
Grievant \_\_\_\_\_ Location \_\_\_\_\_

\_\_\_\_\_  
Representative \_\_\_\_\_ Location \_\_\_\_\_

\_\_\_\_\_  
Organization President \_\_\_\_\_ Location \_\_\_\_\_

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Organization Representative

cc: Grievance File

Grievance # \_\_\_\_\_

**APPENDIX C-4:**  
**LEVEL II: SUPERINTENDENT'S RESPONSE**

Conference held: Yes ☐ No ☐

TO: \_\_\_\_\_  
Grievant's Name Title Work Location

FROM: \_\_\_\_\_ or \_\_\_\_\_  
Superintendent Designee

I. Response to original statement of grievance dated: \_\_\_\_\_

II. Superintendent's decision (be precise and brief): \_\_\_\_\_

\_\_\_\_\_

III. Resolution/remedy suggested, if any: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Superintendent's or Designee's Signature

\_\_\_\_\_  
Date

Attachment: Statement of Grievant's  
appeal to the Superintendent

cc: \_\_\_\_\_  
Representative Location

\_\_\_\_\_  
Organization President

\_\_\_\_\_  
Organization Representative

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Superintendent's Office

Grievance # \_\_\_\_\_

**APPENDIX C-5:**  
**LEVEL III: NOTICE OF INTENTION TO REQUEST ARBITRATION**

TO: Assistant Superintendent, Human Resources

FROM: \_\_\_\_\_  
Grievant's Name Title Work Location

The \_\_\_\_\_ will request arbitration of  
(Organization)

Grievance # \_\_\_\_\_ on behalf of this grievant.

\_\_\_\_\_  
Organization Official

\_\_\_\_\_  
Date

## APPENDIX D-1A: TEACHER—TEACHER OBSERVATION FORM

Unit Members Name: \_\_\_\_\_

Status: ☐ Tenured ☐ Temporary

School Site/Assignment: \_\_\_\_\_

☐ Prob ☐ Prob 2

Date of Pre-Observation Conference: \_\_\_\_\_

Date of Post-Observation Conference: \_\_\_\_\_

Directions: Using the rating scale below, evaluate job performance in each task area by marking the column appropriately as indicated in the rating scale below.

EVALUATION STANDARDS	Exceeds Standards	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
<b>1. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING</b>						
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 self-directed, reflective learning for all students						
1.6 Monitoring student learning and adjusting instruction while teaching						
<b>2. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</b>						
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully						

EVALUATION STANDARDS	Exceeds Standards	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
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						
3. UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING						
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						

EVALUATION STANDARDS	Exceeds Standards	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
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						
4. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS						
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						
5. ASSESSING STUDENT LEARNING						
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						

EVALUATION STANDARDS	Exceeds Standards	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
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						
6. DEVELOPING AS A PROFESSIONAL EDUCATOR						
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						



EVALUATION STANDARDS	Exceeds Standards	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
6.7 Demonstrating professional responsibility, integrity, and ethical conduct						

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature\*

\_\_\_\_\_  
Date

\* The evaluatee's signature does not constitute endorsement of evaluator's notations, only that this document has been reviewed. Within ten (10) working days the unit member may attach a written response to the Observation Form that shall become a permanent attachment to the evaluation when placed in the personnel file.

## **APPENDIX D-1B: TEACHER—FORMAL EVALUATION SUMMARY**

### **TEACHER**

### **FORMAL EVALUATION**

(No Later Than May 1)

Evaluatee: \_\_\_\_\_

School or Work Site: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Position: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_

Total Number of Observations: \_\_\_\_\_

Conferences: \_\_\_\_\_

Directions: Using the rating scale below, evaluate job performance in each task area by marking the column appropriately as indicated in the rating scale below.

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
<b>1. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING</b>						
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 self-directed, reflective learning for all students						
1.6 Monitoring student learning and adjusting instruction while teaching						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
2. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING						
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						
3. UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING						
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						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
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						
4. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS						
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						
5. ASSESSING STUDENT LEARNING						
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
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						
6. DEVELOPING AS A PROFESSIONAL EDUCATOR						
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						

EVALUATION STANDARDS						COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	
6.7 Demonstrating professional responsibility, integrity, and ethical conduct						
<b>7. PROGRESS OF STUDENTS TOWARD ESTABLISHED ACADEMIC STANDARDS</b>						Education Code 44662 and Section 10.3.2, etc.
7.1 Evidence demonstrates adequate annual progress of students based on state criteria referenced test, where applicable, and other assessment tools						
<b>8. OTHER</b>						Education Code 44662 and Section 10.3.2, etc.
8.1 Maintains a professional record of punctuality and attendance						
8.2 Adheres to school site policies and directives						
8.3 Abides by adopted Governing Board policies and procedures						
8.4 Assumes and completes school-related assignments (e.g. yard supervision)						
8.5 Provides necessary plans and materials for a substitute						

## FORMAL EVALUATION

- ☐ Exceeds Standards
- ☐ Satisfactory / Meets Standards
- ☐ Progress Toward Standards Evident
- ☐ Unsatisfactory / Not Meeting Standards

### Summary Comments:

### Performance Improvement Plan (Section 10.7.2; Appendix D-8)

- ☐ Yes. (Required if “Unsatisfactory/Not Meeting Standards”)
- ☐ No.

### PAS (Article 20) Referral For Permanent Teacher

- ☐ Yes. (Required if “Unsatisfactory/Not Meeting Standards” based on Criteria and Standards described in Section 10.3.
- ☐ No.

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature\*

\_\_\_\_\_  
Date

\* The evaluatee's signature does not constitute endorsement of evaluator's notations, only that this document has been reviewed. Within ten (10) working days the unit member may attach a written response to the Formal Evaluation Form that shall become a permanent attachment to the evaluation when placed in the personnel file.

Attach to this FORMAL EVALUATION FORM, each completed Observation Form. The complete Evaluation Packet of forms shall be placed in the unit member's personnel file. As described in Section 10.7.4, the unit member shall have the right to attach comments to the Evaluation Packet.

**APPENDIX D-2A: ADAPTED PE—OBSERVATION FORM**

**ADAPTED PHYSICAL EDUCATION TEACHER**

**OBSERVATION FORM**

Unit Members Name: \_\_\_\_\_ Status:    ☐ Tenured    ☐ Temporary

School Site/Assignment: \_\_\_\_\_ ☐ Prob 1    ☐ Prob 2

Date of Pre-Observation Conference: \_\_\_\_\_

Date of Post-Observation Conference: \_\_\_\_\_

Directions: Using the rating scale below, evaluate job performance in each task area by marking the column appropriately as indicated in the rating scale below.

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
<b>1. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING</b>						
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 self-directed, reflective learning for all students						
1.6 Monitoring student learning and adjusting instruction while teaching						



EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
2. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING						
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully						
2.2 Creating 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 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						
3. UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING						
3.1 Demonstrating knowledge of content and pedagogy related to Adapted Physical Education and local, state, and federal guidelines of subject matter						
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of physical education						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
3.3 Organizing curriculum to facilitate student understanding of physical education						
3.4 Utilizing instructional strategies that are appropriate to Adaptive Physical Education						
3.5 Demonstrating knowledge of child and adolescent development to make Adaptive Physical Education accessible to each individual student.						
3.6 Organizing physical space for testing and instruction of students						
4. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS						
4.1 Using knowledge of students to develop Adaptive Physical Education program services that meet their individual needs						
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						
5. ASSESSING STUDENT LEARNING						
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						

EVALUATION STANDARDS	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard				
	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction					
5.5 Incorporating regular physical educators, classroom teachers and instructional/personal assistants into the child's physical education program and training them to utilize adapted materials and equipment					
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					
<b>6. DEVELOPING AS A PROFESSIONAL EDUCATOR</b>					
6.1 Developing a plan to evaluate the Adapted Physical Education program					
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					

EVALUATION STANDARDS	EVALUATION RATING					COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	
6.7 Demonstrating professional responsibility, integrity, and ethical conduct						

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature\*

\_\_\_\_\_  
Date

The evaluatee's signature does not constitute endorsement of evaluator's notations, only that this document has been reviewed. Within ten (10) working days the unit member may attach a written response to the Observation Form that shall become a permanent attachment to the evaluation when placed in the personnel file.

## APPENDIX D-2B: ADAPTED PE—FORMAL EVALUATION SUMMARY

### ADAPTED PHYSICAL EDUCATION TEACHER

#### Formal Evaluation

(No Later Than May 1)

Evaluatee: \_\_\_\_\_ School or Work Site: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

Total Number of Observations: \_\_\_\_\_ Conferences: \_\_\_\_\_

Directions: Using the rating scale below, evaluate job performance in each task area by marking the column appropriately as indicated in the rating scale below.

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
<b>1. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING</b>						
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 self-directed, reflective learning for all students						
1.6 Monitoring student learning and adjusting instruction while teaching						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
2. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING						
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully						
2.2 Creating 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 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						
3. UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING						
3.1 Demonstrating knowledge of content and pedagogy related to Adapted Physical Education and local, state, and federal guidelines of subject matter						
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of physical education						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
3.3 Organizing curriculum to facilitate student understanding of physical education						
3.4 Utilizing instructional strategies that are appropriate to Adaptive Physical Education						
3.5 Demonstrating knowledge of child and adolescent development to make Adaptive Physical Education accessible to each individual student.						
3.6 Organizing physical space for testing and instruction of students						
4. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS						
4.1 Using knowledge of students to develop Adaptive Physical Education program services that meet their individual needs						
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						
5. ASSESSING STUDENT LEARNING						
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						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
5.5 Incorporating regular physical educators, classroom teachers and instructional/personal assistants into the child’s physical education program and training them to utilize adapted materials and equipment						
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						
6. DEVELOPING AS A PROFESSIONAL EDUCATOR						
6.1 Developing a plan to evaluate the Adapted Physical Education program						
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						



EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK
						Please comment if the standard is marked unsatisfactory/not meeting standard
7. PROGRESS OF STUDENTS TOWARD ESTABLISHED ACADEMIC STANDARDS			Education Code 44662 and Section 10.3.2, etc.			
7.1 Evidence demonstrates adequate annual progress of students, where applicable, using a mutually agreed upon assessment tool						
8. OTHER			Education Code 44662 and Section 10.3.2, etc.			
8.1 Maintains a professional record of punctuality and attendance						
8.2 Adheres to school site policies and directives						
8.3 Abides by adopted Governing Board policies and procedures						
8.4 Assumes and completes school-related assignments						

## FORMAL EVALUATION

- ☐ Exceeds Standards
- ☐ Satisfactory / Meets Standards
- ☐ Progress Toward Standards Evident
- ☐ Unsatisfactory / Not Meeting Standards

### Summary Comments:

### Performance Improvement Plan (Section 10.7.2; Appendix D-8)

- ☐ Yes. (Required if “Unsatisfactory/Not Meeting Standards”)
- ☐ No.

### PAS (Article 20) Referral For Permanent Teacher

- ☐ Yes. (Required if “Unsatisfactory/Not Meeting Standards” based on Criteria and Standards described in Section 10.3.
- ☐ No.

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature\*

\_\_\_\_\_  
Date

\* The evaluatee's signature does not constitute endorsement of evaluator's notations, only that this document has been reviewed. Within ten (10) working days the unit member may attach a written response to the Formal Evaluation Form that shall become a permanent attachment to the evaluation when placed in the personnel file.

## APPENDIX D-3A: COUNSELOR—OBSERVATION FORM

### COUNSELOR

### OBSERVATION FORM

Unit Members Name: \_\_\_\_\_

Status: ☐ Tenured ☐ Temporary

School Site/Assignment: \_\_\_\_\_

☐ Prob 1 ☐ Prob 2

Date of Pre-Observation Conference: \_\_\_\_\_

Date of Post-Observation Conference: \_\_\_\_\_

Directions: Using the rating scale below, evaluate job performance in each task area by marking the column appropriately as indicated in the rating scale below.

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
<b>1. ADVOCATE AND SUPPORT STUDENT LEARNING</b>						
1.1 Advocate for educational opportunity, equity and access to learning for students						
1.2 Advocate for student's engagement in the school community						
1.3 Collaborate with student support teams for student success and achievement						
1.4 Provide group and one-one counseling for academics and/or social/emotional support						
1.5 Promote positive, safe and supportive learning environment						
<b>2. COMMUNICATING EFFECTIVELY WITH SCHOOL AND COMMUNITY</b>						
2.1 Communicate effectively in speaking and writing						
2.2 Develop working relationships with staff member, parents and community members						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
2.3 Demonstrates effective communication with a variety of people with different socio-cultural backgrounds						
2.4 Keeps supervisor apprised of potential problems and important details						
3. ASSESSING STUDENT NEEDS						
3.1 Identify students at risk using data						
3.2 Use data to support the development of prevention and intervention strategies						
3.3 Monitor student progress (personal, social and academic progress)						
3.4 Analyze effectiveness of prevention and intervention systems for students						
4. MANAGING INTERVENTIONS EFFECTIVELY						
4.1 Utilize school based interventions to address student academic and social/emotional concerns						
4.2 Provides appropriate referrals for student support						
4.3 Provides crisis intervention as needed						
4.4 Provides conflict resolution or mediation as needed						
4.5 Facilitates and/or supports prevention/intervention meetings						
5. PERFORMING PROFESSIONAL RESPONSIBILITIES						
5.1 Demonstrate knowledge of school and district academic requirements						
5.2 Maintains appropriate records and tracks necessary information consistent with applicable laws.						
5.3 Observes legally mandated rules of confidentiality regarding student information						



## APPENDIX D-3B: COUNSELOR—FORMAL EVALUATION SUMMARY

### COUNSELOR

### FORMAL EVALUATION

(No Later Than May 1)

Evaluatee: \_\_\_\_\_ School or Work Site: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

Total Number of Observations: \_\_\_\_\_ Conferences: \_\_\_\_\_

Directions: Using the rating scale below, evaluate job performance in each task area by marking the column appropriately as indicated in the rating scale below.

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
<b>1. ADVOCATE AND SUPPORT STUDENT LEARNING</b>						
1.1 Advocate for educational opportunity, equity and access to learning for students						
1.2 Advocate for student's engagement in the school community						
1.3 Collaborate with student support teams for student success and achievement						
1.4 Provide group and one-one counseling for academics and/or social/emotional support						
1.5 Promote positive, safe and supportive learning environment						
<b>2. COMMUNICATING EFFECTIVELY WITH SCHOOL AND COMMUNITY</b>						
2.1 Communicate effectively in speaking and writing						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
2.2 Develop working relationships with staff member, parents and community members						
2.3 Demonstrates effective communication with a variety of people with different socio-cultural backgrounds						
2.4 Keeps supervisor apprised of potential problems and important details						
3. ASSESSING STUDENT NEEDS						
3.1 Identify students at risk using data						
3.2 Use data to support the development of prevention and intervention strategies						
3.3 Monitor student progress (personal, social and academic progress)						
3.4 Analyze effectiveness of prevention and intervention systems for students						
4. MANAGING INTERVENTIONS EFFECTIVELY						
4.1 Utilize school based interventions to address student academic and social/emotional concerns						
4.2 Provides appropriate referrals for student support						
4.3 Provides crisis intervention as needed						
4.4 Provides conflict resolution or mediation as needed						
4.5 Facilitates and/or supports prevention/intervention meetings						
5. PERFORMING PROFESSIONAL RESPONSIBILITIES						
5.1 Demonstrate knowledge of school and district academic requirements						
5.2 Maintains appropriate records and tracks necessary information consistent with applicable laws.						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
5.3 Observes legally mandated rules of confidentiality regarding student information						
5.4 Responds to time sensitive material appropriately						
6. DEVELOPING AS A PROFESSIONAL SCHOOL COUNSELOR						
6.1 Counselor reflects on professional practice						
6.2 Counselor establishes professional learning goals						
6.3 Counselor collaborates with community agencies						
6.4 Counselor collaborates with students and families						
6.5 Counselor collaborates with colleagues						
7. PROGRESS OF STUDENTS TOWARD ESTABLISHED ACADEMIC STANDARDS			Education Code 44662 and Section 10.3.2, etc.			
7.1 Evidence demonstrates adequate annual progress of students, where applicable, using mutually agreed upon assessment tool						
8. OTHER			Education Code 44662 and Section 10.3.2, etc.			
8.1 Maintains a professional record of punctuality and attendance						
8.2 Adheres to school site policies and directives						
8.3 Abides by adopted Governing Board policies and procedures						
8.4 Assumes and completes school-related assignments						



### FORMAL EVALUATION

- ☐ Exceeds Standards
- ☐ Satisfactory / Meets Standards
- ☐ Progress Toward Standards Evident
- ☐ Unsatisfactory / Not Meeting Standards

**Summary Comments:**

#### Performance Improvement Plan (Section 10.7.2; Appendix D-8)

- ☐ Yes. (Required if “Unsatisfactory/Not Meeting Standards”)
- ☐ No.

#### PAS Referral For Permanent Teachers (Article 20)

- ☐ Yes. (Required if “Unsatisfactory/Not Meeting Standards” based on Criteria and Standards described in Section 10.3.
- ☐ No.

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature\*

\_\_\_\_\_  
Date

\* The evaluatee's signature does not constitute endorsement of evaluator's notations, only that this document has been reviewed. Within ten (10) working days the unit member may attach a written response to the Formal Evaluation Form that shall become a permanent attachment to the evaluation when placed in the personnel file.

Attach to this FORMAL EVALUATION FORM, each completed Observation Form. The complete Evaluation Packet of forms shall be placed in the unit member's personnel file. As described in Section 10.7.4, the unit member shall have the right to attach comments to the Evaluation Packet.

## APPENDIX D-4A: SCHOOL NURSE—OBSERVATION FORM

### SCHOOL NURSE ALTERNATIVE

### OBSERVATION FORM

Unit Members Name: \_\_\_\_\_

Status: ☐ Tenured ☐ Temporary

School Site/Assignment: \_\_\_\_\_

☐ Prob 1 ☐ Prob 2

Date of Pre-Observation Conference: \_\_\_\_\_

Date of Post-Observation Conference: \_\_\_\_\_

Directions: Using the rating scale below, evaluate job performance in each task area by marking the column appropriately as indicated in the rating scale below.

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
<b>1. QUALITY OF SCHOOL NURSE CARE</b>						
1.1 Implement state mandated screening of vision and hearing						
1.2 Oversee immunization status of students and assist families with compliance						
1.3 Evaluate the CHDP, physical exam requirements for kindergarten and first grade students, and case managing students with needs						
1.4 Assess and evaluate the health and developmental status of students to identify specific physical disorders and other health factors related to the learning process						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
1.5 Consult and communicate with parents, medical providers and agencies to acquire or contribute information to assess or modify the student’s educational and/or health plans						
1.6 Design and implement individual health plans to meet the health needs of the students, incorporating plans Provided by the physicians						
1.7 Interpret medical and nursing findings appropriate to the student’s educational needs and make recommendations to the staff directly involved						
1.8 Refer students and parents to appropriate community health services						
1.9 Assist parents, and consult with students and staff regarding health-related attendance problems						
1.10 Maintain standards of health and emergency care for students, including training and indirect supervision of staff						
1.11 Implement training of health clerk technicians, substitute HCT, and unlicensed assistive personnel						
<b>2. OVERSIGHT OF DOCUMENTATION AND RECORD KEEPING ENSURING THE CONTINUITY AND COMPLETION OF RECORDS AND REPORTS AS REQUIRED</b>						
2.1 Ensure that mandated health screenings are recorded in students’ electronic health records						
2.2 Ensure that information provided by parents and health care providers which is pertinent to students’ health is recorded in students’ electronic health records						
2.3 Record and maintain student medication logs						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
2.4 Ensure that required state and county reports are completed in a timely manner						
2.5 Ensure that health files are maintained appropriately						
3. ASSESSMENT/LEADERSHIP ROLES						
3.1 Participate in IEP/SST/504 meetings for health purposes when necessary						
3.2 Consult and apprise staff of current health trends						
3.3 Plan and conduct staff development programs on care of medically fragile/ill students for appropriate school personnel						
3.4 Participate in the training process of health office staff						
3.5 Manage health offices, adhering to necessary time lines for health services						
3.6 Serve as a liaison between school and community agencies						
3.7 Consult with staff and report to appropriate agencies suspected abuse or neglect cases						
3.8 Protect confidentiality in accordance with ethical guidelines						
3.9 Provide health in-service programs as needed and requested by the District						
3.10 Act as a health consultant and resource to staff and community						
4. ACQUIRE AND MAINTAIN CURRENT KNOWLEDGE AND COMPETENCY IN NURSING PRACTICE						
4.1 Maintain an active and current California Nursing license, current CPR card and school nurse credential						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
4.2 Maintain professional growth in current practices. Works constructively within the assigned department to review and update standards of care						
4.3 Acts as a health consultant and resource to staff and community, providing health in-service programs as needed and requested by the District						

\_\_\_\_\_  
Evaluators Signature                      Date

\_\_\_\_\_  
Evaluatees Signature\*                      Date

\* The evaluatees signature does not constitute endorsement of evaluators notations, only that this document has been reviewed. Within ten (10) working days the unit member may attach a written response to the Observation Form that shall become a permanent attachment to the evaluation when placed in the personnel file.

## **APPENDIX D-4B: SCHOOL NURSE—FORMAL EVALUATION SUMMARY**

### **SCHOOL NURSE ALTERNATIVE**

#### **FORMAL EVALUATION**

(No Later Than May 1)

Evaluatee: \_\_\_\_\_ School or Work Site: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

Total Number of Observations: \_\_\_\_\_ Conferences: \_\_\_\_\_

Directions: Using the rating scale below, evaluate job performance in each task area by marking the column appropriately as indicated in the rating scale below.

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
<b>1. QUALITY OF SCHOOL NURSE CARE</b>						
1.1 Implement state mandated screening of vision and hearing						
1.2 Oversee immunization status of students and assist families with compliance						
1.3 Evaluate the CHDP, physical exam requirements for kindergarten and first grade students, and case managing students with needs						
1.4 Assess and evaluate the health and developmental status of students to identify specific physical disorders and other health factors related to the learning process						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
1.5 Consult and communicate with parents, medical providers and agencies to acquire or contribute information to assess or modify the student’s educational and/or health plans						
1.6 Design and implement individual health plans to meet the health needs of the students, incorporating plans Provided by the physicians						
1.7 Interpret medical and nursing findings appropriate to the student’s educational needs and make recommendations to the staff directly involved						
1.8 Refer students and parents to appropriate community health services						
1.9 Assist parents, and consult with students and staff regarding health-related attendance problems						
1.10 Maintain standards of health and emergency care for students, including training and indirect supervision of staff						
1.11 Implement training of health clerk technicians, substitute HCT, and unlicensed assistive personnel						
<b>2. OVERSIGHT OF DOCUMENTATION AND RECORD KEEPING ENSURING THE CONTINUITY AND COMPLETION OF RECORDS AND REPORTS AS REQUIRED</b>						
2.1 Ensure that mandated health screenings are recorded in students’ electronic health records						
2.2 Ensure that information provided by parents and health care providers which is pertinent to students’ health is recorded in students’ electronic health records						
2.3 Record and maintain student medication logs						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
2.4 Ensure that required state and county reports are completed in a timely manner						
2.5 Ensure that health files are maintained appropriately						
3. ASSESSMENT/LEADERSHIP ROLES						
3.1 Participate in IEP/SST/504 meetings for health purposes when necessary						
3.2 Consult and apprise staff of current health trends						
3.3 Plan and conduct staff development programs on care of medically fragile/ill students for appropriate school personnel						
3.4 Participate in the training process of health office staff						
3.5 Manage health offices, adhering to necessary time lines for health services						
3.6 Serve as a liaison between school and community agencies						
3.7 Consult with staff and report to appropriate agencies suspected abuse or neglect cases						
3.8 Protect confidentiality in accordance with ethical guidelines						
3.9 Provide health in-service programs as needed and requested by the District						
3.10 Act as a health consultant and resource to staff and community						
4. ACQUIRE AND MAINTAIN CURRENT KNOWLEDGE AND COMPETENCY IN NURSING PRACTICE						
4.1 Maintain an active and current California Nursing license, current CPR card and school nurse credential						



EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	<b>COMMENTS/EVIDENCE/FEEDBACK</b> Please comment if the standard is marked unsatisfactory/not meeting standard
4.2 Maintain professional growth in current practices. Works constructively within the assigned department to review and update standards of care						
4.3 Acts as a health consultant and resource to staff and community, providing health in-service programs as needed and requested by the District						

## FORMAL EVALUATION

- ☐ Exceeds Standards
- ☐ Satisfactory / Meets Standards
- ☐ Progress Toward Standards Evident
- ☐ Unsatisfactory / Not Meeting Standards

### Summary Comments:

### Performance Improvement Plan (Section 10.7.2; Appendix D-8)

- ☐ Yes. (Required if “Unsatisfactory/Not Meeting Standards”)
- ☐ No.

### PAS (Article 20) Referral For Permanent Teacher

- ☐ Yes. (Required if “Unsatisfactory/Not Meeting Standards” based on Criteria and Standards described in Section 10.3.
- ☐ No.

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature\*

\_\_\_\_\_  
Date

\* The evaluatee's signature does not constitute endorsement of evaluator's notations, only that this document has been reviewed. Within ten (10) working days the unit member may attach a written response to the Formal Evaluation Form that shall become a permanent attachment to the evaluation when placed in the personnel file.

Attach to this FORMAL EVALUATION FORM, each completed Observation Form. The complete Evaluation Packet of forms shall be placed in the unit member's personnel file. As described in Section 10.7.4, the unit member shall have the right to attach comments to the Evaluation Packet.

## APPENDIX D-5A: PSYCHOLOGIST—OBSERVATION FORM

### SCHOOL PSYCHOLOGIST

### OBSERVATION FORM

Unit Members Name: \_\_\_\_\_

Status: ☐ Tenured ☐ Temporary

School Site/Assignment: \_\_\_\_\_

☐ Prob 1 ☐ Prob 2

Date of Pre-Observation Conference: \_\_\_\_\_

Date of Post-Observation Conference: \_\_\_\_\_

Directions: Using the rating scale below, evaluate job performance in each task area by marking the column appropriately as indicated in the rating scale below.

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
<b>1. PERFORMING PROFESSIONAL RESPONSIBILITIES</b>						
1.1 Assists school sites by being a skillful observer in the classroom						
1.2 Consults with and supports classroom teachers and school staff regarding a student's educational performance						
1.3 Provides teachers and other professionals with documentation tools for recording student's learning patterns and behavioral responses						
1.4 Recommends modified instructional strategies in regular and Special Education settings						
1.5 Has knowledge of current education law that impacts area of responsibility						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
1.6 Provides counseling services in accordance with IEP mandates utilizing recommended CASP guidelines.						
2. COMMUNICATING EFFECTIVELY WITH SCHOOL AND COMMUNITY						
2.1 Communicates effectively in speaking and writing						
2.2 Communicates effective behavioral, affective, and/or adaptive goals for students and assists in monitoring and/or monitors progress toward these goals						
2.3 Keeps supervisor apprised of potential problems and important details						
2.4 Communicates with parents and other adult care-givers in the development and implementation of behavior change programs to facilitate the learning and behavioral growth of the child						
2.5 Demonstrates effective communication with people from a variety of education and socio-cultural backgrounds						
2.6 Demonstrates skill in working effectively in a variety of team settings						
2.7 Responds to written communications in a timely manner						
3. ASSESSING STUDENT NEEDS						
3.1 Gathers relevant information to answer referral questions including, but not limited to: record review, parent/staff interviews, classroom observations, etc.						
3.2 Uses assessments appropriate to student's needs						
3.3 Administers tests in a clinically accurate and appropriate manner						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
3.4 Uses program eligibility criterion appropriately to make educational recommendations						
3.5 Offers a detailed and accurate interpretation of assessment data						
3.6 Follows legally mandated assessment time frames and federal and state requirements and, when applicable, SELPA guidelines						
4. MANAGING INTERVENTIONS EFFECTIVELY						
4.1 Applies knowledge of learning and behavior interventions strategies, including de-escalation techniques, to address student academic and behavioral concerns						
4.2 Consults with educational staff, administration, and parents; offers intervention strategies						
4.3 Assists in decisions about Special Education placement and student movement between programs						
4.4 Collaborates with parents and staff to develop appropriate behavioral and mental health management strategies and interventions						
4.5 Collaborates with community agencies, as well as with school site and district staff						
5. MAINTAINING APPROPRIATE RECORDS						
5.1 Completes necessary documents within legally required timelines.						
5.2 Maintains appropriate records and tracks necessary information						
5.3 Observes legally mandated rules of confidentiality regarding student information						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard

#### 6. DEVELOPING AS A PROFESSIONAL SCHOOL PSYCHOLOGIST

6.1 Psychologist reflects on professional practice						
6.2 Psychologist establishes professional learning goals						
6.3 Psychologist collaborates with community agencies to connect students and/or families with available resources						
6.4 Psychologist collaborates with students and families						
6.5 Psychologist collaborates with colleagues						

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature\*

\_\_\_\_\_  
Date

\* The evaluatee's signature does not constitute endorsement of evaluator's notations, only that this document has been reviewed. Within ten (10) working days the unit member may attach a written response to the Observation Form that shall become a permanent attachment to the evaluation when placed in the personnel file.

## APPENDIX D-5B: PSYCHOLOGIST—FORMAL EVALUATION SUMMARY

### SCHOOL PSYCHOLOGIST

### FORMAL EVALUATION

(No Later Than May 1)

Evaluatee: \_\_\_\_\_ School or Work Site: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

Total Number of Observations: \_\_\_\_\_ Conferences: \_\_\_\_\_

Directions: Using the rating scale below, evaluate job performance in each task area by marking the column appropriately as indicated in the rating scale below.

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
<b>1. PERFORMING PROFESSIONAL RESPONSIBILITIES</b>						
1.1 Assists school sites by being a skillful observer in the classroom						
1.2 Consults with and supports classroom teachers and school staff regarding a student's educational performance						
1.3 Provides teachers and other professionals with documentation tools for recording student's learning patterns and behavioral responses						
1.4 Recommends modified instructional strategies in regular and Special Education settings						
1.5 Has knowledge of current education law that impacts area of responsibility						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
1.6 Provides counseling services in accordance with IEP mandates utilizing recommended CASP guidelines.						
2. COMMUNICATING EFFECTIVELY WITH SCHOOL AND COMMUNITY						
2.1 Communicates effectively in speaking and writing						
2.2 Communicates effective behavioral, affective, and/or adaptive goals for students and assists in monitoring and/or monitors progress toward these goals						
2.3 Keeps supervisor apprised of potential problems and important details						
2.4 Communicates with parents and other adult care-givers in the development and implementation of behavior change programs to facilitate the learning and behavioral growth of the child						
2.5 Demonstrates effective communication with people from a variety of education and socio-cultural backgrounds						
2.6 Demonstrates skill in working effectively in a variety of team settings						
2.7 Responds to written communications in a timely manner						
3. ASSESSING STUDENT NEEDS						
3.1 Gathers relevant information to answer referral questions including, but not limited to: record review, parent/staff interviews, classroom observations, etc.						
3.2 Uses assessments appropriate to student's needs						
3.3 Administers tests in a clinically accurate and appropriate manner						



EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
3.4 Uses program eligibility criterion appropriately to make educational recommendations						
3.5 Offers a detailed and accurate interpretation of assessment data						
3.6 Follows legally mandated assessment time frames and federal and state requirements and, when applicable, SELPA guidelines						
4. MANAGING INTERVENTIONS EFFECTIVELY						
4.1 Applies knowledge of learning and behavior interventions strategies, including de-escalation techniques, to address student academic and behavioral concerns						
4.2 Consults with educational staff, administration, and parents; offers intervention strategies						
4.3 Assists in decisions about Special Education placement and student movement between programs						
4.4 Collaborates with parents and staff to develop appropriate behavioral and mental health management strategies and interventions						
4.5 Collaborates with community agencies, as well as with school site and district staff						
5. MAINTAINING APPROPRIATE RECORDS						
5.1 Completes necessary documents within legally required timelines.						
5.2 Maintains appropriate records and tracks necessary information						
5.3 Observes legally mandated rules of confidentiality regarding student information						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
6. DEVELOPING AS A PROFESSIONAL SCHOOL PSYCHOLOGIST						
6.1 Psychologist reflects on professional practice						
6.2 Psychologist establishes professional learning goals						
6.3 Psychologist collaborates with community agencies to connect students and/or families with available resources						
6.4 Psychologist collaborates with students and families						
6.5 Psychologist collaborates with colleagues						
7. OTHER						Education Code 44662 and Section 10.3.2, etc.
7.1 Maintains a professional record of punctuality and attendance						
7.2 Adheres to school site policies and directives						
7.3 Abides by adopted Governing Board policies and procedures						

## FORMAL EVALUATION

- ☐ Exceeds Standards
- ☐ Satisfactory / Meets Standards
- ☐ Progress Toward Standards Evident
- ☐ Unsatisfactory / Not Meeting Standards

### Summary Comments:

### Performance Improvement Plan (Section 10.7.2; Appendix D-8)

- ☐ Yes. (Required if “Unsatisfactory/Not Meeting Standards”)
- ☐ No.

### PAS Referral For Permanent Teachers (Article 20)

- ☐ Yes. (Required if “Unsatisfactory/Not Meeting Standards” based on Criteria and Standards described in Section 10.3.
- ☐ No.

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature\*

\_\_\_\_\_  
Date

\* The evaluatee's signature does not constitute endorsement of evaluator's notations, only that this document has been reviewed. Within ten (10) working days the unit member may attach a written response to the Formal Evaluation Form that shall become a permanent attachment to the evaluation when placed in the personnel file.

Attach to this FORMAL EVALUATION FORM, each completed Observation Form. The complete Evaluation Packet of forms shall be placed in the unit member's personnel file. As described in Section 10.7.4, the unit member shall have the right to attach comments to the Evaluation Packet.

# **APPENDIX D-6A: SPEECH LANGUAGE PATHOLOGIST—OBSERVATION FORM**

## **SPEECH-LANGUAGE PATHOLOGIST (SLP)**

### **OBSERVATION FORM**

Unit Members Name: \_\_\_\_\_

Status: ☐ Tenured    ☐ Temporary

School Site/Assignment: \_\_\_\_\_

☐ Prob 1    ☐ Prob 2

Date of Pre-Observation Conference: \_\_\_\_\_

Date of Post-Observation Conference: \_\_\_\_\_

Directions: Using the rating scale below, evaluate job performance in each task area by marking the column appropriately as indicated in the rating scale below.

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	<b>COMMENTS/EVIDENCE/FEEDBACK</b> Please comment if the standard is marked unsatisfactory/not meeting standard
<b>1. PERFORMING PROFESSIONAL RESPONSIBILITIES</b>						
1.1 Consults with and supports classroom teachers and school staff regarding students in the Speech, Language, Hearing Program						
1.2 Demonstrates knowledge and skills in Speech-Language Pathology and related areas						
1.3 Provides culturally and educationally appropriate services that are effective, engage students, reflects evidence-based practices and is in accordance with student IEP requirements.						
1.4 Has knowledge of current education law that impacts area of responsibility						
<b>2. COMMUNICATING EFFECTIVELY WITH SCHOOL AND COMMUNITY</b>						
2.1 Communicates effectively in						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
speaking and writing						
2.2 Communicates effective speech and/or language goals and monitors progress toward these goals						
2.3 Keeps supervisor apprised of potential problems and important details						
2.4 Communicates with parents and other adult care-givers in the development and implementation of programs to facilitate the learning and growth of the child						
2.5 Demonstrates effective communication with people from a variety of education and socio-cultural backgrounds						
2.6 Demonstrates skill in working effectively in a variety of team settings						
2.7 Responds to written communications in a timely manner						
3. ASSESSING STUDENT NEEDS						
3.1 Gathers relevant information to answer referral questions including, but not limited to: record review, parent/staff interviews, classroom observations, etc.						
3.2 Uses assessments appropriate to student's needs						
3.3 Administers tests in a clinically accurate and appropriate manner						
3.4 Uses program eligibility criterion appropriately to make educational recommendations						
3.5 Offers a detailed and accurate interpretation of assessment data						
3.6 Follows legally mandated assessment time frames and federal and state requirements and, when applicable, SELPA guidelines						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
4. MANAGING INTERVENTIONS EFFECTIVELY						
4.1 Applies knowledge of strategies, including de-escalation techniques, to address concerns						
4.2 Consults with educational staff, administration, and parents; offers intervention strategies						
4.3 Assists in decisions about Special Education placement and student movement between programs						
4.4 Collaborates with parents and staff to develop appropriate SLP services						
4.5 Collaborates with community agencies, as well as with school site and district staff						
5. MAINTAINING APPROPRIATE RECORDS						
5.1 Completes necessary documents within legally required timelines						
5.2 Maintains appropriate records and tracks necessary information						
5.3 Observes legally mandated rules of confidentiality regarding student information						
6. DEVELOPING AS A SPEECH – LANGUAGE PATHOLOGIST						
6.1 SLP reflects on professional practice						
6.2 SLP establishes professional learning goals						
6.3 SLP collaborates with community agencies						
6.4 SLP collaborates with students and families						

EVALUATION STANDARDS	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard				
	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable
6.5 SLP collaborates with colleagues					

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature\*

\_\_\_\_\_  
Date

\* The evaluatee's signature does not constitute endorsement of evaluator's notations, only that this document has been reviewed. Within ten (10) working days the unit member may attach a written response to the Observation Form that shall become a permanent attachment to the evaluation when placed in the personnel file

# **APPENDIX D-6B: SPEECH LANGUAGE PATHOLOGIST—FORMAL EVALUATION SUMMARY**

## **SPEECH-LANGUAGE PATHOLOGIST (SLP)**

### **FORMAL EVALUATION**

(No Later Than May 1)

Evaluatee: \_\_\_\_\_ School or Work Site: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

Total Number of Observations: \_\_\_\_\_ Conferences: \_\_\_\_\_

Directions: Using the rating scale below, evaluate job performance in each task area by marking the column appropriately as indicated in the rating scale below.

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	<b>COMMENTS/EVIDENCE/FEEDBACK</b> Please comment if the standard is marked unsatisfactory/not meeting standard
<b>1. PERFORMING PROFESSIONAL RESPONSIBILITIES</b>						
1.1 Consults with and supports classroom teachers and school staff regarding students in the Speech, Language, Hearing Program						
1.2 Demonstrates knowledge and skills in Speech-Language Pathology and related areas						
1.3 Provides culturally and educationally appropriate services that are effective, engage students, reflects evidence-based practices and is in accordance with student IEP requirements.						
1.4 Has knowledge of current education law that impacts area of responsibility						



EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
2. COMMUNICATING EFFECTIVELY WITH SCHOOL AND COMMUNITY						
2.1 Communicates effectively in speaking and writing						
2.2 Communicates effective speech and/or language goals and monitors progress toward these goals						
2.3 Keeps supervisor apprised of potential problems and important details						
2.4 Communicates with parents and other adult care-givers in the development and implementation of programs to facilitate the learning and growth of the child						
2.5 Demonstrates effective communication with people from a variety of education and socio-cultural backgrounds						
2.6 Demonstrates skill in working effectively in a variety of team settings						
2.7 Responds to written communications in a timely manner						
3. ASSESSING STUDENT NEEDS						
3.1 Gathers relevant information to answer referral questions including, but not limited to: record review, parent/staff interviews, classroom observations, etc.						
3.2 Uses assessments appropriate to student's needs						
3.3 Administers tests in a clinically accurate and appropriate manner						
3.4 Uses program eligibility criterion appropriately to make educational recommendations						
3.5 Offers a detailed and accurate interpretation of assessment data						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
3.6 Follows legally mandated assessment time frames and federal and state requirements and, when applicable, SELPA guidelines						
4. MANAGING INTERVENTIONS EFFECTIVELY						
4.1 Applies knowledge of strategies, including de-escalation techniques, to address concerns						
4.2 Consults with educational staff, administration, and parents; offers intervention strategies						
4.3 Assists in decisions about Special Education placement and student movement between programs						
4.4 Collaborates with parents and staff to develop appropriate SLP services						
4.5 Collaborates with community agencies, as well as with school site and district staff						
5. MAINTAINING APPROPRIATE RECORDS						
5.1 Completes necessary documents within legally required timelines						
5.2 Maintains appropriate records and tracks necessary information						
5.3 Observes legally mandated rules of confidentiality regarding student information						
6. DEVELOPING AS A SPEECH – LANGUAGE PATHOLOGIST						
6.1 SLP reflects on professional practice						
6.2 SLP establishes professional learning goals						
6.3 SLP collaborates with community agencies						
6.4 SLP collaborates with students and families						
6.5 SLP collaborates with colleagues						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK
						Please comment if the standard is marked unsatisfactory/not meeting standard
7. PROGRESS OF STUDENTS TOWARD ESTABLISHED STANDARDS				Education Code 44662 and Section 10.3.2, etc.		
7.1 Evidence demonstrates adequate annual progress of students, where applicable, using a mutually agreed upon assessment tool						
8. OTHER				Education Code 44662 and Section 10.3.2, etc.		
8.1 Maintains a professional record of punctuality and attendance						
8.2 Adheres to school site policies and directives						
8.3 Abides by adopted Governing Board policies and procedures						

## FORMAL EVALUATION

- ☐ Exceeds Standards
- ☐ Satisfactory / Meets Standards
- ☐ Progress Toward Standards Evident
- ☐ Unsatisfactory / Not Meeting Standards

### Summary Comments:

### Performance Improvement Plan (Section 10.7.2; Appendix D-8)

- ☐ Yes. (Required if “Unsatisfactory/Not Meeting Standards”)
- ☐ No.

### PAS Referral For Permanent Teachers (Article 20)

- ☐ Yes. (Required if “Unsatisfactory/Not Meeting Standards” based on Criteria and Standards described in Section 10.3.
- ☐ No.

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature\*

\_\_\_\_\_  
Date

\* The evaluatee's signature does not constitute endorsement of evaluator's notations, only that this document has been reviewed. Within ten (10) working days the unit member may attach a written response to the Formal Evaluation Form that shall become a permanent attachment to the evaluation when placed in the personnel file.

Attach to this FORMAL EVALUATION FORM, each completed Observation Form. The complete Evaluation Packet of forms shall be placed in the unit member's personnel file. As described in Section 10.7.4, the unit member shall have the right to attach comments to the Evaluation Packet.

# APPENDIX D-7A: TEACHER ON SPECIAL ASSIGNMENT—OBSERVATION FORM

## TEACHERS ON SPECIAL ASSIGNMENT

### OBSERVATION FORM

Unit Members Name: \_\_\_\_\_

Status: ☐ Tenured ☐ Temporary

School Site/Assignment: \_\_\_\_\_

☐ Prob 1 ☐ Prob 2

Date of Pre-Observation Conference: \_\_\_\_\_

Date of Post-Observation Conference: \_\_\_\_\_

Directions: Using the rating scale below, evaluate job performance in each task area by marking the column appropriately as indicated in the rating scale below.

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard

#### **1. ENGAGING AND SUPPORTING STAFF AND/OR STUDENTS IN LEARNING**

1.1 Using knowledge of audience to engage them in learning						
1.2 Connecting learning to prior knowledge, backgrounds, life experiences, and interests						
1.3 Connecting content to meaningful, real-life contexts						
1.4 Using a variety of instructional strategies, protocols, resources, and technologies to meet diverse learning needs and contexts						
1.5 Promoting self-directed, reflective learning						
1.6 Monitoring learning and adjusting instruction while teaching, facilitating or coaching						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard

## 2. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STAFF AND/OR STUDENT LEARNING

2.1 Promoting and/or establishing responsibility within a safe community where all are treated fairly and respectfully						
2.2 Creating physical or virtual learning environments that promote learning, reflect diversity, and encourage constructive and productive interactions						
2.3 Creating a rigorous learning environment with high expectations and appropriate support						
2.4 Developing, communicating, and maintaining high standards for individual and/or group collaboration						
2.5 Employing routines, protocols, procedures, norms, and supports for positive behavior to promote a climate in which everyone can learn						
2.6 Using time to optimize learning						

## 3. UNDERSTANDING AND ORGANIZING CONTENT FOR STAFF AND/OR STUDENT LEARNING

3.1 Demonstrating knowledge of content or topic, standards, and curriculum frameworks						
3.2 Scaffolding content or topic to facilitate understanding						
3.3 Utilizing instructional or facilitation strategies that are appropriate to the content or topic						
3.4 Using and adapting resources, technologies and materials to make content or topic accessible						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
3.5 Addressing the needs of unduplicated students (ELs, Foster youth and Socioeconomically Disadvantaged Students) and students with special needs to provide equitable access to the content						
4. PLANNING AND DESIGNING LEARNING EXPERIENCES FOR STAFF AND/OR STUDENTS						
4.1 Using knowledge of audience’s cultural backgrounds and individual needs to plan instruction, facilitation or coaching						
4.2 Establishing and articulating goals for staff and/or student learning						
4.3 Developing and sequencing long-term and short-term instructional plans to support staff and/or student learning						
4.4 Planning and preparing instruction, facilitation or coaching that incorporates appropriate strategies to meet the learning needs of staff and/or students						
4.5 Adapting plans agendas, and materials to meet the assessed learning needs of staff and/or students						
5. ASSESSING STAFF AND/OR STUDENT LEARNING						
5.1 Applying knowledge of different assessment tools to support staff and/or student learning						
5.2 Collecting and analyzing data from a variety of sources to inform instruction, facilitation or coaching						
5.3 Reviewing data, both individually and with colleagues, to monitor learning						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK
						Please comment if the standard is marked unsatisfactory/not meeting standard
5.4 Using data to establish learning goals and to plan, differentiate, and modify instruction, facilitation or coaching						
5.5 Supporting staff and/or students in self-assessment, goal setting, and monitoring progress						
5.6 Using available technologies to assist in assessment, analysis, and communication of learning						
<b>6. DEVELOPING AS A PROFESSIONAL EDUCATOR</b>						
6.1 Reflecting on teaching, facilitation or coaching 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 staff and/or student learning						
6.4 Engaging local and/or school communities in support of the instructional program						
6.5 Managing professional responsibilities to maintain motivation and commitment to all						
6.6 Demonstrating professional responsibility, integrity, and ethical conduct						

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Evaluator's Signature

\* The evaluatee's signature does not constitute endorsement of evaluator's notations, only that this document has been reviewed. Within ten (10) working days the unit member may attach a written response to the Observation Form that shall become a permanent attachment to the evaluation when placed in the personnel file.



# **APPENDIX D-7B: TEACHER ON SPECIAL ASSIGNMENT—FORMAL EVALUATION SUMMARY**

## **TEACHERS ON SPECIAL ASSIGNMENT**

### **FORMAL EVALUATION**

(No Later Than May 1)

Evaluatee: \_\_\_\_\_ School or Work Site: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

Total Number of Observations: \_\_\_\_\_ Conferences: \_\_\_\_\_

Directions: Using the rating scale below, evaluate job performance in each task area by marking the column appropriately as indicated in the rating scale below.

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	<b>COMMENTS/EVIDENCE/FEEDBACK</b> Please comment if the standard is marked unsatisfactory/not meeting standard
<b>1. ENGAGING AND SUPPORTING STAFF AND/OR STUDENTS IN LEARNING</b>						
1.1 Using knowledge of audience to engage them in learning						
1.2 Connecting learning to prior knowledge, backgrounds, life experiences, and interests						
1.3 Connecting content to meaningful, real-life contexts						
1.4 Using a variety of instructional strategies, protocols, resources, and technologies to meet diverse learning needs and contexts						
1.5 Promoting self-directed, reflective learning						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
1.6 Monitoring learning and adjusting instruction while teaching, facilitating or coaching						
2. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STAFF AND/OR STUDENT LEARNING						
2.1 Promoting and/or establishing responsibility within a safe community where all are treated fairly and respectfully						
2.2 Creating physical or virtual learning environments that promote learning, reflect diversity, and encourage constructive and productive interactions						
2.3 Creating a rigorous learning environment with high expectations and appropriate support						
2.4 Developing, communicating, and maintaining high standards for individual and/or group collaboration						
2.5 Employing routines, protocols, procedures, norms, and supports for positive behavior to promote a climate in which everyone can learn						
2.6 Using time to optimize learning						
3. UNDERSTANDING AND ORGANIZING CONTENT FOR STAFF AND/OR STUDENT LEARNING						
3.1 Demonstrating knowledge of content or topic, standards, and curriculum frameworks						
3.2 Scaffolding content or topic to facilitate understanding						
3.3 Utilizing instructional or facilitation strategies that are appropriate to the content or topic						
3.4 Using and adapting resources, technologies and materials to make content or topic accessible						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
3.5 Addressing the needs of unduplicated students (ELs, Foster youth and Socioeconomically Disadvantaged Students) and students with special needs to provide equitable access to the content						
4. PLANNING AND DESIGNING LEARNING EXPERIENCES FOR STAFF AND/OR STUDENTS						
4.1 Using knowledge of audience’s cultural backgrounds and individual needs to plan instruction, facilitation or coaching						
4.2 Establishing and articulating goals for staff and/or student learning						
4.3 Developing and sequencing long-term and short-term instructional plans to support staff and/or student learning						
4.4 Planning and preparing instruction, facilitation or coaching that incorporates appropriate strategies to meet the learning needs of staff and/or students						
4.5 Adapting plans agendas, and materials to meet the assessed learning needs of staff and/or students						
5. ASSESSING STAFF AND/OR STUDENT LEARNING						
5.1 Applying knowledge of different assessment tools to support staff and/or student learning						
5.2 Collecting and analyzing data from a variety of sources to inform instruction, facilitation or coaching						
5.3 Reviewing data, both individually and with colleagues, to monitor learning						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
5.4 Using data to establish learning goals and to plan, differentiate, and modify instruction, facilitation or coaching						
5.5 Supporting staff and/or students in self-assessment, goal setting, and monitoring progress						
5.6 Using available technologies to assist in assessment, analysis, and communication of learning						
6. DEVELOPING AS A PROFESSIONAL EDUCATOR						
6.1 Reflecting on teaching, facilitation or coaching 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 staff and/or student learning						
6.4 Engaging local and/or school communities in support of the instructional program						
6.5 Managing professional responsibilities to maintain motivation and commitment to all						
6.6 Demonstrating professional responsibility, integrity, and ethical conduct						
7. PROGRESS OF STUDENTS TOWARD ESTABLISHED ACADEMIC STANDARDS			Education Code 44662 and Section 10.3.2, etc.			
7.1 Evidence demonstrates adequate annual progress of students, where applicable, using mutually agreed upon assessment tools						

EVALUATION STANDARDS	Exceeds Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	Unsatisfactory/Not Meeting Standard	Not Applicable	COMMENTS/EVIDENCE/FEEDBACK Please comment if the standard is marked unsatisfactory/not meeting standard
8. OTHER Education Code 44662 and Section 10.3.2, etc.						
8.1 Maintains a professional record of punctuality and attendance						
8.2 Adheres to district and school site policies and directives						
8.3 Abides by adopted Governing Board policies and procedures						
8.4 Assumes and completes job related assignments						

## FORMAL EVALUATION

- ☐ Exceeds Standards
- ☐ Satisfactory / Meets Standards
- ☐ Progress Toward Standards Evident
- ☐ Unsatisfactory / Not Meeting Standards

### Summary Comments:

### Performance Improvement Plan (Section 10.7.2; Appendix D-8)

- ☐ Yes. (Required if “Unsatisfactory/Not Meeting Standards”)
- ☐ No.

### PAS Referral For Permanent Teachers (Article 20)

- ☐ Yes. (Required if “Unsatisfactory/Not Meeting Standards” based on Criteria and Standards described in Section 10.3.
- ☐ No.

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature\*

\_\_\_\_\_  
Date

\* The evaluatee's signature does not constitute endorsement of evaluator's notations, only that this document has been reviewed. Within ten (10) working days the unit member may attach a written response to the Formal Evaluation Form that shall become a permanent attachment to the evaluation when placed in the personnel file.

Attach to this FORMAL EVALUATION FORM, each completed Observation Form. The complete Evaluation Packet of forms shall be placed in the unit member's personnel file. As described in Section 10.7.4, the unit member shall have the right to attach comments to the Evaluation Packet.

## **APPENDIX D-8: CERTIFICATED PERFORMANCE IMPROVEMENT PLAN**

Name:\_\_\_\_\_ Position:\_\_\_\_\_ School:\_\_\_\_\_

Evaluator:\_\_\_\_\_ Date:\_\_\_\_\_ Date Of Initiation:\_\_\_\_\_ Target Date For Completion:\_\_\_\_\_

Post Observation Rating (10.6) ☐ Unsatisfactory/Not Meeting Standards in at least one category

Formal Evaluation Rating (10.7) ☐ Unsatisfactory/Not Meeting Standards

Alternative Evaluation Program<sup>1</sup> (10.12) ☐ Unsatisfactory/Not Meeting Standards

**Specific Areas Needing Improvement, Including Criteria From Section 10.4:** \_\_\_\_\_

Improvement Required	Assistance Provided By Site Administrators	Progress Report Or Feedback Dates	Indicator(s) Of Accomplishments	Completion Confirmed By Evaluator

The unit member is responsible for satisfactory performance. Merely completing improvement activities may not demonstrate target performance.

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Unit Member's Signature

\_\_\_\_\_  
Date

☐ If additional pages

Within ten (10) working days the Evaluatee has the right to initiate a written response to the Improvement Plan and to have the response become a permanent attachment to the evaluation.

<sup>1</sup> For permanent unit members on an Alternative Evaluation Plan, the primary evaluator shall provide at least one conference to provide feedback or a progress report.

**APPENDIX D-9: ELIGIBILITY FOR FIVE YEAR EVALUATION CYCLE**

(Complete by September)

Unit Member's Name: \_\_\_\_\_

School: \_\_\_\_\_

First Paid Date Of  
Service With District \_\_\_\_\_

\_\_\_\_\_ (unit member's name) is eligible for the  
Five Year Evaluation Cycle and meets the following criteria:

- is a permanent unit member;
- has been employed at least 10 consecutive years with the District;
- is highly qualified as defined in 20 U.S.C. Sec. 7801; and
- has earned a "*Satisfactory/Meeting Standards*" or "*Exceeds Standards*" rating on the unit member's most recent evaluation.

Signed: \_\_\_\_\_  
(Unit Member)

Date: \_\_\_\_\_

Signed: \_\_\_\_\_  
(Site Administrator/Evaluator)

Date: \_\_\_\_\_

Note: At any time, either the unit member or the evaluator may determine that the unit member will return to the Two Year Evaluation Cycle described in Section 10.2.3.3.

The completed, signed form must be placed in the unit member's personnel file.

Form revised on December 17, 2009
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## APPENDIX D-10: MUTUAL AGREEMENT FOR PARTICIPATION IN THE ALTERNATIVE EVALUATION FORM

☐ Teacher   ☐ TOSA   ☐ APE   ☐ Speech   ☐ Counselor   ☐ Psych   ☐ Nurse

Unit Member's Name:\_\_\_\_\_ School/Assignment:\_\_\_\_\_

- I. Alternative Evaluation Option (please check one)

1. \_\_\_\_\_ Individual growth activity
2. \_\_\_\_\_ Educational team growth activity
3. \_\_\_\_\_ Educational research

- II. Goal-Setting (please check the Professional Standard(s) your project will focus on)

Standard: ☐ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5      ☐ 6

Description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- III. Brief description of your project (including how your project will enhance student learning) (attach).

- IV. Timeline for completion of project (attach). *Must be completed by May 10.*

Do you wish to have periodic meetings to review the progress of your project?  
 \_\_\_ Yes \_\_\_ No. If yes, tentatively scheduled as follows (attach):

- V. Describe the administrative support you need for completion of your project.  
(Attach)

Unit Member	Date	Administrator	Date
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## **PROFESSIONAL STANDARDS**

### **TEACHERS & APE**

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

### **TOSAS**

1. Engaging and Supporting Staff And/Or Students in Learning
2. Creating and Maintaining Effective Environments for Staff And/Or Student Learning
3. Understanding and Organizing Subject Matter for Staff And/Or Student Learning
4. Planning Instruction and Designing Learning Experiences for Staff And/Or Students
5. Assessing Staff And/Or Student Learning
6. Developing As A Professional Educator

### **NURSES**

1. Quality of School Nurse Care
2. Oversight of Documentation and Record Keeping Ensuring the Continuity and Completing of Records and Reports as Required
3. Assessment/Leadership Roles
4. Acquire and Maintain Current Knowledge and Competency in Nursing Practice

### **COUNSELORS**

1. Advocate and Support Student Learning
2. Performing Professional Responsibilities
3. Communicating Effectively With School and Community
4. Assessing Student Needs
5. Managing Interventions Effectively
6. Developing As a Professional School Counselor

### **SPEECH & PSYCHOLOGIST**

1. Performing Professional Responsibilities
2. Communicating Effectively With School and Community
3. Assessing Student Needs
4. Managing Interventions Effectively
5. Maintaining Appropriate Records
6. Developing As a Professional Speech Pathologist or School Psychologist
7. Engaging and Supporting All Students in Learning

**APPENDIX D-11: COMPLETION OF ALTERNATIVE EVALUATION FORM**

**COMPLETION OF ALTERNATIVE EVALUATION FORM**

\_\_\_\_\_ was on the alternative evaluation program for their formal evaluation cycle during the \_\_\_\_\_ school year, and is rated ☐ Unsatisfactory/Not Meeting Standards

☐ Satisfactory/Meeting Standards

☐ Exceeds Standards

\_\_\_\_\_  
Unit Member's Acknowledgement Of Receipt

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

**APPENDIX E: TEACHER EMERGENCY INFORMATION**

**OAK GROVE SCHOOL DISTRICT  
TEACHER EMERGENCY INFORMATION**

*EMERGENCY INFORMATION:*

Name \_\_\_\_\_  
(Last) (First)

Birth Date \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

City \_\_\_\_\_

Zip Code \_\_\_\_\_

*DOCTOR TO BE NOTIFIED IN CASE OF EMERGENCY:*

Name \_\_\_\_\_

Phone \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

Please indicate any illness we should be cognizant of on the reverse side.

*PERSONS TO BE NOTIFIED IN CASE OF EMERGENCY (You may list up to 4 people. Additional space is provided on the back of this form.)*

Name \_\_\_\_\_  
(Last) (First)

Birth Date \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

City \_\_\_\_\_

Zip Code \_\_\_\_\_

Name \_\_\_\_\_  
(Last) (First)

Birth Date \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

City \_\_\_\_\_

Zip Code \_\_\_\_\_

Name \_\_\_\_\_  
(Last) (First)

Birth Date \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

City \_\_\_\_\_

Zip Code \_\_\_\_\_

Name\_\_\_\_\_

(Last) (First)

Birth Date\_\_\_\_\_

Address\_\_\_\_\_

Phone\_\_\_\_\_

City\_\_\_\_\_

Zip Code\_\_\_\_\_

*ILLNESSES WE SHOULD BE AWARE OF:*

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## APPENDIX F: ADJUSTED DAY VISUAL

**Appendix F: Adjusted Day Visual illustrates  
Sections 14.4, 14.5, 14.6, 14.7, and 14.8**

<b>Elementary School Variation 1</b>			
<b>Week</b>	<b>Week</b>	<b>Week</b>	<b>Week</b>
<i>End of Adjusted Day</i>			
Professional Duty (1 hour)	District Directed Site Meeting (1 hour)	District Directed Site Meeting (1 hour)	District Directed Site Meeting (1 hour)
<i>End of Regular School Day</i>			
Professional Duty (2 <sup>nd</sup> hour)	District Directed Site Meeting (2 <sup>nd</sup> hour)	Professional Duty (2 <sup>nd</sup> hour)	Professional Duty (2 <sup>nd</sup> hour)
<b>Elementary School Variation 2</b>			
<b>Week</b>	<b>Week</b>	<b>Week</b>	<b>Week</b>
<i>End of Adjusted Day</i>			
District Directed Site Meeting (1 hour)	District Directed Site Meeting (1 hour)	Professional Duty (1 hour)	District Directed Site Meeting (1 hour)
<i>End of Regular School Day</i>			
Professional Duty (2 <sup>nd</sup> hour)	District Directed Site Meeting (2 <sup>nd</sup> hour)	Professional Duty (2 <sup>nd</sup> hour)	Professional Duty (2 <sup>nd</sup> hour)
<b>Intermediate:</b>			
<b>Intermediate School Sample</b>			
<b>Week</b>	<b>Week</b>	<b>Week</b>	<b>Week</b>
District Directed Site Meeting	Department Directed Meeting	District Directed Site Meeting	District Directed Site Meeting
<b>Intermediate After-School Monday Meetings:</b>			
<b>Mondays (P.M.)</b>			
District Directed Site Meeting (10 per year)			

Note:

\*\* Site meeting calendars will be distributed on or before September 30th of each year

## **APPENDIX G: CLASS SIZE HISTORY**

Appendix G includes the actual K-3 class size language for the period between 1999 and 2013. The parties agree that Appendix G is provided as a historic reference to the prior agreements about K-3 class size, and the parties agree that Appendix G shall not be used to interpret the language of this 2013-2016 Agreement.

<b>Collective Bargaining Agreement</b>	<b>Grades K-3 Class Size</b>
1999-2001	<p>15.1 <u>Grades K-3</u></p> <p>Subject to the provisions of Section 15.4 below, the maximum number of students in any class shall not exceed thirty-three (33) students.</p> <p>15.4 <u>Pupil Placement Funds</u></p> <p>The term “pupil placement funds” is defined as sums of money credited to the accounts of classrooms having a number of students which exceeds the maximums set forth in Sections 15.1 and 15.2 above.</p> <p>Should the District determine that it is necessary to place students in a classroom which already has the maximum number of students as set forth above, the District shall be required to tender excess pupil placement funds as set forth below.</p> <p>15.4.1 <u>Grades K-3</u></p> <p>An individual classroom shall have its excess pupil placement funds account credited as follows:</p> <p>\$10.00 per day for the 34th student \$10.00 per day for the 35th student \$20.00 per day for the 36th student</p> <p>The number of students in an individual classroom may not exceed thirty-six (36).</p> <p>15.4.3 <u>Excess Pupil Placement</u></p> <p>It is understood that the first three (3) weeks of the school year are set aside for readjustment and realignment of class loads, and the District’s obligation to tender excess pupil placement funds begins after the fourth Monday in September. Additionally, the District’s obligation to tender said funds arises only after the “excess pupil” has been on the register in a particular classroom for five (5) school days. Upon the sixth day of enrollment in a class, the District’s obligation to tender excess pupil placement funds is retroactive to the first date of the excess pupil’s enrollment in</p>

Collective Bargaining Agreement	Grades K-3 Class Size
	<p>that particular classroom after the fourth Monday in September. The District's obligation to tender excess pupil placement funds shall not exceed three thousand dollars (\$3,000) per classroom.</p> <p>15.4.4 <u>Excess Pupil Placement Fund Expenditure</u></p> <p>So long as the funds are used to improve the instructional program of the classroom through the purchase of instructional materials, equipment or services, the individual classroom teacher shall have the authority to decide how the excess pupil placement funds credited to his/her classroom's account shall be spent. Nevertheless, all such purchases must be in compliance with state guidelines and District policy for the selection of instructional materials, equipment or services. Any such funds not expended by the relevant teacher shall be carried over from year to year and shall follow the individual teacher in the event he/she is reassigned. Equipment and materials purchased through pupil placement funds shall follow and be managed by the individual teacher in the event of reassignment.</p>
2002-2003	<p>15.1 <u>Grades K-3</u></p> <p>The parties acknowledge the District's implementation in grades K-3 of the Class Size Reduction Program created by Education Code Sections 52121-52129. As long as the District qualifies for and accepts the funding described in the Class Size Reduction Program, the District shall implement the Program consistently with the Education Code and related state regulations.</p> <p>If Education Code Sections 52121-52129 are repealed, unfunded, or substantially modified, the parties agree to reopen negotiations about the teacher-pupil ratio in grades K-3. If the parties do not reach agreement on replacement language, the District shall implement the following:</p> <p>"Subject to the provisions of Section 15.4 below, the maximum number of students in any class shall not exceed thirty-three (33) students."</p> <p>15.4 <u>Pupil Placement Funds</u></p> <p>The term "pupil placement funds" is defined as money provided to unit members whose classrooms exceed the maximums set forth in Sections 15.1 and 15.2 above.</p>



<b>Collective Bargaining Agreement</b>	<b>Grades K-3 Class Size</b>
	<p>If the District must place students in a classroom which already has the maximum number of students as set forth above, the District shall provide excess pupil placement funds as described below.</p> <p>15.4.1 <u>Grades K-3</u></p> <p>15.4.1.1 <u>Pupil Placement Funds</u></p> <p>Effective August 1, 2001, the District shall pay unit members excess pupil placement funds in the following amounts:</p> <p>\$10.00 per day for the 34th student  \$10.00 per day for the 35th student  \$20.00 per day for the 36th student</p> <p>15.4.1.2 <u>Maximum Number of Students</u></p> <p>The number of students in an individual classroom may not exceed thirty-six (36).</p> <p>15.4.3 <u>Excess Pupil Placement</u></p> <p>The first three (3) weeks of the school year are set aside for readjustment and realignment of class loads, and the accounting for excess pupil placement funds begins on the fourth Monday of the school year. Additionally, the District's obligation to pay excess pupil placement funds arises only after the "excess pupil" has been on the register in a particular classroom for five (5) school days. Upon the sixth day of enrollment in a class, the District's obligation to pay excess pupil placement funds is retroactive to the first date of the excess pupil's enrollment in that classroom. The District's obligation to pay excess pupil placement funds shall not exceed three thousand dollars (\$3,000) per classroom.</p>

Collective Bargaining Agreement	Grades K-3 Class Size
2004-2007	<p data-bbox="407 352 656 384">15.1 <u>Grades K-3</u></p> <p data-bbox="500 415 1430 625">The parties acknowledge the District’s implementation in grades K-3 of the Class Size Reduction Program created by Education Code Sections 52121-52129. As long as the District qualifies for and accepts the funding described in the Class Size Reduction Program, the District shall implement the Program consistently with the Education Code and related state regulations.</p> <p data-bbox="500 657 1442 835">If Education Code Sections 52121-52129 are repealed, unfunded, or substantially modified, the parties agree to reopen negotiations about the teacher-pupil ratio in grades K-3. If the parties do not reach agreement on replacement language, the District shall implement the following:</p> <p data-bbox="500 867 1382 972">“Subject to the provisions of Section 15.4 below, the maximum number of students in any class shall not exceed thirty-three (33) students.”</p> <p data-bbox="407 1003 818 1035">15.4 <u>Pupil Placement Funds</u></p> <p data-bbox="500 1066 1414 1171">The term “pupil placement funds” is defined as money provided to unit members whose classrooms exceeds the maximums set forth in Sections 15.1 and 15.2 above.</p> <p data-bbox="500 1203 1419 1308">If the District must place students in a classroom which already has the maximum number of students as set forth above, the District shall provide excess pupil placement funds as described below.</p> <p data-bbox="500 1339 760 1371">15.4.1 <u>Grades K-3</u></p> <p data-bbox="610 1402 1057 1434">15.4.1.1 <u>Pupil Placement Funds</u></p> <p data-bbox="740 1476 1438 1581">Effective August 1, 2001, the District shall pay unit members excess pupil placement funds in the following amounts:</p> <p data-bbox="740 1612 1219 1717"> \$10.00 per day for the 34th student  \$10.00 per day for the 35th student  \$20.00 per day for the 36th student </p> <p data-bbox="610 1749 1170 1780">15.4.1.3 <u>Maximum Number Of Students</u></p> <p data-bbox="740 1812 1425 1885">The number of students in an individual classroom may not exceed thirty-six (36).</p>

<b>Collective Bargaining Agreement</b>	<b>Grades K-3 Class Size</b>
	<p>15.4.3 <u>Excess Pupil Placement</u></p> <p>The first three (3) weeks of the school year are set aside for readjustment and realignment of class loads, and the accounting for excess pupil placement funds begins on the fourth Monday of the school year. Additionally, the District's obligation to pay excess pupil placement funds arises only after the "excess pupil" has been on the register in a particular classroom for five (5) school days. Upon the sixth day of enrollment in a class, the District's obligation to pay excess pupil placement funds is retroactive to the first date of the excess pupil's enrollment in that classroom. The District's obligation to pay excess pupil placement funds shall not exceed three thousand dollars (\$3,000) per classroom.</p>
2007-2010	<p>15.1 <u>Grades K-3</u></p> <p>15.1.1 <u>Grades K-3 Class Size For 2009-2010</u></p> <p>The parties acknowledge the District's implementation in grades K-3 of the Class Size Reduction Program created by Education Code Sections 52121-52129. As long as the District qualifies for and accepts the funding described in the Class Size Reduction Program, the District shall implement the Program consistently with the Education Code and related state regulations.</p> <p>If Education Code Sections 52121-52129 are repealed, unfunded, or substantially modified, the parties agree to reopen negotiations about the teacher-student ratio in grades K-3. If the parties do not reach agreement on replacement language, the District shall implement the following:</p> <p>"Subject to the provisions of Section 15.4 below, the maximum number of students in any class shall not exceed thirty-three (33) students."</p>

<b>Collective Bargaining Agreement</b>	<b>Grades K-3 Class Size</b>
	<p data-bbox="488 348 1105 380">15.1.2 <u>Grades K-3 Class Size For 2010-2011</u></p> <p data-bbox="607 417 1414 625">The District and OGEA acknowledge that Education Code Sections 52121-52129 have been substantially modified for the period 2010-2011 through 2012-2013. The parties have negotiated as required by this Section 15.1 and have agreed to the following replacement contract language for 2010-2011:</p> <p data-bbox="607 663 1414 730">“The student-teacher ratio in grades K-3 shall be up to 23 to 1.”</p> <p data-bbox="407 768 846 800">15.11 <u>Pupil Placement Funds</u></p> <p data-bbox="500 842 1414 945">The term “pupil placement funds” is defined as money provided to unit members whose classrooms exceeds the maximums set forth in Sections 15.1 and 15.2.</p> <p data-bbox="500 982 1398 1123">If the District must place students in a classroom that already has the maximum number of students as set forth in Sections 15.1 and 15.2, the District shall provide excess pupil placement funds as described below.</p> <p data-bbox="488 1161 756 1192">15.4.3 <u>Grades K-3</u></p> <p data-bbox="607 1230 1057 1262">15.4.3.1 <u>Pupil Placement Funds</u></p> <p data-bbox="740 1299 1442 1402">Effective August 1, 2001, the District shall pay unit members excess pupil placement funds in the following amounts:</p> <ul data-bbox="740 1440 1268 1543" style="list-style-type: none"> <li>• \$10.00 per day for the 34th student;</li> <li>• \$10.00 per day for the 35th student;</li> <li>• \$20.00 per day for the 36th student.</li> </ul> <p data-bbox="607 1581 1170 1612">15.4.3.2 <u>Maximum Number Of Students</u></p> <p data-bbox="740 1650 1425 1717">The number of students in an individual classroom may not exceed thirty-six (36).</p>

<b>Collective Bargaining Agreement</b>	<b>Grades K-3 Class Size</b>
	<p>15.4.4 <u>Excess Pupil Placement</u></p> <p>The first three (3) weeks of the school year are set aside for readjustment and realignment of class loads, and the accounting for excess pupil placement funds begins on the fourth Monday of the school year. Additionally, the District's obligation to pay excess pupil placement funds arises only after the "excess pupil" has been on the register in a particular classroom for five (5) school days. Upon the sixth day of enrollment in a class, the District's obligation to pay excess pupil placement funds is retroactive to the first date of the excess pupil's enrollment in that classroom.</p>
2010-2011 through 2013-2014	<p>15.1 <u>Grades K-3</u></p> <p>15.1.1 <u>Grades K-3 Class Size For 2009-2010 And 2013-2014</u></p> <p>Because of the fiscal crisis during school years 2010-2011, 2011-2012, 2012-2013, and 2013-2014, the District and OGEA have agreed to modify class size contract language for those years. No later than February 1, 2014, the District and OGEA agree to reopen negotiations about Article 15: Class Size. If the District and OGEA do not reach agreement by April 1, 2014, the class size status quo ante for the 2014-2015 school year shall be defined as follows:</p> <p>"The parties acknowledge the District's implementation in grades K-3 of the Class Size Reduction Program created by Education Code Sections 52121-52129. As long as the District qualifies for and accepts the funding described in the Class Size Reduction Program, the District shall implement the Program consistently with the Education Code and related state regulations.</p> <p>If Education Code Sections 52121-52129 are repealed, unfunded, or substantially modified, the parties agree to reopen negotiations about the teacher-student ratio in grades K-3. If the parties do not reach agreement on replacement language, the District shall implement the following:</p> <p>"Subject to the provisions of Section 15.4 below, the maximum number of students in any class shall not exceed thirty-three (33) students."</p>

Collective Bargaining Agreement	Grades K-3 Class Size
	<p data-bbox="488 348 1417 415">15.1.2 <u>Grades K-3 Class Size For 2011-2012, 2012-2013, And 2013-2014</u></p> <p data-bbox="607 453 1417 657">The District and OGEA acknowledge that Education Code Sections 52121-52129 have been substantially modified for the period 2010-2011 through 2013-2014 . The parties have negotiated as required by this Section 15.1 and have agreed to the following replacement contract language for 2011-2012, and 2012-2013 and 2013-2014:</p> <p data-bbox="607 695 1417 762">“The student-teacher ratio in grades K-3 shall be up to 30 to 1.”</p> <p data-bbox="607 800 1433 1035">The parties acknowledge the District’s implementation in grades K-3 of the Class Size Reduction Program created by Education Code Sections 52121-52129. As long as the District qualifies for and accepts the funding described in the Class Size Reduction Program, the District shall implement the Program consistently with the Education Code and related state regulations.</p> <p data-bbox="607 1073 1433 1245">If Education Code Sections 52121-52129 are repealed, unfunded, or substantially modified, the parties agree to reopen negotiations about the teacher-student ratio in grades K-3. If the parties do not reach agreement on replacement language, the District shall implement the following:</p> <p data-bbox="607 1283 1406 1381">“Subject to the provisions of Section 15.4 below, the maximum number of students in any class shall not exceed thirty-three (33) students.”</p> <p data-bbox="407 1398 816 1434">15.4 <u>Pupil Placement Funds</u></p> <p data-bbox="500 1472 1414 1570">The term “pupil placement funds” is defined as money provided to unit members whose classrooms exceeds the maximums set forth in Sections 15.1 and 15.2.</p> <p data-bbox="500 1608 1398 1738">If the District must place students in a classroom that already has the maximum number of students as set forth in Sections 15.1 and 15.2, the District shall provide excess pupil placement funds as described below.</p>

<b>Collective Bargaining Agreement</b>	<b>Grades K-3 Class Size</b>
	<p data-bbox="488 348 756 380">15.4.5 <u>Grades K-3</u></p> <p data-bbox="610 415 1057 447">15.4.5.1 <u>Pupil Placement Funds</u></p> <p data-bbox="740 483 1438 583">Effective August 1, 2001, the District shall pay unit members excess pupil placement funds in the following amounts:</p> <ul data-bbox="740 619 1268 720" style="list-style-type: none"> <li>• \$10.00 per day for the 34th student;</li> <li>• \$10.00 per day for the 35th student;</li> <li>• \$20.00 per day for the 36th student.</li> </ul> <p data-bbox="610 756 1170 787">15.4.5.2 <u>Maximum Number Of Students</u></p> <p data-bbox="740 823 1430 892">The number of students in an individual classroom may not exceed thirty-six (36).</p> <p data-bbox="488 928 927 959">15.4.6 <u>Excess Pupil Placement</u></p> <p data-bbox="610 995 1438 1339">The first three (3) weeks of the school year are set aside for readjustment and realignment of class loads, and the accounting for excess pupil placement funds begins on the fourth Monday of the school year. Additionally, the District's obligation to pay excess pupil placement funds arises only after the "excess pupil" has been on the register in a particular classroom for five (5) school days. Upon the sixth day of enrollment in a class, the District's obligation to pay excess pupil placement funds is retroactive to the first date of the excess pupil's enrollment in that classroom.</p> <p data-bbox="610 1360 1438 1671">Section 15.4.3 shall remain in effect for the 2007-2008 school year. In spring 2008, the District and the Association agree to begin negotiating Section 15.4.3 for the 2008-2009 and future years. If the District and the Association do not reach agreement by August 1, 2008, the parties agree to reinsert the sentence, "The District's obligation to pay excess pupil placement funds shall not exceed three thousand dollars (\$3,000) per classroom" into Section 15.4.3 and that language shall remain the status quo.</p>

## **APPENDIX H: THE DISTRICT'S AND THE OGEA'S COMMITMENT TO CONSULT ABOUT COMMON CORE**

### **OAK GROVE SCHOOL DISTRICT OAK GROVE EDUCATORS' ASSOCIATION**

October 29, 2013

### **THE DISTRICT'S AND THE OGEA'S COMMITMENT TO CONSULT ABOUT COMMON CORE**

The Oak Grove School District ("District") and the Oak Grove Educators' Association ("OGEA") agree that Common Core is an exciting new prospect for our students and teaching. As we continue our journey of transitioning to common core, OGEA and the District will rely on the professional experience of our educators to develop the best curriculum for our students. Highly qualified professionals are truly the best individuals to implement these changes. In this spirit, the District and OGEA commit to consult about implementation of Common Core during the 2013-2014, 2014-2015, and 2015-2016 school years to the full extent that Sections 6.7 and 6.8 of our Agreement are applicable.

The District and OGEA confirm that Sections 6.7 and 6.8 of our Agreement read as follows:

#### **6.7 Right To Consult**

The Association has the right to consult on the definition of educational objectives, the determination of the content of courses and curriculum, and the selection of textbooks. Nothing in this section may be construed to limit the District's right to consult on any other matter.

- 6.7.1 When the District has determined that any consult item covered by Section 6.7 of this Agreement will be developed into a proposal, the District will then inform the Association of its right to participate in the formulation of the proposal.
- 6.7.2 The Association may exercise its right to consult on the proposed action by requesting consultation.
- 6.7.3 Should the Association exercise its right to consult, both parties shall meet to exchange information, options, proposals, and recommendations freely and to endeavor to reach a resolution of the matter under consideration.
- 6.7.4 The Association shall have the right to make presentations and recommendations to the Governing Board prior to the Board arriving at a final determination of policy or course of action.

MP #4810-8487-7334 v1



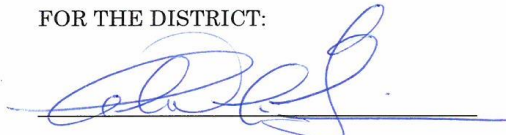
- 6.7.5 The District shall have the right to make the final decision on any matter subject to consultation.
- 6.7.6 Any policy or action adopted contrary to the Association's recommendation shall be explained in writing to the Association.
- 6.7.7 All of the rights and conditions of Section 6.7 of this Agreement shall prevail at the site level.
- 6.7.7.1 If the matter under consideration at the site level is not resolved, the Superintendent shall consult with the Association to endeavor to reach a resolution.
- 6.7.7.2 If the matter is still not resolved, the Association may exercise its rights under Section 6.7.4.

6.8 District Committees

The Association shall have the right to appoint at least one (1) member to serve on District committees upon which unit members serve.

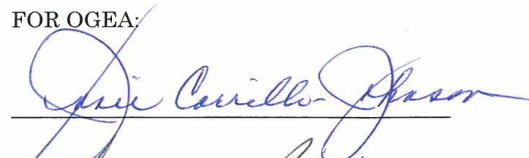
- 6.8.1 By the end of each September and each January, the District shall provide the Association with a list of District committees.
- 6.8.2 When a new District committee is created on which unit members will serve, the District shall notify the Association at least two (2) weeks in advance of the relevant committee's first meeting.

FOR THE DISTRICT:

  
\_\_\_\_\_  
Maria Metzger

Date: 10/30/13

FOR OGEA:

  
\_\_\_\_\_  
Lynne Martinez

Date: 10/30/13

## APPENDIX I: SITE COMMON ADJUNCT DUTY LISTING

### Oak Grove School District / Oak Grove Educators Association (Art. 14.11)

#### Site Common Adjunct Duty Listing

	Duty:	People needed:	Description:
<b>District Required Duties*</b>	CTAG (Closing the Achievement Gap) Steering Committee		Superintendent's Committee. <i>District appointed.</i>
	District Literacy Committee DLT (K-6)		Attend District DLC meetings. Report information to staff.
	District Math Team DMT (K-8)		Attend DMT meetings. Report information to staff.
	GATE Committee		Attend District GATE meetings. Report information to staff.
	OGEA Site Representative / Adjunct Duty Committee		Attend OGEA Rep Council and report information to staff; Work with Principal to finalize Adjunct Duty list and assign staff.
	PBIS (Positive Behavioral Interventions and Supports) Representative		Attend PBIS meetings. Coordinates Student of the Month. Report information to staff.
	School Site Council Representative		Staff elected. Represent staff on Site Council.
	SELAC (School English Learners Advisory Council)		Attend parent meeting. Report information to staff.
	SEMS (Standardized Emergency Management System) / Safety / Emergency		Attend District SEMS meetings. Coordinate/organize emergency preparedness disaster drill for site with principal. Inventory safety Ark and classroom backpacks.
	Sp. Ed. Leadership Committee		Attend District meetings. Report information to staff.
<b>General Site Adjunct Duties</b>	After School Sports		Attend and supervise sports programs (e.g.; run clock, scoring, taking admissions, chaperone.)
	Clubs (K-8)		Organize, supervise and monitor school clubs
	Dances (5-8)		Attend and monitor site dances
	Family Engagement Coordinator		Support schools family engagement events (e.g.; cinco de mayo, movie nights, drama nights, art nights, etc.)
	Grade level / Leadership Team		Attend Leadership Team Meetings.
	Hispanic Parent Mtg. Teacher Rep.		Represent Staff at parent meeting.
	Home & School Club Teacher Rep.		Represent Staff at parent meeting.
	IEP Administrative Designee		Facilitate IEP meetings in the absence of the site administrator (training required to qualify)
	Koffee Klatch Mtg. Teacher Rep.		Represent Staff at parent meeting.
	Level Book Room (K-6)		Oversee organization/operation of bookroom.
	SST Scheduler (K-6)		Oversee SST calendar/schedule.
	SST Team Member (K-6)		Attend weekly SST meetings as scheduled.
	Student Council Advisor		Organize and advise Student Council meetings/Activities
	Sunshine		Social event planning / calendar
	Tech Support (Unpaid)		Support site level technology.
	Teacher In Charge "TIC"		Serve at site level administrator in the absence of the Principal.
<b>Intermediate School Specific</b>	CJSF Advisor		Plan, Coordinate, Monitor Student Honor Society Events
	Department Chair / LT / Faculty Cabinet		Communication loop between Departments and Administration
	Honors Night Chaperone		Plan, Coordinate, Monitor event
	Student Store		Order, inventory and sell school supplies
	IIFT (Intermediate Instructional Focus Team)		Communication loop between District and Site

\* District required duties are assigned and may differ from year to year.

REV:MAY 15, 2018

**APPENDIX J: ONE TIME, LUMP SUM PAYMENT TO REDUCE THE  
EFFECTS OF COMMON CORE ON OGEA UNIT MEMBERS**

**OAK GROVE SCHOOL DISTRICT  
OAK GROVE EDUCATORS' ASSOCIATION**

June 3, 2014

**TENTATIVE AGREEMENT**

The Oak Grove School District ("District") and the Oak Grove Educators' Association ("OGEA") have negotiated and reached a tentative agreement on this provision of the collective bargaining agreement ("agreement"). No tentative agreement shall be a final agreement except as a part of a total package agreement between the parties. Both parties agree that final approval of the entire comprehensive agreement is subject to ratification by OGEA bargaining unit and approval by the Governing Board. Both parties agree to recommend the total package agreement to their constituents.

**ONE TIME, LUMP SUM PAYMENT TO REDUCE THE EFFECTS OF  
COMMON CORE ON OGEA UNIT MEMBERS**

For the 2014-2015 school year, the District agrees to provide \$489,000 of one time, lump sum, non-recurring funds to reduce the effects of Common Core on OGEA bargaining unit members. The District shall distribute \$44.00 per student to each school site. During a staff meeting at each school site, each school site administrator and the bargaining unit members assigned to the site shall meet to discuss and determine how to utilize the school site funds to reduce the effect of Common Core on OGEA bargaining unit members.

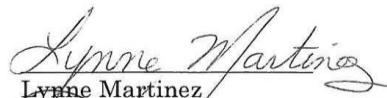
FOR THE DISTRICT:

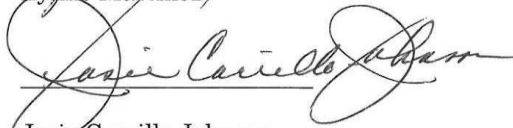
  
\_\_\_\_\_  
Andrew Garcia

  
\_\_\_\_\_  
Maria Wetzel

Date: 6/3/14

FOR OGEA:

  
\_\_\_\_\_  
Lynne Martinez

  
\_\_\_\_\_  
Josie Carrillo Johnson

Date: 6/3/14

## APPENDIX K: PARENT-TEACHER GOAL SETTING MEETING

### ILLUSTRATION FOR PARENT-TEACHER GOAL SETTING MEETINGS

5 minutes:

#### **Introductions**

5-7 minutes:

**Review Standards:** Distribute District provided grade level common core standards, the grade level writing anchor paper, and an online computer scored diagnostic assessment.

5-7 minutes:

**Goal Setting:** Ask the parents, “What do you want your child to accomplish this year - academically, socially, emotionally?” What should I know about your child?

**APPENDIX L**  
**OAK GROVE SCHOOL DISTRICT**  
**INTERMEDIATE SCHOOL ATHLETIC DIRECTOR RESPONSIBILITIES**  
**(ARTICLE 12.5.2)**

Prepare a master budget and supervise equipment inventories and purchases as needed.

Prepare a master sports calendar for each sport season.

Coordinate gym, building and athletic field use and maintain the building use calendar.

Coordinate gym use for practices and games and give final clearance for the use of either the gym or the athletic field.

Complete work order requests for field/sports area maintenance and/or complete field set-ups (softball and soccer field lining/stripping), etc.

Hire coaching staff for each sport.

Work with coaching staff and transportation to schedule all athletic departure times including driver forms if parents are driving and bus schedule/requests when using school buses.

Hire all officials for home games and play-offs.

Work with AP to secure game workers for athletic contests, including clock operators, score keepers, line judges, etc.

Submit athletic expense request sheets for payment of officials and other workers.

Coordinate the collection of rosters for program information as needed.

Act as a resource person and coordinator for all coaches.

Assist in supervision at home athletic contests.

Ready the playing fields, gym and other areas for game day (bleachers, chairs, scoring tables, cash boxes, etc.).

Mediate the resolution of problems, issues, and concerns that may arise between coaches and athletic programs students and parents.

Provide a channel through which students and the community may express their concerns about an athletic program.

Provide for in-service of coaching staff as needed.

Disseminate after-school sports materials and enforce rules and regulations, including player eligibility.

Collect, file, and notify athletes and coaches regarding student eligibility as it pertains to the after-school rules and athletic code of conduct.

Ensure adherence to all league policies, administrative rules, procedures, and codes relating to and participation in athletics.

Coordinate the ordering of uniforms and other equipment as needed.

Order post-season awards for each program.

Attend monthly athletic conference meetings.

Perform other duties as assigned.

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